

Preparing for Academic Success

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-General Arts and Science (Certificate)	General Arts and Science - One-year	GASC	1	1
LS-General Arts and Science - Liberal Arts OnTechU Transfer (Certificate)	General Arts and Science - One-year	GAST	1	1
LS-General Arts and Science - Liberal Arts OnTechU Transfer - Forensics (Certificate)	General Arts and Science - One-year	GASF	1	1
LS-General Arts and Science - Science and Engineering Preparation (Certificate)	General Arts and Science - One-year	GASK	1	1
LS-General Arts and Science - Science and Engineering Preparation - OnTechU Transfer (Certificate)	General Arts and Science - One-year	GASZ	1	1
LS-General Arts and Science - Trent University Transfer (Certificate)	General Arts and Science - One-year	GASA	1	1
HS-Pre-Health Sciences Pathway Certificates and Diplomas	--	PHSC	1	1
HS-Pre-Health Sciences Pathway to Advanced Diplomas and Degrees	--	PHSU	1	1

Course Code: PREP 1300	Course Equiv. Code(s): N/A
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Delivery Mode(s): In class <input type="checkbox"/> Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
Remote proctoring required Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Authorized by (Dean or Director): Nora Simpson Date: July 2024	

Prepared by		
First Name	Last Name	Email
Jesse	Parsons	jesse.parsons@durhamcollege.ca

Course Description:

Preparing for Academic Success will help you discover who you are as a learner and become an active agent of your own college journey. This is a highly participatory course that will help you to define and navigate what academic and career success means to you through self-reflection and planning exercises. You will cultivate strategies and techniques that will help you to develop critical thinking, informational literacy, goal setting, active reading, note taking, test preparation, time- and self-management skills. This course presents opportunities for you to connect with Durham College's services and resources to enhance your post-secondary experience. Preparing for Academic Success will help you identify and clarify skills, and personal development themes that help bridge the gaps between academic achievement, campus and community connections, and life after school, including personal and professional aspirations. Through various activities, application, and reflection, the material covered in this course will support and assist you for continuing your education.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

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

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

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

PLAR Eligibility

Yes ☒ No ☐

PLAR Assessment (if eligible):

- ☒ Assignment
- ☐ Exam
- ☐ Portfolio
- ☐ Other

*** For many programs in General Arts and Science and Pre-Health - articulation agreements with universities require this course. Thus, you may not be able PLAR this course. Please contact your academic advisor to confirm that this is a required course for you to continue/transfer to your next program. If you were to PLAR this course, it may exclude you from leveraging an articulation agreement to transfer credit value or gain acceptance to your desired program*** The PLAR package will evaluate students on their competencies related to the 4 learning outcomes. Students will to thoroughly demonstrate that you as a student are in fact well prepared already for the college journey. The assessment consists of video based demonstrations of skills and a 750 words APA Style Paper. Anticipate allocating sufficient time to this PLAR process.

Course Learning Outcomes

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

Course Specific Learning Outcomes (CLO)

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

- CLO1 Create an action plan to achieve your personal and academic goals by applying goal statements, time management strategies, future program planning, and wellness practices.
- CLO2 Evaluate and select Durham College and community resources to support your personal, educational, and career goals while enhancing your college experience.
- CLO3 Demonstrate metacognition and reflection to develop and sharpen academic skills (e.g., reading comprehension, note-taking, studying, test taking, information literacy, researching, critical thinking, personal development and wellness) to ensure your success as a college student and beyond.
- CLO4 Collaborate and demonstrate research skills to produce a team research project.

Essential Employability Skill Outcomes (ESSO)

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

- ☒ EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- ☒ EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- ☐ EES 3. Execute mathematical operations accurately.
- ☐ EES 4. Apply a systematic approach to solve problems.
- ☒ EES 5. Use a variety of thinking skills to anticipate and solve problems.
- ☒ EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- ☒ EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- ☒ EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- ☒ EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- ☒ EES 10. Manage the use of time and other resources to complete projects.
- ☐ EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
In Process: Active student engagement with the course, in class, online, participation, activities, discussions, self-assessments, entrance or exit tickets.	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES5, EES7, EES8, EES9, EES10	20
Quiz: Academic Boot Camp Module Complete	CLO1, CLO2	EES6, EES7	5
Assignment: Mapping the Semester - A Blue Print for Success. Time Management, Managing a Semester, and Future Program Planning.	CLO1, CLO3	EES1, EES7, EES10	20
Assignment: Connecting to College Resources Assignment.	CLO2, CLO3	EES1, EES2	5
Assignment: Metacognitive Documentary Videos. Two instalments. A study of how you learn in college.	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES7	20
Project: Team Research Project. A Proposal and Contract, Self & Peer-Evaluations and A Finished Product.	CLO2, CLO3, CLO4	EES1, EES5, EES6, EES7, EES8, EES9	25
Assignment: Activity Tracker - Students track a behaviour and report back on their data and findings.	CLO3	EES1, EES2, EES7	5
Total			100%

Notes:

1. To earn in-process marks, students must be present in class the day the activities take place and meet the submission deadline. Many of the activities require student-teacher and student-student interaction and the intended learning cannot take place if the student is absent from this process. All application marks are earned through both scheduled and random activities conducted throughout the semester and are intended to give students the opportunity to apply concepts covered in class to enhance and reinforce learning. Given the nature of these activities, there are no makeups or facility for submitting after the submission deadline. Application activities not completed within the established timelines and parameters will not be considered for grading purposes. Deviation from this policy will occur on a case-by-case basis, where warranted, at the full discretion of the professor. Documentation may be required.
2. All 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. Written work must be typed -- that is, hand-written work will not be accepted.
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 (but not limited to) audio, video, multimedia, etc. This will be clarified and addressed by the professor in class/online.

4. Assessments and evaluations are to be submitted by the deadline given as a hard copy or an e-copy submitted to the appropriate online submission folder in DC Connect. The professor will specify the appropriate delivery method prior to collecting work. All late submissions will be assessed a penalty of 10% of the total possible grade for the assignment per 24 hours late up to 72 hours after which the assignment will no longer be accepted. These requirements reflect the importance of deadlines in a workplace environment, and the consequences of failing to meet such deadlines. Requirements must be observed carefully to avoid academic penalties. Missed assignments cannot be made up through any method. 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. Please keep in mind: as in the workplace, failure to meet deadlines results in loss of credibility, advancement opportunities and grades.
5. PREP 1300 is delivered to multiple programs across the college. To add flexibility so the course can best serve all students, the evaluation criteria and types of assessments are subject to change at the discretion of the instructor and program team to ensure alignment with program learning outcomes and/or pathway objectives. Any change will be fully communicated to students at the start of the course.

Required Text(s) and Supplies:

1. There is a free textbook from: <https://openstax.org/details/books/college-success>

Recommended Resources (purchase is optional):

1. Durham College takes pride in providing supports for our students. Students are encouraged to make connections to the resources available to them. There are a variety of apps and sites that can help get you get connected such as:

<https://durhamcollege.ca/mydc/student-services>

<https://durhamcollege.ca/dc-mobile>

<https://durhamcollege.ca/mydc/learning-resources/academic-success-toolkit>

<https://durhamcollege.ca/are-you-ok>

<http://imwell.ca/>

<https://good2talk.ca/>

Within PREP-1300 DC Connect there is are content areas with orientating materials and activities. Go explore the campus and our online portal known as DC Connect.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
<ul style="list-style-type: none"> + Acceptable Use of Information Technology + Academic Policies + Academic Integrity + Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf + Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies 	<ul style="list-style-type: none"> + 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) in MyDC https://durhamcollege.ca/mydc/
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> • copying another person's work; • using unauthorized materials or resources during an evaluation; • obtaining unauthorized copies of evaluations in advance; • collaborating without permission; • colluding or providing unauthorized assistance; • falsifying academic documents or records; • misrepresenting academic credentials; • buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain; • bribing or attempting to bribe personnel; • impersonation; • submitting the same work in more than one course without authorization; • improper use of computer technology and the internet; • depriving others of academic resources; • misrepresenting reasons for special consideration of academic work; • plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement; • any unauthorized use of generative or other artificial intelligence. <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

Course Specific Policies and Expectations:

In order to ensure a quality learning environment for all students, the following policies have been established for this course. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Academic Policies and Procedures.

Participation and Assignment Completion: Active participation is the best predictor of student success. Students are expected to actively participate in course activities and discussions and any tests or assignments. Unless you have made prior arrangements with your instructor, you are expected to complete all assignments and submit them, on time, according to your instructor's instructions. In situations where serious illness, emergencies or other circumstances prevent you from completing assessments, please get in touch with your instructor via DC Mail as soon as possible. You will be required to provide documents that verify your situation before accommodations can be made, and any arrangements to make up missed assignments will be at the sole discretion of the instructor.

Grading and Feedback: Students should consult their course outlines for a list of assessments and associated weighting. Faculty will return assessments to students within an appropriate time frame for the assessment type, typically three weeks at a maximum, with exceptions negotiated between the instructor and the class. Assessments may be returned via DC Connect or in class. It is the student's responsibility to review their graded assessments and any feedback that may have been provided to improve academic performance. Students may request an interview with the instructor, within 15 days of the returned assessment, to further clarify assessment results.

Plagiarism and Academic Integrity: Plagiarism is a serious breach of the College's Academic Integrity policy and will be enforced on any students involved in incidents of plagiarism, of any type. This could include any or all of the following: a mark of zero on an evaluation, a mark of zero in the course, non-admittance to a course or program, withdrawal from a course, or dismissal from the college. In all cases, a formal Academic Alert will be issued that will document the infraction that has taken place, notification will be given to the Dean/Associate Dean and a record will be placed in the student's file. Professors may request electronic files of written submissions. Plagiarism detection software may be used during the marking process. Any work that has been plagiarized will receive a mark of zero. If it is determined that a student has shared any work with or copied from another student, then ALL STUDENTS INVOLVED will receive a mark of zero for the entire assignment or test.

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

Diversity: Durham College classrooms -- whether physical or online in nature -- reflect the diverse nature of the workplace, and will often include students of different race, age, ethnicity, socioeconomic status, nationality, belief, ability, gender identity, and sexual orientation. Students are expected to be considerate of their classmates, respect each other's differences and help to create a safe environment where everyone can focus on the work at hand. This course may include the use of readings, discussions, and case studies that enable students to adapt to differences with real empathy, recognize the legitimacy of those differences, and understand that there are many ways to make meaning in this world.

Metacognition (Ertmer & Newby, 1996) is an Expert Learning model. It is essentially "thinking about thinking" or "knowing about knowing". It is a reflective framework where you will plan your learning, monitor your learning process, and then evaluate the effectiveness of your learning in order to then adapt strategies for success. This course will frame learning strategies under this approach through out the entire course. The course includes self-assessments and reflective activities. Metacognition will be assessed using, for example, a video documentary where you will have the opportunity to demonstrate the ways you are learning and what you have learned about learning during the term. This course does not engage with learning styles which are neuro-myths (Howard-Jones, 2014).

Students will conduct themselves in class with expectations of inclusion and respect. Students who are unable to conduct themselves in a professional manner will be asked to settle, separate from perhaps a distracting peer, or then depart the class. Please review the Standards of Student Conduct for All Learning Environments (ACAD131). In the event that a student disrupts or disrespects the professor or fellow students an Academic Conduct Form (STU75) can and will be issued.

References

- Ertmer, P., & Newby, T. (1996). The expert learner: Strategic, self-regulated, and reflective. *Instructional Science*, 24(3), 1-24.
- Paul A. Howard-Jones. (2014). Neuroscience and education: myths and messages. *Nature Reviews Neuroscience*, 15(12), 817-81724. <https://doi.org/10.1038/nrn3817>

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

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

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

Week/ Module	Hours:	2	Delivery:	In Class
01	Course Learning Outcomes			
	CLO2			
	Essential Employability Skills			
	Taught:	EES1, EES8	Practiced:	EES1, EES8
	Intended Learning Objectives/Topics			
	Themes: Welcome to Durham College The value of higher education, defining student success, and your college experience. The introductory discussion may touch upon the skills and development concepts to ensure your success. Topics may include: self-regulatory behaviours as linked to academic and professional success, such as time management practices, ability to self-motivate, strategies to combat procrastination, roadblocks to success, study habits, effective goal-setting, etc. (all of these topics will be addressed in more depth in subsequent weeks). Orientating to Durham College, connecting to college resources, navigating DC Connect, and a review of course materials will be discussed.			
	Intended Learning Activities			
Icebreaker activity. Bookend activity: defining success and learning, and building a time capsule. Introductory lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.				
Resources and References				
Handouts posted to DC Connect; all assignment instruction sheets posted to DC Connect.				
Evaluation			Weighting	
In Process: Active student engagement with the course, in class, online, participation, activities, discussions, self-assessments, entrance or exit tickets.			25	

Week/ Module	Hours: 1	Delivery: Online
01	Course Learning Outcomes CLO2	
	Essential Employability Skills	
	Taught: EES1, EES8	Practiced: EES1, EES8
	Intended Learning Objectives/Topics Course introduction continued: student review of the course outline, expectations, and due dates. Overview of online learning strategies. Getting to know DC Connect.	
	Intended Learning Activities Student questions about the outline, expectations, and due dates may be posted to a generic discussion board on DC Connect. Connection and/or summary activities may include, but are not limited to: - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites).	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours: 2	Delivery: In Class
02	Course Learning Outcomes CLO1, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES8, EES10	Practiced: EES1, EES2, EES8, EES10
	Intended Learning Objectives/Topics <p>Brief Q and A about the course outline, expectations and due dates (an opportunity to clarify anything about the course, delivery, etc.)</p> <p>Themes: Mapping Part 1 Who are you? Where are you going? How are you going to get there? Planning for Success.</p> <p>The value of metacognition for your academic success. Reflecting upon different ways of learning; principles of learning, and planning for your learning. Planning a successful semester: creating vision and mission statements to shape your plans. Planning, mapping, and time management to achieving personal, academic, and professional goals. Taking ownership; wellness practices for self-care and persistence.</p>	
	Intended Learning Activities <p>Lecture and media supplement.</p> <p>Seminar-style small-group and guided discussions.</p> <p>Additional in-class tasks, activities, and exercises may include, but are not limited to:</p> <ul style="list-style-type: none"> - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers. 	
	Resources and References <p>N/A</p>	
	Evaluation	

Week/ Module	Hours: 1	Delivery: Online
02	Course Learning Outcomes CLO1, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES8, EES10, EES11	Practiced: EES1, EES2, EES8, EES10, EES11
	Intended Learning Objectives/Topics Topic(s) continued online. This week students will complete and submit a 5% Orientating/Transitioning into Higher Education Module in DC Connect.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites).	
	Resources and References N/A	
	Evaluation Quiz: Academic Boot Camp Module Complete	Weighting 5

Week/ Module	Hours: 2	Delivery: In Class
03	Course Learning Outcomes CLO1, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES8, EES10	Practiced: EES1, EES2, EES8, EES10
	Intended Learning Objectives/Topics Themes: Mapping Part 2 Continuation of Mapping/Planning for Success Creating a plan to manage your semester: SMART goals, prioritization and connecting to resources. May include: scheduling/time management templates, digital calendars/alerts, meal plans, budgeting, and wellness practices. Reviewing academic pathways for future success (i.e., developing a Plan A and a Plan B). Understanding how/when to apply to future programs.	
	Intended Learning Activities Mapping the semester exercise (**Note -- It is important to be in class to complete the mapping exercise that the professor will then check.**). Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.	
	Resources and References N/A	
	Evaluation Assignment: Mapping the Semester - A Blue Print for Success. Time Management, Managing a Semester, and Future Program Planning.	Weighting 20

Week/ Module	Hours: 1	Delivery: Online
03	Course Learning Outcomes CLO1, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES8, EES10, EES11	Practiced: EES1, EES2, EES8, EES10, EES11
	Intended Learning Objectives/Topics Topic(s) continued online.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites). 	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours:	2	Delivery:	In Class
04	Course Learning Outcomes CLO3			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7	Practiced:	EES1, EES2, EES7
	Intended Learning Objectives/Topics Themes: Being a College Student Part 1 Foundational skills for academics. Information processing, perception, memory, hearing vs. listening, active listening. Academic reading strategies and working with information. Effective note taking strategies and organizing workflow.			
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.			
	Resources and References N/A			
Evaluation				

Week/ Module	Hours: 1	Delivery: Online
04	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7	Practiced: EES1, EES2, EES7
	Intended Learning Objectives/Topics Topic(s) continued online.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites). 	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours: 2	Delivery: In Class
05	Course Learning Outcomes CLO1, CLO2, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7, EES10	Practiced: EES1, EES2, EES7, EES10
	Intended Learning Objectives/Topics Themes: Being a College Student Part 2 Effective studying methods: memory, concentration, and focus. Analogue and digital study tools. Techniques and strategies for managing a test, before, during, and after. Test anxiety and stress management. College test-related resources (e.g., practice tests exemplars SALS). *Caveat: Where appropriate, discussions may include strategies for post-admissions testing scenarios e.g., Pre-health Sciences.*	
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours: 1	Delivery: Online
05	Course Learning Outcomes CLO1, CLO2, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7, EES10	Practiced: EES1, EES2, EES7, EES10
	Intended Learning Objectives/Topics Topic(s) continued online. Students will submit their Activity Tracker reflection assignment 5%.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites). 	
	Resources and References N/A	
	Evaluation Assignment: Activity Tracker - Students track a behaviour and report back on their data and findings.	Weighting 5

Week/ Module	Hours: 2	Delivery: In Class
06	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7	Practiced: EES1, EES2, EES7
	Intended Learning Objectives/Topics Themes: The Value of Research Skills The power of research questions and defining problems. Defining Research: an introduction to research methods (e.g., qualitative and quantitative, primary and secondary). Information literacy, evaluating information, and identifying credible sources. How to use campus resources (e.g., library, SALS) and the responsibility of academic integrity.	
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.	
	Resources and References N/A	
Evaluation Assignment: Metacognitive Documentary Videos. Two instalments. A study of how you learn in college.		Weighting 20

Week/ Module	Hours: 1	Delivery: Online
06	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7, EES11	Practiced: EES1, EES2, EES7, EES11
	Intended Learning Objectives/Topics Topic(s) continued online.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites). 	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours: 2	Delivery: In Class
07	Course Learning Outcomes CLO1, CLO4	
	Essential Employability Skills	
	Taught: EES7, EES8, EES9, EES10	Practiced: EES7, EES8, EES9, EES10
	Intended Learning Objectives/Topics Themes: Collaboration, Communication, and Working Well in Teams Understanding team development through roles, norms, and group dynamics. Team building strategies. Managing conflict and avoiding group think. Productivity tools for teams. ***Opportunities to form into teams for the 20% research project***	
	Intended Learning Activities First in-class opportunity to work on the group presentation/project and complete the proposal/contract. (**Note - This is an important milestone for the group culminating activity; you must be present to pick your group and complete the relevant proposal/contract**). Team-building activity. Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours: 1	Delivery: Online
07	Course Learning Outcomes CLO1, CLO4	
	Essential Employability Skills	
	Taught: EES7, EES8, EES9, EES10, EES11	Practiced: EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Topic(s) continued online.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites). 	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours: 2	Delivery: In Class
08	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES5, EES7	Practiced: EES1, EES2, EES5, EES7
	Intended Learning Objectives/Topics Themes: Critical Thinking, Problem Solving, and Creativity. Critically evaluating information and ideas. Defining and solving problems. Strategies for prioritization and decision making. Defining and valuing creativity for academics and the workplace.	
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.	
	Resources and References N/A	
Evaluation Project: Team Research Project. A Proposal and Contract, Self & Peer-Evaluations and A Finished Product.		Weighting 20

Week/ Module	Hours: 1	Delivery: Online
08	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7	Practiced: EES1, EES2, EES7
	Intended Learning Objectives/Topics Topic(s) continued online.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites). 	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours: 2	Delivery: In Class
09	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7	Practiced: EES1, EES2, EES7
	Intended Learning Objectives/Topics Themes: Academic Writing, Integrity, and Documentation Skills A review of the value of research. A primer on academic writing style, paper formats, and referencing (e.g., APA, MLA). Integrate quotations, paraphrasing and summarizing, and in-text citations. Scholarly research (e.g., journals) to support academic writing. Structuring a thesis, paper, or project.	
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours: 1	Delivery: Online
09	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7	Practiced: EES1, EES2, EES6, EES7
	Intended Learning Objectives/Topics Topic(s) continued online.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites). 	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours: 2	Delivery: In Class
10	Course Learning Outcomes CLO1, CLO2, CLO3	
	Essential Employability Skills	
	Taught: EES2, EES9, EES10, EES11	Practiced: EES2, EES9, EES10, EES11
	Intended Learning Objectives/Topics Themes: Wellness, Mindfulness, and Self-Care Defining mental health concepts and the DSM-V (e.g., anxiety, depression, wellness). Developing self-care practices (e.g., revisiting mapping the semester to incorporate self-care). Defining mindfulness and building mindfulness practices. Considering holistic approaches to wellness (e.g., wellness wheel). Connecting to wellness resources at Durham College and beyond.	
	Intended Learning Activities Second (and final) in-class opportunity to work on the group presentations. Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.	
	Resources and References N/A	
Evaluation Assignment: Connecting to College Resources Assignment.		Weighting 5

Week/ Module	Hours:	1	Delivery:	Online
10	Course Learning Outcomes CLO1, CLO2, CLO3			
	Essential Employability Skills			
	Taught: EES2, EES9, EES10		Practiced: EES2, EES9, EES10	
	Intended Learning Objectives/Topics Topic(s) continued online.			
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites).			
	Resources and References N/A			
Evaluation				
Week/ Module	Hours:	2	Delivery:	Online
11	Course Learning Outcomes CLO2, CLO4			
	Essential Employability Skills			
	Taught: EES8, EES9, EES10		Practiced: EES8, EES9, EES10	
	Intended Learning Objectives/Topics Allocation of time for team research project development. A review of library resources and research skills. Online session.			
	Intended Learning Activities Consultation with professor about the team research project online. Teams will meet with professor online to review progress on the project, pose research questions, and clarify the final deliverable.			
	Resources and References N/A			
Evaluation Assignment: Metacognitive Documentary Videos. Two instalments. A study of how you learn in college.				Weighting 20

Week/ Module	Hours: 1 Delivery: Online
11	Course Learning Outcomes CLO2, CLO4
	Essential Employability Skills
	Taught: EES8, EES9, EES10, EES11 Practiced: EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Themes: Thinking Globally About Your Learning and the Future of Work Global opportunities for learning. Global opportunities for work. Review relevant definitions and concepts, such as ethics, professionalism, equity, diversity, oppression, marginalization, and power dynamics, among others. Recognize the value in diversity. Making connections to your future career.
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites).
	Resources and References N/A
	Evaluation

Week/ Module	Hours: 2	Delivery: In Class
12	Course Learning Outcomes CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES7, EES8, EES9, EES10	Practiced: EES1, EES7, EES8, EES9, EES10
	Intended Learning Objectives/Topics Team Research Projects/Presentations. Teams come prepared to deliver their research projects in class. Students should review rubric before hand.	
	Intended Learning Activities Team Research Projects/Presentations.	
	Resources and References N/A	
	Evaluation Project: Team Research Project. A Proposal and Contract, Self & Peer-Evaluations and A Finished Product.	Weighting 20
Week/ Module	Hours: 1	Delivery: Online
12	Course Learning Outcomes CLO1, CLO2	
	Essential Employability Skills	
	Taught: EES1, EES10	Practiced: EES1, EES10
	Intended Learning Objectives/Topics Themes: Strategize your next steps.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites). 	
	Resources and References N/A	
	Evaluation	

Week/ Module	Hours:	2	Delivery:	In Class
13	Course Learning Outcomes CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES7, EES8, EES9, EES10	Practiced:	EES1, EES7, EES8, EES9, EES10
	Intended Learning Objectives/Topics Team Research Projects/Presentations. Teams come prepared to deliver their research projects in class. Students should review rubric before hand.			
	Intended Learning Activities Team Research Projects/Presentations.			
	Resources and References N/A			
	Evaluation Project: Team Research Project. A Proposal and Contract, Self & Peer-Evaluations and A Finished Product.			Weighting 20
Week/ Module	Hours:	1	Delivery:	Online
13	Course Learning Outcomes CLO1, CLO2			
	Essential Employability Skills			
	Taught:	EES1, EES10	Practiced:	EES1, EES10
	Intended Learning Objectives/Topics Themes: Strategize your next steps (continued).			
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites).			
	Resources and References N/A			
	Evaluation			

Week/ Module	Hours:	2	Delivery:	In Class
14	Course Learning Outcomes			
	CLO3			
	Essential Employability Skills			
	Taught:		Practiced:	
	Intended Learning Objectives/Topics			
	Themes: Unpacking Your First Semester How have you developed over the semester? Reflecting upon the skills you have developed. Consolidating what you have learned. Course wrap-up, considering the road ahead, next steps, and academic pathways.			
Intended Learning Activities				
Concluding remarks.				
Bookend activity revisit from week 01.				
Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.				
Resources and References				
N/A				
Evaluation				

Week/ Module	Hours: 1 Delivery: Online
14	Course Learning Outcomes CLO3
	Essential Employability Skills
	Taught: Practiced:
	Intended Learning Objectives/Topics Topic continued online.
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites).
	Resources and References N/A
	Evaluation