Faculty of Education

EDUC 1312U: Fundamentals of Professional Writing

Course outline for Fall 2021

1. Course Details & Important Dates*

Term: Fall
Course Type: EDUC
Day: Wednesday
Time: 12:10 to 1 p.m. or 6:10 to 7 p.m.
Location: Online
CRNs: 44544, 44973, 44974
Classes Start: September 8, 2021
Classes End: December 1, 2021

* Visit https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php for other dates

2. Instructor Contact Information

Instructor name: Janet Symmons, PhD
Phone: n/a
Email: XXXXX Please use only this email to contact me. I do not use
Canvas for messaging/email. I prefer meeting with learners on Zoom if they have questions that may need detailed answers or examples. Please use email for short messages or questions that do not required detailed responses. I will respond to email within 24 hours, but not on weekends

Virtual Offices Hours: By appointment from Mondays to Thursday generally between noon and 9 p.m. Please use the Google signup sheet to make an appointment. Meetings take place in Janet's virtual meeting room

Janet's meeting signup sheet:

Meetings take place in:

Professional Writing Zoom tutorial room:

3. Course Description

This course introduces the elements of skillful professional writing: clarity, coherence, style, grammar and punctuation. It will cover the fundamental principles of narrative, journalism, business, scientific, technical, and scholarly writing. A series of writing projects will help students improve their writing skills.

4. Learning Outcomes

On the successful completion of the course, students will be able to:
1. Demonstrate an understanding of the elements of the communication process
2. Recognize and address diversity and individual differences in the interpersonal communications process
3. Understand and apply principles of intercultural communication
4. Identify and apply active listening techniques and reading comprehension skills
5. Organize and write information and ideas clearly and logically
6. Apply proper formatting and organization for formal reports
7. Identify the available channels of communication and utilize the appropriate formats within those channels to communicate ideas
8. Organize and deliver oral presentations
9. Define and demonstrate the concept of giving and receiving constructive feedback

5. Course Design

All course activities are designed in a manner that allows for access with a wide range of mobile devices such as Smartphones and tablets (iPads, Galaxy, etc.), therefore favoring the development of a truly mobile learning culture, anywhere anytime. This 36-hour (3 credit) course will be arranged in 12 MANDATORY modules each including:
1. About 1 to 1.5 hours of learning materials are assigned and sections of online PPT lectures through YouTube in addition to assigned weekly readings.
2. One hour of synchronous group tutorial activities in Zoom. Two tutorial times are available. Feel free to attend either of the two weekly tutorials. You do not need to inform the instructor which tutorial you will attend
3. The final element of each module will include 30 minutes to one hour devoted to online activities, such as forum discussions and self-directed learning activities, as specified in the course calendar below, using a wide variety of online resources
4. The course also aims at nurturing a constructive learning environment where peer collaboration and feedback are particularly encouraged
5. Your active participation and attendance in the class contribute to the overall experience. Information on attendance, participation, plagiarism, and late assignments can be found further on in this course outline. **Students should be aware that a single instance of plagiarism, which includes recycling work completed in any previous course, will result in serious academic consequences**.

6. Equity, Diversity and Inclusion

In keeping with the university's values statement which underscores our commitment to honesty, inclusivity, and equity, the Faculty of Education is committed to acknowledging and addressing the multiple ways in which hegemonic perspectives have shaped course content and privileged some learners over others. To that end, we strive to ensure that the courses in all of our programs include opportunities to engage with themes related to inequity and marginalization in education.

7. Outline of Topics in the Course
Week 1 – Sept 8 – The Art of Writing
This module meets the following course learning outcomes:

- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Identity and apply active listening techniques and reading comprehension skills

Required readings:

Writing for Success, pp. 30-31 (The writing process)
Technical Writing Essentials, pp. 43-49 (communicating with precision)
Communication at Work, pp. 144-165 (forming effective sentences and paragraphs)
Writing for Success, pp. 89-121 (effective means of writing a paragraph)
Building Blocks, pp. 29-38 (expository paragraphs)
Building Blocks, pp. 39-48 (persuasive paragraphs)
Building Blocks, pp. 81-84 (drafting and proofreading)

Week 2 – Sept 15 – Peer Review and Using Sources

This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Identity and apply active listening techniques and reading comprehension skills
- Define and demonstrate the concept of giving and receiving constructive feedback

Required readings

Communication at Work, pp. 77-96 (using sources)
Business Writing for Everyone, pp. 155-179 (using sources)
Business Writing for Everyone, pp. 209-211 (synthesizing sources)
Building Blocks, pp. 79-80 (peer review)
Building Blocks, pp. 87-88 (the review)
Purdue Online Writing Lab. (n.d.). *APA formatting and style guide (7th edition). General format.*
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html (Use this site to help you correctly format citation and references and other elements of an APA document)

Week 3 – Sept 22 – Résumés and Cover Letters

This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Identity and apply active listening techniques and reading comprehension skills

Required readings:

Business Writing for Everyone, pp. 16-25 (The Writing Process)
Building Blocks, pp. 9-13 (pre-writing)
Building Blocks, pp. 105-111 (résumés and cover letters)
Communications at Work, pp. 462-478 (résumés)
Communications at Work, pp. 480-486 (cover letters)
Technical Writing Essentials, pp.95-96 (Style tips: Rising to enhance readability)

Week 4 – Sept 29 – Document Design

This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Identity and apply active listening techniques and reading comprehension skills

Required readings and videos

Technical Writing Essentials, pp. 65-93 (document design)

Communication at Work, pp. 184-199 (document design) Including the embedded accessibility checker video on p. 198

Week 5 – Oct 6 – Professional Style and Proposals
This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Identity and apply active listening techniques and reading comprehension skills

Required readings
Technical Writing Essentials, pp 241-244 (writing a summary)
Writing for Success, pp. 80-84 (summaries and abstracts)
Technical Writing Essentials, pp. 37-42 (reader-centred writing)
Technical Writing Essentials, pp. 51-64 (writing to persuade)
Technical Writing Essential, pp. 185-196 (proposals)
Communion at Work, pp. 396-399 (proposals)

Oct 12 – Study Week

Week 6 – Oct 20– Academic Writing
This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Identity and apply active listening techniques and reading comprehension skills

Required readings and videos
10 features of academic writing style
https://www.jcu.edu.au/__data/assets/pdf_file/0009/992628/10-Features-of-Academic-Writing-Style.pdf
Writing for Success, pp. 144-163 (thesis statements)
Technical Writing Essentials, pp. 125-127 (research terminology)
Writing for Success, pp. 85-87 (paraphrasing)

Week 7 – Oct 27 – Group Communications
This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Recognize and address diversity and individual differences in the interpersonal communications process
- Understand and apply principles of intercultural communication
- Identify the available channels of communication and utilize the appropriate formats within those channels to communicate ideas
- Identity and apply active listening techniques and reading comprehension skills

Required readings and videos
Communication at Work, pp. 561-587 (teamwork)
Business Writing for Everyone, pp. 361-369 (Understanding team dynamics)
Technical Writing Essential, pp. 99-120 (teamwork and communication)

Week 8 – Nov 3 – Writing RFPs
This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Identity and apply active listening techniques and reading comprehension skills

Required readings and videos

Indeed Editorial Team. (2020, December 31). How to write an RFP that will get a response. https://www.indeed.com/career-advice/career-development/how-to-write-an-rfp

Online Training for Everyone. (2020, September 25). How to write request for proposal (RFP). https://www.youtube.com/watch?v=acHbEnm1d38&ab_channel=OnlineTrainingforEveryone

Week 9 – Nov 10 – Business Writing

This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Identify the available channels of communication and utilize the appropriate formats within those channels to communicate ideas
- Identity and apply active listening techniques and reading comprehension skills

Required readings

Business Writing for Everyone, pp. 91-106 (writing memos, letters, emails, and instant messages)

Technical Writing Essential, pp. 173-184 (correspondence)

Week 10 – Nov 17 – Communicating Messages

This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Recognize and address diversity and individual differences in the interpersonal communications process
- Understand and apply principles of intercultural communication
- Organize and write information and ideas clearly and logically
- Identify the available channels of communication and utilize the appropriate formats within those channels to communicate ideas
- Identity and apply active listening techniques and reading comprehension skills

Required readings

Business Writing for Everyone, pp. 118-131 (delivery good, neutral, and bad news messages)

Communication at Work, pp. 548-557 (intercultural communication)

Week 11 – Nov 24 – Interpersonal Workplace Communications

This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Recognize and address diversity and individual differences in the interpersonal communications process
- Understand and apply principles of intercultural communication
- Organize and write information and ideas clearly and logically
- Identify the available channels of communication and utilize the appropriate formats within those channels to communicate ideas
- Identity and apply active listening techniques and reading comprehension skills

Required readings

Communication at Work, pp. 491-521, and 548-556 (verbal communication and conversation)

Business Writing for Everyone, pp 296-298 (social media in the workplace)

Week 12 – Dec 2 – Oral Presentations

This module meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Organize and deliver oral presentations
- Identity and apply active listening techniques and reading comprehension skills

Required readings

Building Blocks, pp. 93-96 (presentations)
Business Writing for Everyone, pp. 258-277 (oral presentations)
Technical Writing Essential, pp. 225-233 (developing presentation skills)

8. **Required Texts/Readings (All textbooks are free to download and use)**

Brooks, C. (2021). *Building blocks of academic writing.* https://opentextbc.ca/buildingblocks/

Cruthers, A. (2021). *Business writing for everyone.* https://collection.bccampus.ca/oer/business-writing-for-everyone/

Horkoff, T. (2015). *Writing for success. First Canadian edition.*
https://opentextbc.ca/writingforsuccess/

Last, S. (2021). *Technical writing essential.* https://bit.ly/3Cg6imv

Smith, J. (2019). *Communication at work.*
https://ecampusontario.pressbooks.pub/communicationatwork/

Additional readings may be assigned or recommended during the course.

9. **Evaluation Method**

There are four individual assignments in this course. Each assignment will have the benefit of peer review and suggestions prior to submitting it to the instructor. Each assignment is worth 25% of the overall grade. Students are expected to review and apply the weekly readings prior to working on assignments. See below for assignment details.

All assignments are graded using a letter grade. The letter grades correspond with Ontario Tech's grading scheme. The grading scheme graphic (see below) provides learners with the letter grade, percentage range, and description It may take up to two weeks to return graded assignments. This is depended upon the number of learners in the course.

Grade	Percentage	Grade points	Description
A+	90 to 100	4.3	**Excellent.** Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; and an outstanding ability to communicate.
A	85 to 89	4	
A-	80 to 84	3.7	
B+	77 to 79	3.3	**Good.** Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently.
B	73 to 76	3	
B-	70 to 72	2.7	
C+	67 to 69	2.3	**Adequate.** Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.
C	60 to 66	2	
D	50 to 59	1	**Marginal.** Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate.
F	0 to 49	0	**Inadequate.** Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

10. Assignments and Tests
Assignment 1: Master's Application
Due: Sept 24 by 11:55 p.m.
Grade weight: 25%
Dynamic: individual

This assignment meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Define and demonstrate the concepts of giving and receiving constructive feedback

Choose a master's program at Ontario Tech that you would like to apply for. Write a two-page letter of intent as per the program's guidelines. Review the program's admission process and requirements so you understand what the letter of intent must include. For the purpose of this assignment, use Times New Roman, 12-point font, **single spaced**, indent the first line of each paragraph but do not have an extra space between paragraphs. Important: Include a link to the program you are applying for on the cover page. The link should be to the website that provides details about the program's admissions processes and requirements.

The letter of intent is the only requirements for this assignment even though many program applications require a résumé and other support documents.

Learners will be assigned two peers to review each other's work. Please share your work with your peer no later than Sept 17 at 11:55 p.m. Each review must provide at least five actionable suggestions for each of the other peers' assignments to help them improve their work. Posting the suggests in Canvas no later than Sept 20 at 11:55 p.m. This allows all learners the opportunity to hone their work prior to submitting the assignment on Sept 24.

Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Beyond Expectations
Link to program's requirements				
Meets program criteria				
Concise writing				
Word choice				
Effective paragraphs				
Grammar/punctuation				
Two pages				
Meets formatting requirements				
Shared for peer review by deadline				
Provided peer with at least five actionable suggestions				

Assignment 2: Job Application
Due: Oct 8 by 11:55 p.m.
Grade weight: 25%
Dynamic: individual

This assignment meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Identifying and apply active listening techniques and reading comprehension skills
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Define and demonstrate the concepts of giving and receiving constructive feedback

Feedback is an important aspect of writing. Similar to the previous assignment, learners will be assigned two peers to review each other's work. Please share your work with your peer no later than Oct 1 at 11:55 p.m. Each review must provide at least five actionable suggestions for each of the other peers' assignments to help them improve their work. Posting the suggests in Canvas no later than Oct 4 at 11:55 p.m. This allows all learners the opportunity to hone their work prior to submitting the assignment on Oct 8.

Choose one job from the University of Excellence's Career website page (see below). Assume you have the necessary skills and education for the position (you successfully completed the master's program from the previous assignment). Submit your two-page résumé and two-page cover letter.

Careers at the University of Excellence

Closing date: October 8, 2021
Department: Faculty of Education
Position: Sessional instructor
Contract: Winter 2022

The Faculty of Education at the University of Excellence has an opening for sessional instructors to teach the following courses in Winter 2022.

EDU-3730u Inclusive Education Strategies for Adult Learners
Competition number: FOE-444321
This is an introductory course that explores inclusive education and to strategies and practices for supporting diverse learners in adult education contexts. Topics include an overview of learning differences, social/emotional/mental health, and diagnoses that impact learning as well as teaching strategies to encourage adults to learn from their strengths and increase independence. Students will gain an understanding of assistive technology, self-advocacy, principles of universal design for learning, and awareness of services available to adult learners.
This is a three-hour course offered with the instructor teaching on campus on Wednesdays, from 6:00 to 9:00 pm, January 8th to April 1st, 2022. This course is offered to students to our Bachelor of Education students interested in the Adult Education specialization.

EDU-4200u Secondary School STEM Teaching Strategies
Competition number: FOE-444322
This is an introduction to the pedagogies, practices, and instructional alternatives that foster acquisition of the knowledge, skills, and attitudes critical to success in the sciences, technology, engineering, and mathematics.
This is a three-hour course offered with the instructor teaching on campus to students in our Bachelor of Education program. The course is offered Mondays from 8:30 am to 11:30 am, January 13 to March 20, 2022.

EDU-4210u Instructing Elementary Mathematics

Competition number: FOE-444323

Students examines and explore the pedagogy of primary/elementary focusing on how children conceptualize mathematics and instructional methods required to foster children's numeracy skills. **This is a three-hour course offered with the instructor teaching on campus to students in the Elementary cohort of our Bachelor of Education program. The course is a blended course (synchronous and asynchronous) offered Tuesdays from 12:30 to 2:30 pm, January 13 to March 30, 2022.**

EDU-5140g Teaching and Learning in the 21st Century

Competition number: FOE-444324

Students explore, assess, and critique various perspectives on the sociocultural, economic, political, and technological forces that shape 21st century education in Ontario and Canada. Various forms of synchronous and asynchronous online environments will be introduced. **This is a three-hour course online to students in the fully online M.Ed. program offered from January 8 to April 8, 2022.**

Required Skills for all positions except where noted:

- A strong theoretical and practical background in teaching professional and academic writing
- Experience supporting students as they undertake professional and academic writing
- For synchronous courses, a high level of skill in designing and leading interactive, inclusive learning experiences in online environments, based on the social construction of knowledge
- Evidence of teaching that fosters reflection, creativity, critical thinking, problem-solving, and collaboration
- Evidence of a well-grounded understanding of educational research into pedagogy and assessment, and experience implementing this research into their teaching practice
- A proven ability to meaningfully and effectively integrate technology in an online learning environment, including synchronous, asynchronous, and blended modes
- Evidence of flexible support for adult students that supports and maintains academic standards
- Ability to support student learning with authentic assessment strategies
- Experience in proactively advancing equity, diversity, and inclusion in teaching and learning,
- Excellent communication skills with an ability to maintain effective relationships with a range of faculty, staff and students,
- Excellent organizational skills are needed to effectively manage course delivery, provide prompt feedback on assignments, and respond to student enquiries in a timely manner.

Qualifications:

Ideal candidates will have a Master of Education degree. Successful candidates will have teaching experience in a Canadian public K-12 system or post-secondary institutions. Candidates applying to teach graduate courses will normally have experience facilitating master's students in a graduate program in Canada.

Electronic applications should include a two-page letter of application (clearly indicating the course for which the application is being submitted) and a two-page résumé. The salary is commensurate with the University of Excellence's Collective Agreement.

THE OFFERING OF THESE COURSES IS CONDITIONAL PENDING FINAL ENROLMENT NUMBERS. ALL SESSIONAL COURSES ARE SUBJECT TO THE FINAL BUDGETARY AND ADMINISTRATIVE APPROVAL.

Please note: The University of Excellence will only contact candidates chosen for further consideration. Shortlisted candidates will be required to provide the names and contact information for three referees, and to arrange for the forwarding of degree transcripts directly from the granting institutions if requested.

Rubric

Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Beyond Expectations
Résumé				
Personal information				
Objective statement				
Education section				
Employment section				
Related experience				
Grammar/punctuation				
Cover letter				
Required skills				
Qualifications				
Fit with the position				
Closing action				
Salutation and signature block				
Grammar/punctuation				
Shared for peer review by deadline				

Provided peer with at least five actionable suggestions by deadline				

Assignment 3: Proposal
Due: Nov 5 by 11:55 p.m.
Grade weight: 25%
Dynamic: individual

This assignment meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Recognize and address diversity and individual difference in the interpersonal communications process
- Understand and apply principles of intercultural communication
- Identifying and apply active listening techniques and reading comprehension skills
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Define and demonstrate the concepts of giving and receiving constructive feedback

You work for Saskatchewan's Ministry of Education and recently read the article "Schools need BIPOC educator now more than ever" (https://www.cbc.ca/news/canada/saskatoon/op-ed-sask-diversity-teachers-bipoc-1.5703711). You feel this is a very important topic that the ministry needs to research and take action on. Write a proposal addressed to Minister Dustin Duncan that explains why this topic needs attention and, ultimately, solutions. Write persuasively, using logic, and citations and references to make your point. You will need to briefly research Saskatchewan (population, diversity, and education systems) so you understand the context and background. Remember not to include any solutions in the proposal. The purpose of the proposal is to attempt to persuade the ministers to grant you permission to move forward with exploring the problem. Do some research and state why this is a problem that needs to be explored further and the need for multiple solutions. Write the proposal following the rules of the seven Cs. The proposal must meet the following requirements:
- Proper salutation, honorifics, and descriptive title on the title page
- Executive summary (about half a page) HINT: write this last
- Context/background to help the ministers understand the issue
- Effects of lack of diversity on students and on educators
- Persuasively written asking for permission to add this to your portfolio of research projects
- 900 to 1000 words (not including title page and reference pages)
- One graphic, table, or chart that illustrates data
- All sources (APA 7 citations and references) must be Canadian and no more than eight years old (no sources dated prior to 2013)
- Use a level 1 heading for the title and level 2 headings throughout the proposal
- APA 7 style: Double spaced, Times New Roman, 12-point font, indent the beginning of each paragraph, no double return after a paragraph

Feedback is an important aspect of writing. Similar to the previous assignment, learners will be assigned two peers to review each other's work. Please share your work with your peer no later than Oct 29 at 11:55 p.m. Each review must provide at least five actionable suggestions for each of the other peers' assignments to help them improve their work. Posting the suggests in Canvas no later than Nov 1 at 11:55 p.m. This allows all learners the opportunity to hone their work prior to submitting the assignment on Nov 5.

Rubric

Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Beyond Expectations
Title page with salutation				
Half page summary				
Context/background				
Effects of lack of diversity on students				
Effects of lack of diversity on educators				
Persuasively written				
Grammar/punctuation				
Data graphic				
900 to 1000 words				
APA headings				
APA 7 style				
Shared for peer review by deadline				
Provided peer with at least five actionable suggestions by deadline				

Assignment4: Request for Proposal (RFP)
Due: Dec 3 by 11:55 p.m.
Grade weight: 25%
Dynamic: individual

This assignment meets the following course learning outcomes:
- Demonstrate an understanding of the elements of the communication process
- Recognize and address diversity and individual difference in the interpersonal communications process
- Understand and apply principles of intercultural communication
- Identifying and apply active listening techniques and reading comprehension skills
- Organize and write information and ideas clearly and logically
- Apply proper formatting and organization of formal reports
- Define and demonstrate the concepts of giving and receiving constructive feedback

You are newly hired senior consultant at the University of Excellence. Several students contacted you with problems about learning online. Select a problem from the list below or create your own problem that needs either goods or services to solve. Write a three-page RFP that will be posted on the university website. Think of writing an RFP as similar to writing a very detailed job ad. Remember to state what information they need to supply, (résumé, etc.), their qualifications, and how to respond (upload or email by a specific date). Refer to the rubric from assignment requirements

Possible problems (or choose your own, but the facilitator must approve the topic prior to beginning the assignment)
1. Limits of Zoom for teaching and learning (need a new video conferencing software)
2. Problems with Canvas (need a new LMS)
3. Too many technologies (need an integrated software for learners)

Feedback is an important aspect of writing. Similar to the previous assignment, learners will be assigned two peers to review each other's work. Please share your work with your peer no later than Nov 26 at 11:55 p.m. Each review must provide at least five actionable suggestions for each of the other peers' assignments to help them improve their work. Posting the suggests in Canvas no later than Nov 29 at 11:55 p.m. This allows all learners the opportunity to hone their work prior to submitting the assignment on Dec 3.

Rubric

Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Beyond Expectations
States the background of the University of Excellence				
States the problem				
In detail, states the goods or services needed				
Terms and conditions of the contract				
How and what to submit				
Grammar/punctuation				
Three pages, APA 7 style, include level 2 headings				
Shared for peer review by deadline				
Provided peer with at least five actionable suggestions by deadline				

Late Assignments
Students must notify the instructor ahead of time if they are unable to meet a deadline. The instructor and the student will negotiate a solution and an alternative due date. Students who do not notify the instructor ahead of time could receive a grade of 0 on the assignment unless there are exceptional circumstances.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles.
Further information on grading can be found at:
https://calendar.ontariotechu.ca/content.php?catoid=22&navoid=879

11. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas™* as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to

download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

To support online learning, the university recommends certain technology requirements for laptops, software and internet connectivity which are available at: https://itsc.ontariotechu.ca/remote-learning.php.

Students experiencing technical difficulties such that they are unable to meet the technology requirements may contact the IT Service Help Desk at: servicedesk@dc-uoit.ca
Students experiencing financial difficulties such that they are unable to meet the technology requirements may contact Student Awards and Financial Aid Office at: connect@ontariotehu.ca

By remaining enrolled in this course, you acknowledge that you have read, understand and agree to observe the Recommended Technology Requirements for accessing university online learning resources, including those minimum requirements that are specific to your faculty and program.

12. Sensitive/Offensive Subject Matter
The classroom (both physical and virtual) is intended to provide a safe, open space for the critical and civil exchange of ideas and opinions. Some articles, media and other course materials may contain sensitive content that is offensive and/or disturbing. For example, some articles or videos may contain matters pertaining to race, gender, or sexuality. The Course Instructor will try to identify such material and communicate warnings to students in advance of the distribution and use of such materials, affording students the choice to either emotionally prepare for, or not to view or interact with, the content.

13. Student Support
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@ontariotechu.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

14. Sexual Violence Support and Education
Ontario Tech is committed to the prevention of sexual violence in all is forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@ontariotechu.ca
- Learn more about your options at: https://studentlife.ontariotechu.ca/sexualviolence/

15. Students with Disabilities
Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.**

Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

When on campus access is allowed, students taking courses on north Oshawa campus can visit Student Accessibility Services in the Student Life Building, U5, East HUB (located in the Founders North parking lot). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Monday to Friday, closed Wednesday's 8:30am – 10:00am. For more information on services provided, you can visit the SAS website at https://studentlife.ontariotechu.ca/services/accessibility/index.php. Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@ontariotechu.ca.

When on campus access is allowed, students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.ontariotechu.ca/uoitclockwork/custom/misc/home.aspx. Students must sign up for tests, midterms, or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

16. **Professional Suitability (if applicable)**
The *Professional Suitability* policy can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php and the related procedures are hosted at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php

17. **Academic Integrity**
Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.ontariotechu.ca/services/academic-support/index.php

18. **Turnitin (if applicable)**

Ontario Tech University 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 are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: https://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet_updatedmay2021-1.pdf

19. **Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes, and other evaluative material in your courses in the Faculty of Education.

Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@ontariotechu.ca

Notice of Collection and Use of Personal Information

Throughout this course, personal information may be collected through the use of certain technologies under the authority of the *University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O.* and will be collected, protected, used, disclosed and retained in compliance with Ontario's *Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. F.31.*

This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Google Meet and Kaltura Virtual Classroom to facilitate remote instruction and interactive learning
- Peer-shared applications, services or technologies that may be reviewed, assessed, or used as part of coursework.

- Other applications, services, or technologies that support or enhance online learning that include, but are not limited to, the following: Canvas, Zoom, Jamboard, Google Drive, and other technologies introduced and shared by other students in the course/tutorials

For more information relating to these technologies, we encourage you to visit: https://tlc.ontariotechu.ca/learning-technology/index.php Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: accessandprivacy@ontariotechu.ca.

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

20. Human Rights and Respect

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

21. Freedom of Expression
Pursuant to Ontario Tech's Freedom of Expression Policy, all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group; constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using "chat" functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.

22. Copyright Notice
All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is

strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

23.24. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Canvas, Weekly News, and signage around the campus.

University Response to COVID-19

The government response to the COVID-19 pandemic is continually evolving. As new information becomes available from federal and provincial public health authorities, the Province of Ontario and the Regional Municipality of Durham, Ontario Tech University will remain nimble and prepared to respond to government orders, directives, guidelines and changes in legislation to ensure the health and safety of all members of its campus community. In accordance with public health recommendations, the university may need to adjust the delivery of course instruction and the availability and delivery mode of campus services and co-curricular opportunities. Ontario Tech University appreciates the understanding and flexibility of our students, faculty and staff as we continue to navigate the pandemic and work together to demonstrate our strong commitment to academic, research and service excellence during these challenging and unprecedented times.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.