

**ACADEMIC WRITING FOR ONLINE DELIVERY**  
**MODULE PLANNER<sup>1</sup>**

<b>Course Name and Code:</b>	Academic Writing II (COM2014)
<b>Modality:</b>	Exclusively Online
<b>Required Text:</b>	Critical thinking, reading and writing: Student's workbook.
<b>Subject Matter Expert:</b>	Michelle Stewart-McKoy
<b>Content Reviewers:</b>	Clover Jones-McKenzie and Daidrah Smith
<b>Faculty:</b>	Education and Liberal Studies (FELS)
<b>School:</b>	Humanities and Social Sciences (HSS)

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<sup>1</sup> The Unit/Lesson duration in hours is an indication of the **MINIMUM** time students are expected to spend on each lesson/sub-lesson.

**Unit Number and Name:**

UNIT 1: The Critical Thinking Process

**Unit Duration in Weeks:**

5 Weeks (15 hours)

**Unit Objectives:**

*At the end of this unit, you should be better able to*

1. define critical thinking,
2. evaluate yourself and others as critical thinkers
3. describe the critical thinking process,
4. construct arguments using deductive, inductive and analogical reasoning
5. apply critical thinking skills in real life contexts
6. write a sentence outline for an argumentative essay

<b>Lesson Number &amp; Name</b>	<b>Lesson Objectives At the end of the lesson, you should be better able to:</b>	<b>Resources &amp; Information Carriers</b>	<b>Learning Activities &amp; Information Carriers</b>
<p><b>Lesson 1 – (1 hr) Critical thinking</b></p> <p><i>Unit 1: Lesson 1.1 (30 mins)</i> The critical thinking concept</p> <p><i>Unit 1: Lesson 1. 2 (30 mins)</i> Characteristics of a critical thinker</p>	<ol style="list-style-type: none"><li>1. define critical thinking.</li><li>2. describe the key characteristics of critical thinkers.</li><li>3. assess yourself and others as critical thinkers.</li></ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"><li>1. Teacher-created interactive tutorial on critical thinking.</li><li>2. Website links on critical thinking and the critical thinker.</li><li>3. Academic Writing II Workbook.</li></ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"><li>1. File Resource (Interactive tutorial, Academic Writing II text)</li></ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"><li>1. What would you do? - Practical solutions to scenarios.</li><li>2. Collaborative profile of a critical thinker based on a critical thinker self-assessment</li></ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"><li>1. Forum Activity Plugin</li><li>2. Wiki Activity Plugin and Padlet Collaborative Board</li></ol>

		2. Url Resource <sup>2</sup>	
<p><b>Lesson 2 (2 hrs)</b> <b>The critical thinking process</b></p> <p><i>Unit 1: Lesson 2.1</i> (30 mins) Identification of issues</p> <p><i>Unit 1: Lesson 2.2</i> (30 mins) Sourcing of information</p> <p><i>Unit 1: Lesson 2.3</i> (1 hr) Interpretation of information</p>	<ol style="list-style-type: none"> <li>1. explain problems based on scenarios.</li> <li>2. identify issues, ideas or action in given texts.</li> <li>3. identify different sources of information</li> <li>4. evaluate different sources of information</li> <li>5. summarise articles giving thesis and main ideas.</li> <li>6. interpret information presented.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Teacher-created multimedia tutorial on the critical thinking process.</li> <li>2. Different sites with varying media on the critical thinking process.</li> <li>3. Academic Writing II Workbook.</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File Resource (Interactive tutorial, Academic Writing II text)</li> <li>2. Url Resource</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. “Is there a problem here?” – Identifying issues</li> <li>2. “The Unopened Manuals” - Locating and validating sources</li> <li>3. “Roger That!” – summarising and interpreting information.</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. Forum Activity Plugin</li> <li>2. Glossary Activity Plugin</li> <li>3. Forum Activity Plugin</li> </ol>
<p><b>Lesson 3: Introduction to argumentation (7 hrs)</b></p> <p><i>Unit 1: Lesson 3.1</i> (30 mins) Characteristics of arguments</p> <p><i>Unit 1: Lesson 3.2</i> (30 mins)</p>	<ol style="list-style-type: none"> <li>1. differentiate exposition from argumentation.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Teacher-created chart on exposition/argumentation.</li> <li>2. Teacher created interactive tutorial on arguments.</li> <li>3. Types of arguments infographic.</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. “What’s the Difference?” Exposition/Argumentation quiz.</li> <li>2. “The Argument Whisperer”: Distinguishing arguments.</li> <li>3. “Make your Case!” – Constructing arguments based on different types of reasoning</li> </ol>

<sup>2</sup> In cases where original materials are not created and in order to avoid any copyright challenges, only links with a creative commons licence will be used.

Structure of an argument	2. identify the elements and structure of an argument.	4. Constructing arguments lesson	4. “Do you see what I’m saying?” - Analysis of visual arguments
<i>Unit 1: Lesson 3.3 (1hr)</i> Types of arguments	3. distinguish among the three types of arguments.	5. Appeals lessons	5. “Court of Appeals”: Identifying appeals Game.
<i>Unit 1: Lesson 3.4 (3hr)</i> Constructing arguments	4. construct arguments (including visual) based on inductive, deductive and analogical reasoning.	6. Academic Writing II Workbook	6. “Case Files Series” – Application of critical thinking skills to case studies.
<i>Unit 1: Lesson 3.5 (2hr)</i> Types of appeals	5. compose arguments using different appeals.	<b>Information Carriers:</b> 1. File Resource (Interactive tutorial, infographic, chart, samples, Academic Writing II text)	7. Open discussion on topics covered
<i>Unit 1: Lesson 3.6 (1 hr)</i> Practice Case Studies	6. apply critical thinking skills to the analysis of a series of real-life cases	2. Lesson Resource (Constructing arguments)	<b>Information Carriers:</b>
		3. Book Resource (Appeals)	1. Hot Potatoes Activity Plugin
			2. Quizziz (Multiplayer Game website)
			3. Assignment Activity Plugin (Text entry)
			4. Padlet Collaborative Board
			5. File Resource (Single Player Game)
			6. Moodle Quiz Activity Plugin
			7. Zoom video-conferencing <sup>3</sup>

<sup>3</sup> All Group Zoom video-conferencing sessions will be recorded and will be made available to students from the AW private YouTube account.

<p><b>Lesson 4: The argumentative essay outline (3 hrs)</b></p> <p><i>Unit 1: Lesson 5.1 (1hr)</i> Essay outline elements and structure</p> <p><i>Unit 1: Lesson 5.2 (2 hrs)</i> Development of essay outlines</p>	<ol style="list-style-type: none"> <li>1. Identify the elements of an argumentative sentence outline</li> <li>2. Develop an argumentative essay sentence outline <ol style="list-style-type: none"> <li>i. compose an appropriate thesis statement based on topic selection.</li> <li>ii. select valid sources of information in order to solve a problem</li> <li>iii. develop main and supporting ideas.</li> <li>iv. cite in-text and end-of-text (reference list) sources.</li> </ol> </li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Teacher-created multimedia tutorial on the elements and structure of argumentative essay outlines.</li> <li>2. Tutorial on developing the argumentative essay outline</li> <li>3. Academic Writing II Workbook.</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File Resource (Interactive tutorial, Academic Writing II text)</li> <li>2. Book Resource (essay outline)</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. “The Blueprint”: The experts speak (Analysis of argumentative essay outlines)</li> <li>2. “Odd Citings” - APA Quiz</li> <li>3. “Outlined!” Essay topic selection and outline development</li> <li>4. Online one-on-one consultation of the outline thesis statement, main and supporting ideas.</li> <li>5. Unit review</li> </ol> <p><b>Information Carriers</b></p> <ol style="list-style-type: none"> <li>1. Forum Activity Plugin</li> <li>2. Hot Potatoes Activity Plugin</li> <li>3. Choice, assignment and checklist Activity Plugins</li> <li>4. Chat Activity Plugin</li> <li>5. Feedback Activity Plugin</li> </ol>
<p><b>Case Study Assessment (2 hours)</b></p>			<p><b>Assessment Information Carrier</b></p> <ol style="list-style-type: none"> <li>1. Moodle Quiz Activity Plugin</li> </ol>

**Unit Number and Name:** UNIT 2: Critically Evaluating Arguments

**Unit Duration in Weeks:** 4 Weeks (12 hours)

**Unit Objectives:** *At the end of this unit, you should be better able to:*

1. outline the components of a critical review
2. assess articles and other writing in terms of evidence, validity and logic
3. recognize fallacies, invalid arguments, bias and tone
4. evaluate the effectiveness of persuasive devices and rhetorical appeals
5. critically review select articles

<b>Lesson Number &amp; Name</b>	<b>Lesson Objectives At the end of the lesson, you should be better able to:</b>	<b>Resources &amp; Information Carriers</b>	<b>Learning Activities &amp; Information Carriers</b>
<p><b>Lesson 1 The Critical Review (2 hrs)</b></p> <p><i>Unit 2: Lesson 1.1 (1 hr)</i> The critical review process</p> <p><i>Unit 2: Lesson 1.2 (1 hr)</i> M.I.A.A. - Main idea, audience and argument</p>	<ol style="list-style-type: none"> <li>1. describe the process of critically reviewing an article.</li> <li>2. identify main idea, audience and argument in an article.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Interactive tutorial on critical reviews and the process of reviewing an article.</li> <li>2. Teacher created tutorial on identifying main ideas, locating audience and argument type.</li> <li>3. Academic Writing II Workbook.</li> </ol> <p><b>Information Carriers:</b></p>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. “M.I.A.A.” – Main ideas, audience and argument Game</li> <li>2. “The Review” – The critical review process quiz</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File Resource (Game)</li> <li>2. Hot Potatoes Activity Plugin</li> </ol>

		<ol style="list-style-type: none"> <li>1. File Resource (Interactive tutorial, Academic Writing text)</li> <li>2. Lesson</li> </ol>	
<p><b>Lesson 2 Evidence assessment (2 hrs)</b></p> <p><i>Unit 2: Lesson 2.1 (1 hr)</i> Types of evidence</p> <p><i>Unit 2: Lesson 2.2 (1 hr)</i> Evidence analysis in arguments</p>	<ol style="list-style-type: none"> <li>1. identify different types of evidence, citing examples.</li> <li>2. evaluate evidence based on credibility, currency, relevance and sufficiency.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Interactive tutorial on evidence types and evaluation of evidence.</li> <li>2. Sample claims with corresponding evidence.</li> <li>3. Academic Writing II Workbook.</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File (Interactive tutorial)</li> <li>2. Page Resource</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. “Proof”: Examining evidence game</li> <li>2. The D’Zavedo Case Files: What does the evidence say?</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File Resource (Game)</li> <li>2. Forum activity Plugin</li> </ol>
<p><b>Lesson 3 Fallacies and Invalid Arguments (2 hrs)</b></p> <p><i>Unit 2: Lesson 3.1 (30 mins)</i> Valid and invalid arguments</p> <p><i>Unit 2: Lesson 3.2 (1 hr)</i> Fallacies</p>	<ol style="list-style-type: none"> <li>1. identify valid and invalid arguments.</li> <li>2. assess fallacies in arguments.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Interactive tutorial on valid and invalid arguments.</li> <li>2. Multimedia lesson on fallacies.</li> <li>3. Interactive tutorial on bias in arguments.</li> <li>4. Academic Writing II Workbook</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File (Interactive tutorial)</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. F.I.B. (Fallacious, Invalid and Biased) Quiz</li> <li>2. Fallacies 101: The Hidden Scrolls (Identifying and explaining fallacies)</li> <li>3. Adding entries to the glossary</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. Randomised Quiz Activity Plugin</li> </ol>

<p><i>Unit 2: Lesson 3.3</i> (30 mins) Bias</p>	<p>3. recognise bias in argumentation.</p>	<p>2. Lesson Resource 3. Book Resources</p>	<p>2. Wiki Activity Plugin 3. Glossary Activity Plugin</p>
<p><b>Lesson 4</b> <b>Persuasive devices used in arguments</b> (3 hrs)</p> <p><i>Unit 2: Lesson 4.1</i> (1 hr) Tone</p> <p><i>Unit 2: Lesson 4.2</i> (1 hr) Appeals</p> <p><i>Unit 2: Lesson 4.3</i> (1 hr) Rhetorical strategies</p>	<p>1. identify author’s tone in argumentation.</p> <p>2. analyse appeals in arguments.</p> <p>3. identify rhetorical strategies in arguments</p> <p>4. evaluate the effectiveness of rhetorical strategies used in articles.</p>	<p><b>Resources:</b></p> <p>1. Interactive tutorial on valid and invalid arguments.</p> <p>2. Multimedia lesson on fallacies.</p> <p>3. Interactive tutorial on bias in arguments.</p> <p>4. Academic Writing II Workbook.</p> <p><b>Information Carriers:</b></p> <p>1. File Resource (Interactive tutorial)</p> <p>2. Book Resource</p> <p>3. File Resource (Interactive tutorial, Academic Writing II text)</p>	<p><b>Learning Activities:</b></p> <p>1. Case Files AW023 “T.A.R.S.”</p> <p>2. Adding entries to the glossary</p> <p><b>Information Carriers:</b></p> <p>1. Forum Activity Plugin</p> <p>2. Glossary Activity Plugin</p>
<p><b>Lesson 5</b> <b>Critical Review Practice</b> (1 hr)</p> <hr/> <p><b>Critical Review Assessment</b> (2 hrs)</p>	<p>1. evaluate articles using the critical review process.</p>	<p><b>Resources:</b></p> <p>1. Articles for review</p> <p>2. Critical Review checklist</p> <p><b>Information Carriers:</b></p> <p>1. File (Articles, checklist)</p>	<p><b>Learning Activities:</b></p> <p>1. Peer review of critical reviews</p> <p>2. End-of –unit review and feedback</p> <p><b>Information Carriers:</b></p> <p>1. Workshop Activity Plugin</p> <p>2. Feedback Activity Plugin</p>

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**Unit Number and Name:** UNIT 3: Writing the Argumentative Essay

**Unit Duration in Weeks:** 4 Weeks (12 hours)

**Unit Objectives:** *At the end of the unit, students should be better able to*

1. apply the relevant steps in creating logical arguments
2. construct arguments that meet the criteria of being logical, well-structured and cogent
3. document sources using the APA style of referencing
4. write an argumentative essay of a topic of local, regional or international significance that meets the criteria for content, logic and structure

<b>Lesson Number &amp; Name</b>	<b>Lesson Objectives At the end of the lesson, you should be better able to:</b>	<b>Resources &amp; Information Carriers</b>	<b>Learning Activities &amp; Information Carriers</b>
<p><b>Lesson 1: Argumentation vs Exposition (1 hr)</b></p> <p><i>Unit 3: Lesson 1.1 (30 mins)</i> Exposition versus Argumentation</p> <p><i>Unit 3: Lesson 1.2 (30 mins)</i> Elements of the argumentative essay</p>	<ol style="list-style-type: none"><li>1. differentiate between expository and argumentative writing</li><li>2. describe the elements of an argumentative essay.</li></ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"><li>1. Infographic showing exposition/argument differences.</li><li>2. Interactive tutorial highlighting the elements of the argumentative essay.</li><li>3. Academic Writing II Workbook.</li></ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"><li>1. File (Infographic)</li><li>2. File (Tutorial)</li></ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"><li>1. “Write and Wrongs”: Exposition vs. Argumentation Quiz</li></ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"><li>1. Quiz Activity Plugin</li></ol>

<p><b>Lesson 2:</b></p> <p><b>Introducing the Essay: Structure and elements (3 hrs)</b></p> <p><i>Unit 3: Lesson 2.1 (1 hr)</i> The Attention Grabber</p> <p><i>Unit 3: Lesson 2.2 (1 hr)</i> Definitions and background information</p> <p><i>Unit 3: Lesson 2.3 (1 hr)</i> The thesis statement</p>	<ol style="list-style-type: none"> <li>1. compose an attention grabber.</li> <li>2. compose pertinent context/background information.</li> <li>3. define the essay's key terms.</li> <li>4. craft the thesis statement with all relevant elements.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Interactive tutorials on <ol style="list-style-type: none"> <li>a. writing hooks</li> <li>b. providing background information and defining key terms</li> <li>c. the thesis statement</li> </ol> </li> <li>2. Sample introductions for review.</li> <li>3. Introduction checklist.</li> <li>4. Academic Writing II Workbook.</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File (Interactive tutorials)</li> <li>2. File (Samples and checklist)</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Group consultation on essay introduction</li> <li>2. Hooked! - Peer review of the introduction paragraph</li> <li>3. Submit introduction paragraph for tutor's review and feedback</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. Zoom video-conferencing</li> <li>2. Workshop Activity Plugin</li> <li>3. Assignment upload</li> </ol>
<p><b>Lesson 3:</b></p> <p><b>Presenting claims (1 hr)</b></p> <p><i>Unit 3: Lesson 3.1 (1hr)</i> Claims and supporting statements</p>	<ol style="list-style-type: none"> <li>1. develop main and supporting ideas.</li> <li>2. select appropriate rhetorical strategies.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Interactive tutorial claims and their supporting statements.</li> <li>2. Sample claims and supporting evidence.</li> <li>3. Claims checklist.</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Group consultation on first two body paragraphs</li> <li>2. "The Perfect Claim" - Peer review of first two body paragraphs</li> </ol>

	<p>3. select evidence that is credible, relevant, sufficient and logical.</p>	<p>4. Academic Writing II Workbook.</p> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File (Interactive tutorial)</li> <li>2. File (samples and checklist)</li> </ol>	<p>3. Submit first two body paragraphs to be teacher reviewed</p> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. Zoom video-conferencing</li> <li>2. Workshop Activity Plugin</li> <li>3. Assignment upload</li> </ol>
<p><b>Lesson 4: Counterclaim and Refutation (2 hrs)</b></p> <p><i>Unit 3: Lesson 4.1 (1 hr)</i> Counter claim and supporting statements</p> <p><i>Unit 3: Lesson 4.2 (1 hr)</i> Refutation and supporting statements</p>	<ol style="list-style-type: none"> <li>1. introduce the counter-claim using appropriate expressions.</li> <li>2. provide opposing views to information presented in the counterclaim</li> <li>3. select appropriate rhetorical strategies for the counterclaim and refutation</li> <li>4. select evidence that is credible, relevant and sufficient.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Interactive tutorials on             <ol style="list-style-type: none"> <li>a. the counterclaim</li> <li>b. the refutation</li> </ol> </li> <li>2. Counterclaim and refutation lesson</li> <li>3. Academic Writing II Workbook</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File (Interactive tutorial)</li> <li>2. Book Resource</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. “Juror # 7”: Counterclaims and Refutations Game</li> <li>2. Conduct a self-review based on rubric for essay’s counter-claim and refutation.</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>1. File (Game)</li> <li>2. File (Rubric and checklist)</li> </ol>
<p><b>Lesson 5 Transitions (0.5 hr)</b></p> <p><i>Unit 3: Lesson 5.1 (30 mins)</i></p>	<ol style="list-style-type: none"> <li>1. utilise transitions between sentences (locally) and</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Interactive tutorials transitions</li> <li>2. List of transition words</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Transition Quiz</li> </ol> <p><b>Information Carriers:</b></p>

<p>Transitions</p>	<p>between paragraphs (globally).</p>	<p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>Lesson Activity Plugin</li> <li>File (List)</li> </ol>	<ol style="list-style-type: none"> <li>Hot Potatoes Activity Plugin</li> </ol>
<p><b>Lesson 6 Documenting Sources (0.5 hr)</b></p> <p><i>Unit 3: Lesson 6.1 (30 mins)</i></p>	<ol style="list-style-type: none"> <li>apply the rules of in-text and end-text citations using APA 2006 style reference appropriately.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>Interactive review tutorial referencing sources using APA 6<sup>th</sup> edition.</li> <li>APA citation made simple Guide</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>File (Interactive tutorial)</li> <li>Url Resource</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>Self-review of citations based on rubric</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>File (Citation rubric, Citation checklist)</li> </ol>
<p><b>Lesson 7: The conclusion (2 hrs)</b></p> <p><i>Unit 3: Lesson 7.1 (1 hrs)</i> Essay conclusion</p> <hr/> <p><b><i>Final Assessment Argumentative Essay (2 hrs)</i></b></p>	<ol style="list-style-type: none"> <li>compose the essay's conclusion.</li> <li>revise the essay draft.</li> </ol>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>Interactive tutorial on writing the essay conclusion.</li> <li>Essay conclusion checklist.</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>Book Resource</li> <li>File (checklist)</li> </ol>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>Self-review of conclusion paragraph based on rubric</li> <li>Proof-reading and editing self-review of essay based on rubric</li> <li>Course evaluation</li> </ol> <p><b>Information Carriers:</b></p> <ol style="list-style-type: none"> <li>File (Conclusion Rubric, Proofreading checklist)</li> <li>Feedback</li> </ol>

## Assessment Breakdown & Information Carriers

### Unit 1

<b>Assessment Type:</b>	<i>Case Study</i>
<b>Weighting:</b>	<i>25%</i>
<b>Focus:</b>	<i>Analysis of cases using basic critical thinking skills</i>
<b>Duration:</b>	<i>1 hr. 45 mins.</i>
<b>Information Carrier:</b>	<i>Online Quiz<sup>4</sup></i>

### Unit 2

<b>Assessment Type:</b>	<i>Critical Review</i>
<b>Weighting:</b>	<i>25%</i>
<b>Focus:</b>	<i>Evaluate/critically review a passage using given questions as guidelines</i>
<b>Duration:</b>	<i>1 hr. 45 mins.</i>
<b>Information Carrier:</b>	<i>Online Quiz</i>

### Unit 3

<b>Assessment Type:</b>	<i>Argumentative Essay</i>
<b>Weighting:</b>	<i>35%</i>
<b>Focus:</b>	<i>Develop argumentative essay using the outline and essay drafts signed and dated by lecturer,</i>
<b>Duration:</b>	<i>1 hr. 45 mins.</i>
<b>Information Carrier:</b>	<i>Assignment</i>

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<sup>4</sup> As far as is possible, test security features will be enabled to reduce high occurrences of cheating.

- *Text Entry – Essay*
- *Assignment Upload (Reference page, teacher signed and dated outline, teacher-signed and dated essay drafts)*

### On-going<sup>5</sup>

<b>Assessment Type:</b>	<i>Engagement Tasks</i>
<b>Weighting:</b>	<i>15%</i>
<b>Focus:</b>	<i>Ongoing participation and engagement in course content (critical thinking, critical review and development of argumentative essays)</i>
<b>Duration:</b>	<i>Varies depending on the task</i>
<b>Information Carrier:</b>	<i>Varies depending on the task</i>

<sup>5</sup> The online version of the course comprises a participation/engagement component which is not a part of the face-to-face course. To facilitate this component on the ISAS grading system, the engagement task grade of 5% will be added to the case study, critical review and essay grades to reflect the current ISAS breakdown.

<b>Current ISAS Breakdown</b>	<b>Online Assessment Breakdown</b>	<b>To be entered on ISAS</b>
Case Study – 30%	Case Study - 25%	Case Study – 30% (Case Study 25% + Unit 1 Engagement Task 5%)
Critical Review – 30%	Critical Review – 25%	Critical Review – 30% (Critical Review 25% + Unit 2 Engagement Task 5%)
Argumentative Essay – 40%	Argumentative Essay – 35%	Argumentative Essay – 40% (Essay 35% + Unit 3 Engagement Task 5%)
	Engagement Tasks – 15%	

**PLEASE NOTE:** For Quality Assurance purposes, it is **HIGHLY** recommended that an online proctoring service be utilised or exam proctor sites be established for the major assessments (i.e. Case Study, Critical Review and Argumentative Essay).