

Guild Course: Developmental Writing

Course Description:

Developmental Writing is an 8-week course intended to help you strengthen the writing skills necessary to thrive in a college setting. Specifically, you will learn how to be successful completing both short and long writing assignments. You will develop strategies for writing effective responses to the types of short-answer questions you may see in online college classes, such as online discussion post prompts and written reflection assignments, and you'll also receive instruction in writing clear and cohesive 5-paragraph essays in response to a prompt. Grammar practice will be embedded throughout all units to improve your grammar skills, which will ultimately enhance the clarity of the ideas you are trying to express through writing. This course will be a lot of work, but with the help of supportive lessons, your instructor, the writing center, and your peers, you will gain the skills necessary for you to be confident tackling future writing assignments, big or small.

Contact Hours:

All activities and assignments in this course are designed to help you achieve mastery of the major objectives of the course. The exact number of hours you spend will vary depending on the week and your working style. However, you can expect to spend approximately 5-6 hours on online work each week, including a mandatory 90-minute weekly live session. Given the intensive time commitment, we have designed the class experience so you can learn anytime, anywhere. Our learning management system—where you will find assignments, exercises, readings, videos, and more—is available on web and mobile devices, and we encourage you to check the app daily. Moreover, you can communicate with your peers, instructor, and coach via email, discussion boards, text, phone, or messaging. We have found that students who get the most out of our courses are those who invest the most energy into the learning experience and continually reflect on their progress.

Course Learning Outcomes:

By the end of the 8-week course, you will be able to

- distinguish between academic writing and casual writing;
- write clear and cohesive responses to short-answer questions;
- write a clear and cohesive five-paragraph essay in response to a prompt;
- define “plagiarism” and distinguish between original and plagiarized text;
- improve fundamental grammar skills (capitalization, spelling, commas, sentence variety, elimination of run-on sentences, and proper integration of quotations into sentences);
- revise and edit writing for clarity based on feedback from instructors, coaches, and peers; and

- gain confidence in overall writing abilities.

Course Overview & Structure:

Below is a basic overview of the 8-week course, which is divided into 8 units. Each unit will include discussion posts, warm-up activities, one grammar lesson, two writing lessons, and a culminating unit assessment. At the end of the course, you will demonstrate your mastery of the course content by taking a final grammar quiz and submitting a strong 5-paragraph essay (which you will have revised multiple times throughout the course before it is due).

The first unit will focus on an introduction to academic writing. The second unit will begin developing your skills in completing short writing assignments. In the third unit, you will work on short answers in a more in-depth way, focusing on dissecting each prompt and writing an outline for your answer. In the fourth unit, you will begin working on your five-paragraph essay and learn how to write a strong thesis statement. The fifth unit will help you develop a strong introductory paragraph for your essay. The sixth unit will focus on body paragraphs and finding good evidence to support your thesis statement. In the seventh unit, you will craft a compelling concluding paragraph and make sure your essay adheres to APA formatting. Lastly, in the eighth unit, you will focus on revising and editing your essay.

Units and competencies include:

Unit	Competencies
Unit 1: Introduction to Writing	By the end of the unit, you will be able to... <ul style="list-style-type: none"> ● distinguish between academic writing and casual writing. ● identify and craft clear sentences. ● distinguish between the 8 parts of speech.
Unit 2: Paragraph Structure	By the end of the unit, you will be able to... <ul style="list-style-type: none"> ● define and identify dependent clauses, independent clauses, and phrases. ● analyze the structure of effective paragraphs ● analyze examples of strong introductory, body, and concluding sentences. ● write a well-structured paragraph ● respond to your peers' discussion posts effectively.
UNIT 3: Short Answers	By the end of the unit, you will be able to... <ul style="list-style-type: none"> ● use commas appropriately. ● analyze a writing task and plan a strong response. ● use evidence to support an argument in a short answer.

<p>UNIT 4: Essay Structure and Thesis Statements</p>	<p>By the end of the unit, you will be able to...</p> <ul style="list-style-type: none"> • analyze the structure of a sample 5-paragraph essay. • write a strong thesis statement. • name and identify the components of a 5-paragraph essay. • write a draft of a 5-paragraph essay that includes an introduction paragraph, thesis statement, three body paragraphs, and a concluding paragraph. • use punctuation (including periods, semicolons, apostrophes, and quotation marks) effectively.
<p>Unit 5: Introductory Paragraphs</p>	<p>By the end of the unit, you will be able to...</p> <ul style="list-style-type: none"> • identify the components of a strong introductory paragraph. • identify and fix run-on sentences. • revise your writing so that it is concise, clear, and cohesive.
<p>Unit 6: Body Paragraphs</p>	<p>By the end of the unit, you will be able to...</p> <ul style="list-style-type: none"> • identify the components of a strong body paragraph. • find sources to support your argument. • integrate quotations in text. • properly cite sources. • identify the 3 types of plagiarism and understand why plagiarism is a serious offense.
<p>Unit 7: Concluding Paragraphs</p>	<p>By the end of the unit, you will be able to...</p> <ul style="list-style-type: none"> • identify the components of a strong concluding paragraph. • use capitalization appropriately. • format your essay according to APA style.
<p>Unit 8: Revising & Editing</p>	<p>By the end of the unit, you will be able to...</p> <ul style="list-style-type: none"> • spell commonly misspelled homophones. • edit your writing for typos and grammar mistakes. • demonstrate writing growth by completing the final draft of your essay. • demonstrate mastery of grammar skills on a final grammar quiz.

Unit Deliverables

You can expect each unit to include the following activities and deliverables. *Note: You will

find a more detailed overview of the activities and assignments for each week in the appropriate unit folders in the Learn Portal.

Unit Component	Student Deliverable
Opening exercises to activate prior knowledge with an assessment exercise or other activity.	<i>Discussion Post, Reflection, Pretest</i>
Theory - research, articles, videos, and presentations to teach writing and grammar skills	<i>Quiz, summary, personal or peer review, reflection</i>
Discussions to share, debate and learn from peers and instructors	<i>Discussion post, video response and other peer-to-peer communications</i>
Class sessions with peers and instructor to review learnings, practice new tools, and receive feedback	<i>Attendance and active participation in class session</i>
Activities and Applications to relate your learnings to practical applications in your personal setting	<i>All include analysis of each competency as applied to your own experience in your career and higher education setting</i>
Unit Assessments to demonstrate mastery of the competencies and skills of <u>each unit</u> through culminating writing activities and revisions. Unit Assessments will incorporate activities and applications from each competency in the unit, and provide a comprehensive means to demonstrate your mastery.	<i>Unit Assessment submission & revisions when necessary</i>
Unit & Course Feedback Forms to assess your satisfaction with the units and the course overall. This is an opportunity for you to give feedback to your instructor.	<i>Unit Feedback Forms</i>
Final Mastery Assessments to demonstrate mastery of <u>all</u> course content and skills. This will take place during the last week of the course.	<i>Final Essay, Grammar Quiz</i>

Course Schedule & Unit Details

Unit 1: Introduction to Writing

Description: This unit will introduce writing and address challenges that students have faced in previous writing experiences. You will learn how to build a sentence and write an email using academic writing. Grammar lessons will focus on the building blocks of a sentence and parts of speech.

Competencies:

By the end of the unit, you will be able to...

- distinguish between academic writing and casual writing.
- identify and craft clear sentences.
- distinguish between the 8 parts of speech.

Unit Tasks:

1. **Discussion Post:** Student introductions and past writing experiences.
2. **Warm-up Activity:** Grammar Pre-test
3. **Grammar Lesson:** Parts of Speech
4. **Writing Lesson 1:** Brief Introduction to Academic Writing
5. **Writing Lesson 2:** Sentence Building
6. **Live Session**
7. **Unit 1 Assessment:** Writing an Email to a Professor
8. **Unit 1 Feedback Form**

Unit 2: Paragraph Structure

Description: This unit will focus on writing assignments that require short responses, like discussion posts. You will also learn how to effectively respond to your peers' discussion posts in a way that furthers the conversation. You will also analyze sample paragraphs to evaluate effective paragraph structure. Grammar lesson will focus on identifying phrases and clauses.

Competencies:

By the end of the unit, you will be able to...

- define and identify dependent clauses, independent clauses, and phrases.
- analyze the structure of effective paragraphs.
- analyze examples of strong introductory, body, and concluding sentences.
- write a well-structured paragraph.
- respond to your peers' discussion posts effectively.

Unit Tasks:

1. **Discussion Post:** Parts of Speech

2. **Warm-up Activity:** “Quick write”
3. **Grammar Lesson:** Phrases and clauses
4. **Writing Lesson 1:** Paragraph Structure
5. **Writing Lesson 2:** Responding to Discussion Posts
6. **Live Session**
7. **Unit 2 Assessment:** POW-TIDE discussion post + writing center appointment
8. **Unit 2 Feedback Form**

Unit 3: Short Answers

Description: You will learn how to analyze a writing task, plan a strong response to it, and write a strong paragraph. We will also work on taking notes on our reading and using those notes for a paragraph outline. Grammar lesson will focus on comma usage.

Competencies:

By the end of the unit, you will be able to...

- use commas appropriately.
- analyze a writing task and plan a strong response.
- use evidence to support an argument in a short answer.

Unit Tasks:

1. **Discussion Post:** Audio response + written response
2. **Warm-up Activity:** Pre-writing/outlining
3. **Grammar Lesson:** Commas
4. **Writing Lesson 1:** Dissecting a Prompt
5. **Writing Lesson 2:** Note taking and outlining
6. **Live Session**
7. **Unit 3 Assessment:** Short answer using evidence + writing center appointment
8. **Unit 3 Feedback Form**

Unit 4: Essay Structure and Thesis Statements

Description: In this unit, we’ll shift our focus from short writing assignments to longer assignments. In this unit’s writing lessons, you’ll analyze the organization of a sample 5-paragraph essay and be able to name the structural components of an essay. You’ll end the unit by writing a rough draft of a 5-paragraph essay, which you will revise throughout the rest of the course based on what you learn in the writing lessons. Grammar lessons will focus on

punctuation, including periods, semicolons, apostrophes, and quotation marks.

Competencies:

By the end of the unit, you will be able to...

- analyze the structure of a sample 5-paragraph essay.
- write a strong thesis statement.
- name and identify the components of a 5-paragraph essay.
- write a draft of a 5-paragraph essay that includes an introduction paragraph, thesis statement, three body paragraphs, and a concluding paragraph.
- use punctuation (including periods, semicolons, apostrophes, and quotation marks) effectively.

Unit Tasks:

1. **Discussion Post:** Reflection on growth/challenges still facing
2. **Warm-up Activity:** Practice writing thesis statements
3. **Grammar Lesson:** Punctuation
4. **Writing Lesson 1:** Five-paragraph Essay Structure
5. **Writing Lesson 2:** Sample Essay Analysis
6. **Writing Lesson 3:** Thesis Statements
7. **Live Session**
8. **Unit 4 Assessment:** Timed essay
9. **Unit 4 Feedback Form**

Unit 5: Introductory Paragraphs

Description: This unit will build on your understanding of paragraph structure and 5-paragraph essay structure to help you identify and create strong introductory paragraphs. You will revise your timed essay based on what you learn. You will also revise your essay to make it more clear and concise. The grammar lesson will focus on identifying and correcting run-on sentences.

Competencies:

By the end of the unit, you will be able to...

- identify the components of a strong introductory paragraph.
- identify and fix run-on sentences.
- revise your writing so that it is concise, clear, and cohesive.

Unit Tasks:

1. **Discussion Post:** Reflect on experience of writing timed essay
2. **Warm-up Activity:** Practice writing introduction paragraph

3. **Grammar Lesson:** Run-on sentences
4. **Writing Lesson 1:** Introductory paragraph
5. **Writing Lesson 2:** Concise writing
6. **Live Session**
7. **Unit 5 Assessment:** Revise draft + writing center appointment
8. **Unit 5 Feedback Form**

Unit 6: Body Paragraphs

Description: This unit will focus on developing strong body paragraphs that correctly incorporate sources. You will learn about plagiarism and how to avoid it and also about how to properly cite your sources using APA in-text citations and reference list. Then you will revise your essay based on information learned in this unit.

Competencies:

By the end of the unit, you will be able to...

- identify the components of a strong body paragraph.
- find sources to support your argument.
- integrate quotations in text.
- properly cite sources.
- identify the 3 types of plagiarism and understand why plagiarism is a serious offense.

Unit Tasks:

1. **Discussion Post:** Plagiarism questions
2. **Warm-up Activity:** Plagiarism activity
3. **Grammar Lesson:** APA citations and reference list
4. **Writing Lesson 1:** Body paragraph
5. **Writing Lesson 2:** Finding good sources and integrating quotations in text
6. **Live Session**
7. **Unit 7 Assessment:** Revise draft + writing center appointment
8. **Unit 6 Feedback Form**

Unit 7: Concluding Paragraphs

Description: In this unit, you will learn about what makes an effective concluding paragraph and practice writing a conclusion based on a sample essay. You will also learn how to format your paper according to APA style. Grammar lesson will focus on proper capitalization. For the unit assessment, you will revise your draft to incorporate these lessons.

Competencies:

By the end of the unit, you will be able to...

- identify the components of a strong concluding paragraph.
- use capitalization appropriately.
- format your essay according to APA style.

Unit Tasks:

1. **Discussion Post:** Writing is thinking. How does the process of writing help you refine your thoughts?
2. **Warm-up Activity:** Practice writing concluding paragraphs
3. **Grammar Lesson:** Capitalization
4. **Writing Lesson 1:** Concluding paragraph
5. **Writing Lesson 2:** APA formatting
6. **Live Session**
7. **Unit Assessment:** Revise draft + writing center appointment
8. **Unit 7 Feedback Form**

Unit 8: Revising and Editing

Description: In our final unit, you will learn the importance of revising and editing your essay with the goal of making it clear, concise, and free of grammar mistakes. Revising and editing are steps often skipped, but they are important. The best writers regularly review and revise their writing in order to ensure that it conveys their ideas in the most effective way. Grammar lessons in this unit will focus on the spelling of commonly misspelled homophones. At the end of the unit, you will submit the final draft of the essay you started in Unit 4. You will also take a grammar test that will assess the grammar skills you learned throughout the course.

Competencies:

By the end of the unit, you will be able to...

- spell commonly misspelled homophones.
- edit your writing for typos and grammar mistakes.
- demonstrate writing growth by completing the final draft of your essay.
- demonstrate mastery of grammar skills on a final grammar quiz.

Unit Tasks:

1. **Discussion Post:** Reflection on growth. What is your next step?
2. **Warm-up Activity:** Grammar Review
3. **Grammar Lesson:** Commonly Misused Homonyms
4. **Writing Lesson 1:** Revision Checklist
5. **Writing Lesson 2:** Editing Checklist

6. **Live Session**
7. **Unit Assessments:** Final Essay Draft, Writing Center Appointment, & Grammar Quiz
8. **Course Reflection & Feedback Form**

Guild Learning Model:

Because you have already entered the workforce and have experience with learning, you have already been given an excellent foundation and experiences to draw from when considering your own learning needs.

We believe that everyone can be successful in the online college setting. Because college courses are not individualized for each student, each student must come prepared with the tools to navigate his or her own learning in the college setting.

We believe the focused course design can accelerate your development timeline.

Because you already have a foundation of learning within you, this course will simply build on what you already know and provide tools to navigate your college experience. By completing this course, you will be able to focus on the subjects of your college classes instead of spending precious time teaching yourself how to navigate an online course, study, and prepare for tests.

This course will adhere to the following core Guild principles:

- **Our classes are competency-based.** You don't receive credit because of the hours of seat time spent in class or online--credit is about demonstrating mastery of the skills, theories, and knowledge (we call these competencies) to being prepared to enter the college classroom.
- **We are learner-centric.** We will engage you in the hard and messy work of learning - you and your peers are responsible for bringing your attitude, curiosity and knowledge to the learning experience. We offer opportunities for you to collaborate with peers and instructors, reflect on your own learning achievements, share your experience and knowledge, and identify what you need to accomplish to make the most of your education.
- **We all learn best by doing.** We think it is important to understand the theory and research of college preparation, and each unit is rooted in learning best practices. But experimentation, action, feedback and reflection are at the core of every learning experience with Guild. Unlike many passive learning experiences, you will be an active participant at Guild and much of your learning will happen in a tactical way—with tools, approaches, and habits you can apply in your work tomorrow.

- **Practice is the backbone of success.** Keep at it. Practice is the core of the Guild learning experience. Sometimes you will fail, and that's okay - in fact, it's celebrated! Our classrooms are learning laboratories where you can try new behaviors, be uncomfortable, learn and grow. We will push you to try new things, and support you as you learn along the way.
- **Feedback makes us better.** In fact, it's a gift. Practice can only make perfect when we get feedback on how to improve. At Guild, you'll give and receive feedback on a regular basis to help you improve. Moreover, the art of giving and receiving feedback is one that can and should translate immediately to your work.
- **Reflection is need-to-have, not nice-to-have.** Reflection is the digestion process of practice and feedback - when you get to take time for personal feedback, internal growth, and goal setting. On a regular basis, we will ask you to reflect on experiences, internalize your learning, and set goals for the next opportunity to practice.
- **Community matters: We have each other's backs.** To support a safe learning laboratory for the Guild community, we expect all Guild members to treat each other with the utmost respect and a shared appreciation for the role we all play in one another's learning experiences.

What You Can Expect from Guild

Wrap-Around Support

Because the training program is competency-based and you can move at your own pace, the role of instructor will look different. You will have support from your personal coach and a lead instructor and both are committed to your success.

Your coach's purpose is to help you learn and move forward in the course. We know that balancing work and academics is not easy, and your coach is here to help you along the way. From setting your academic goals early on to monitoring progress to tackling external challenges, your coach is available for you in a one-on-one setting. As such, you can communicate with your coach through whatever means works best for you-- whether it's text, email, video or phone. Your personal coach may also host live sessions, conduct role plays, and work with groups throughout the training program.

The lead instructor of the course is responsible for developing content and curriculum, and making sure the content is both relevant and up-to-date. Instructors also review and provide feedback on your unit assessments. Because we believe that feedback is a gift and it should be provided in a timely manner, you can expect your instructor to provide detailed feedback on your assessment within 48 hours. You will have opportunities to revise and resubmit assessments, with the same 48-hour feedback cycle.

Guild also provides community forums and groups for you to connect with other members of the training program. While you can discuss training program curriculum and assignments, it is also a place to offer and seek support and develop relationships with other Guild members. Just because you are not sitting in class with a professor and other students does not mean you will go through this process alone. In fact, we believe the opposite is true-- you will go through it with many.

Clear Expectations and Grading Policies

We want to make your job as a student as transparent and easy to follow as possible. As such, the grading and structure looks the same each unit:

- Work through competencies - including online course materials and assignments aligned to the unit competencies
- Attend live-session
- Complete a Unit Assessment to demonstrate mastery of each competency found in a unit

Unit Assessments vary by unit, - tests, projects, presentations, and groups collaborations, but all are used to measure your knowledge. As soon as you pass a Unit Assessment, you will be able to move along to the next unit. If you do not pass the Unit Assessment, you can try again. In fact, you can revise and resubmit as many times as needed. Your learning should matter, not your grades.

While we don't give traditional A, B, C grades, in order to pass a unit, you are required to demonstrate your knowledge with an 80% passing score on the rubric that your lead instructor completes. However, we know that numbers mean little without an explanation. Every time you turn in a Unit Assessment, you can expect detailed feedback within 48 hours of submitting it. That way, whether you pass the Unit Assessment that time or not, you know exactly what you need to work on and what you understand well.

Course Grading:

Live Session Participation 20%

Online Participation 20%

Mastery Exercises: 20%



Unit Assessments 40%

Accommodations

Guild Education is committed to providing accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact their student success advisor to coordinate reasonable accommodations.

What We Expect from You

Be Present (Participation and Attendance)

This is a hybrid training program with online and offline components. Being present means being actively engaged both on and offline. While you will still have assignments and participation requirements like an in-person class, much of what you will do will be independent or completed on your own time. Pay particular attention to requirements regarding discussion posts each week. Additional coordination will be necessary to complete group projects, as your assignment will entail collaboration with 2-3 of your peers.

If you have any technical difficulties, challenges with assignments, or any other challenges that are affecting your progress, let your coach know as soon as possible.

Attendance in live sessions is required for the completion of the course. Students are permitted one excused absence per course. Make-up work for missed sessions must be coordinated by the student with the course instructor. One or more unexcused absences may result in an administrative withdrawal from the course.

Do the reading (Course Materials)

There are no required books for the course. Research papers, news articles, and short videos will all be utilized. These resources will be found in your Guild account, organized by unit. We choose these resources because they are timely, demonstrative, and to the point. We have spent time selecting them, and expect you will do the same when engaging with them.

Stay Resilient (Grading)

The grading in our program is simple. You have either mastered a competency, or you are still working on it. There is nothing in between. Mastering a competency is not always easy, though. You may find this challenging, as you may not pass the first time—or even the second or the third for certain competencies. As discussed above, you will always know why you did not pass a competency, and what you need to do to fix it. You can expect transparency and honest feedback from us; we ask in return that you exhibit resiliency when faced with a challenge.

Be Proud of Your Work (Citing and APA requirements)

Academic integrity is necessary in the classroom, just like professionalism is in the workplace.



You must assume responsibility for citing sources, when appropriate. In particular, if you draw on sources, be they articles, books, or information provided by organizations through your research, it is necessary for you to attribute them, *without exception*.

To that end, we expect you to follow APA requirements (based on the APA Style Manual, 6th edition) for all written assignments. For details on APA style, please review the APA resources on the Guild platform under the “APA Guide.”

Treat Others with Respect (Classroom Behavior)

Just like in the workforce, it’s critical to respect the diversity of opinions found amongst peers, instructors, and coaches. All discussion board posts, videos, chats, and live virtual meetings should be conducted in a respectful way, as you would in any professional setting. We have zero tolerance for any sort of harassment, insult or humiliation directed towards someone else. We reserve the right to remove you from the training program upon violation of this expectation.