

NOTES ABOUT THE USE OF THIS FORM:

Module Development Fund

Template for developing modules

Batch 4: 2022

1. *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any*

amount of text … but we suggest that you keep the narrative as succinct as possible!

1. *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
2. *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks,” or “sections”) and you are free to change the terminology.*
3. *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
4. *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
5. *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit- level outcomes for each unit.*
6. *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
7. *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the* ***process****.*

We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are **not** free to ignore any of the required information.

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Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know **why** they are engaging with the content.

There are 2 templates on the following pages. The **Module-level template** should be completed once, and the **Unit- level template** should be completed in respect of each of the Units (or Sections, or Weeks) in the Module

MODULE-LEVEL TEMPLATE

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| **Details of institution that has developed the module** | |
| Name of University | All Nations University |
| Name of institutional contact | Dr. Carlene Kyeremeh |
| Email address of institutional contact | [drckyeremeh@anuc.edu.gh](mailto:drckyeremeh@anuc.edu.gh) |

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| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/) |

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| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Lead author (+ email address) | **Mrs. Evelyn Anim** |
| *Responsible for:* | **Module Development** |
| Co-author/co-contributor | **Mr. Emmanuel Afari** |
| *Responsible for:* | **Module Development** |
| Co-author/co-contributor | **Mrs. Margaret Boohene** |
| *Responsible for:* | **Module Development** |
| Co-author/co-contributor | **Mr. Charles Bruce** |
| *Responsible for:* | **Quality Assurance and Moodle Content Integration** |
| Co-author/co-contributor |  |
| *Responsible for:* |  |

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | MS Word |
| Will a Moodle common cartridge be uploaded as well? | No |

(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into

another university’s Moodle platform.)

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| **Course details** | | | |
| Module title: | Communication Skills | | |
| Under- or Post-graduate? | Undergraduate | Year of study: | 1 |
| Class contact time (hours): | 36 | Number of credits: | 3 |
| Private/online study hours: | 48 | Number of weeks of study: | 12 |
| Total student learning hours: | 84 | Number of units of study: | 11 |

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| Programme(s) which might include this Module: | Bachelor of Science in Business Administration, Bachelor of Arts in Theology, Bachelor of Science in Engineering, |
| Pre-requisite student abilities and knowledge: | Basic computer knowledge as this is a blended learning course |
| Pre-requisite (or co-requisite) modules: | None |

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| Aim of the module: | The aim of this module is to provide students with the knowledge and skills needed to study effectively, communicate well, formulate good sentences and construct good paragraphs. |
| Brief description of module: | This module is a practical introduction to the basics of successful academic writing designed for first semester students in all disciplines. Topics will include the learning styles, the study cycle, note taking and note making, overcoming procrastination, general memory strategies, effective communication, grammatical rules; as well as paragraphing. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Describe and explain the learning styles, the study cycle and the best strategies for effective studying. 2. Explain the communication process and four main barriers to effective communication. 3. Apply the grammatical and punctuation rules to formulate correct sentences. 4. Construct good paragraphs. |
| Indicative content: | This module will cover the following broad topics:   1. Study Skills 2. Communication 3. Tenses and Subject-Verb Agreement 4. Pronouns 5. Modifiers 6. Conjunctions 7. Sentence types 8. Capitalization and Punctuations 9. Parallel Structures 10. Ambiguity 11. paragraphing |
| Form of final/summative assessment: | This constitutes of continuous assessment marked out of 40 and an innovative examination marked out of 60% |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Explain the learning styles, the study cycle and the best strategies for effective studying. | E-tivity 1.1, Activity 1.1, Activity 1.2, Activity 2.1,  Activity 2.2, Activity 2.3 |
| 1. Explain the communication process, the types of and four main barriers to effective communication. | E-tivity 3.1, E-tivity 3.2, E-tivity 3.3 |
| 1. Apply the grammatical and punctuation rules to formulate correct sentences. | E-tivity 4.1, E-tivity 4.2, E-tivity 4.3, E-tivity 5.1, E-tivity 5.2, Activity 6.1, Activity 6.2, Activity 6.3, E-tivity 7.1, E-tivity 7.2, E-tivity 8.1, E-tivity 8.2, E-tivity 8.3, E-tivity 9.1, Activity 10.1, Activity 10.2 |
| 1. Construct good paragraphs. | Activity 11.1, Activity 11.2, E-tivity 12.1, E-tivity 12.2 |

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| **Significant features or elements of module** |
| The module is designed as a semester course in Communication Skills. However, the module can be easily divided into three broad sections: Study Skills (Units 1 to 4), Communication (Units 5 - 6) and Lexis and Structure (Units 7 - 12). |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | First year undergraduate students |
| What **skills** should a *student* have **already** mastered before starting this Module? | Basic computer skills and the ability to navigate internet |
| What **prior knowledge** of the subject matter should a *student* have? | Basic knowledge in English grammar |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter should *facilitators* have **already** mastered before  starting to deliver this Module? | Knowledge in Communication and English grammar, computer skills, and e-moderation skills |
| What **skills** do *support staff* need in order to support the delivery of this module? | Computer skills and knowledge of the learning management system (LMS). |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | Mid-semester and end of semester assessment by the Quality Assurance unit. You will complete the [formative feedback form](https://docs.google.com/forms/d/e/1FAIpQLSdMxL8zogGa4asE6KeIDmmbH4EsMxZKiFS81OlNMdAw1AZo1Q/viewform?usp=sf_link) online. You are also encouraged to post feedback on the LMS discussion board. | |
| How will student feedback be used to improve module? | Relevant feedback and recommendations will be used to improve the module where applicable. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes ☒ No ☐ |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** | **0** |
| Topic name: | Familiarization/Introduction to the Moodle | |
| Aim of the topic: | This unit introduces you to ANU Learning Management System, Moodle, and expected online interaction and communication (etiquette). The unit prepares you how to socialise with your peers and tutor online. | |
| This topic covers: | * Self-introduction * Familiarization with the LMS * Online socialisation * Familiarization with the topics that you will be covering in the course | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Use the Learning Management System (Moodle). 2. Socialize and bond with your peers. 3. Update your profile by writing a short bio and add a photograph. 4. Identify a topic you are most excited to study and where it will be covered in the course. | |

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| Overview of student activity: | Logging into ANU LMS, introducing yourself, and updating your profile, username and password. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment**  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module- level outcome | Activity where students engage with  this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Use the Learning Management System (Moodle). |  | 1. Pre-topic activity. | i. Face-to-face by successful logging onto the LMS, creating a profile and posting your name. |
| 2. Socialize and bond with your peers. |  | 1. E-tivity 0.1 | 1. Online by introducing yourself and stating your expectation of the course |
| 3. Update your profile by writing a short bio and add  a photograph |  | (i) E-tivity 0.2 | i. Online by posting your bio  and photograph on the LMS |

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| Module-level outcomes addressed: | | | |
| All the module level outcomes are supported in this unit as the skills acquired will be applied throughout the module. | | | |
| Purpose of the unit/week/section: | | | |
| This is “Familiarization/Introduction to the Moodle” week which is intended to get you familiar with the learning management system and the general online learning environment. You will be expected to complete e-tivities including logging on to the LMS, writing a short bio, uploading your photograph, and practicing good online communication skills. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| You will introduce yourself to your peers and tutor online before starting the module activities. You will state your goals and expectation of the module. This will enable your tutor to help you achieve them. You will be randomly selected for pre-assigned groups which you will remain throughout the module, unless otherwise specified. Visit the course page available at the link [course page](https://elearning.anu.edu.gh/login/) to know your group and group members. | | | |
| Pre-topic activity: | | Number of hours | 1 |
| Watch the video on how to access and navigate the learning platform available at the link [Training session notes.](https://drive.google.com/file/d/1t8GWgQZhoq0ZkmjPT6wV5O_lRhK1yXTM/view?usp=sharing) Using the following URL <https://elearning.anu.edu.gh/login/>log in to the ANU LMS with credentials that you were given and explore the LMS. Note 2 things you found that you did not expect (and how you found them) and 2 things you wanted to find but could not. Bring your notes to class. | | | |
| Face-to-face time: *(if applicable)* | | Number of hours | 1 |
| Visit the computer lab and attend one of the orientation sessions on accessing and navigating the learning management system and Microsoft Office 365. Then find the link to this course HUM 103 – Communication Skills and complete the following tasks.   1. E-tivity 0.1: Introduce yourself and state your expectation of the course. 2. E-tivity 0.2: Post your photograph and write your bio on the LMS. | | | |
| Online activity: | | Number of hours | 1 |
| What should students do? | 1. E-tivity 0.0: Log into the LMS. 2. E-tivity 0.1: Introduce yourself and state your expectation for this module. 3. E-tivity 0.2: Create a profile and upload photograph. | | |
| Where do they do it? | On the LMS | | |
| By when should they do it? |  | | |

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| E-moderator/tutor role | | |
| The tutor will guide you to ensure that you have covered all the steps required to successfully use the LMS and prepare you for your blended learning journey. The technical support team are available to assist you with all your technical issues. | | |
| How are the learning outcomes in this unit assessed? | Number of hours | 0.5 |
| An assessment form where you are required to tick off all the activities you have been able to do is available at this [Learning Out Assessment Form 0.1](https://docs.google.com/forms/d/1DQAZv9tY-f-DKqIlxYUw7dVQwhRFIyCrFs5DWbUqLYc/edit?usp=sharing) . | | |
| How does this section link to other sections of the module? | | |
| This unit prepares you to work through this module and links to all the units as you will be required to use the skills acquired throughout all the units. | | |

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| = Total number of hours | 3.5 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. YouTube video: [Netiquette](https://www.youtube.com/watch?v=80uRE972uQ0) 2. Website video: [Training session notes](https://drive.google.com/file/d/1t8GWgQZhoq0ZkmjPT6wV5O_lRhK1yXTM/view?usp=sharing) |
| How are students enabled to access the resources? | Links to the resources that will be provided on the LMS |
| Where in this unit are students expected to work collaboratively? | During face-to-face LMS Orientation session. |
| How has an inclusive approach been incorporated in this unit? | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| How will feedback on unit be obtained from students? | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| How will student feedback be used to improve unit? | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***1.*** |
| *Topic name:* | Study Skills | |
| *Aim of the topic:* | This unit is an introduction to the learning styles, the types of learners and the study cycle. It seeks to help you identify your learning style and the best learning strategies you can adopt. | |
| *This topic covers:* | * What are Learning Styles? * Types of Learners and Their Learning strategies. * The Study Cycle and Techniques for Effective Studying. | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. Identify your own learning styles and the best strategies you can adopt. 2. Explain the study cycle 3. Discuss the techniques for effective studying. | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Identify your own learning styles and the best strategies you can adopt. | 1 | 1. Pre- topic activity 2. E-tivity 1.1 | 1. Face-to-face by participating in group and class discussion. 2. Completing E-tivity 1.1 and turn in work for formative assessment by tutor. |
| 1. Explain the study cycle | 1 | Activity 1.1 | i. Face-to-face by participating in group and class discussion. |
| 1. Discuss the techniques for effective studying | 1 | Activity 1.2 | 1. Face-to-face by participating in group and class discussion. |

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| *Module-level outcomes addressed:* | | | |
| Week one addresses module level outcome 1. | | | |
| *Purpose of the unit/week/section:* | | | |
| Most students are not aware of their learning style and the strategies that work best for them. This week’s discussions will enable students to identify their learning style and some strategies that will enhance their studies | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to gain a fair idea about effective study skills. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| 1. Read Blerkom, L. V. D. (2009). *College study skills: Becoming a strategic learner* (6th ed.). Wadsworth Cengage Learning, chapter 1 (pages 9-16) | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
| * Activity 1.1: Read chapter one of Blerkom, L. V. D. (2009). *College study skills: Becoming a strategic learner* (6th ed.). Wadsworth Cengage Learning and in your assigned groups, list three active learning strategies of a kinesthetic learner. * Activity 1.2: Watch the PPT presentation and explain two techniques of effective studying.  1. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 2. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | | |
| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Group presentation:  A hard copy of the presented work should be submitted to the lecturer within 30 minutes after the presentation in class | | |
| *Where do they do it?* |  | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Textbook: Blerkom, L. V. D. (2009). *College study skills: Becoming a strategic learner* (6th ed.). Wadsworth Cengage Learning, pages 83-97, 112-140 2. PPT: PowerPoint presentation |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***2.*** |
| *Topic name:* | Study Skills: | |
| *Aim of the topic:* | This week’s lesson is a continuation of the previous week and it seeks to enhance your note-taking and note-making strategies. It also aims at helping you to know some reasons why students procrastinate and teaches you how to overcome procrastination in your studies. Again, it seeks to enable you to understand the memory process and how you can retain information you read. | |
| *This topic covers:* | * Techniques and Stages for Good Note-Taking and Note-Making * What Causes Procrastination and how to Overcome it * Memorization Techniques and General Memory Strategies | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. List five strategies to overcome procrastination 2. Explain four general memory strategies 3. List five steps in the listening and note-taking process | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. List five strategies to overcome procrastination | 1 | Activity 2.1 | Face-to-face by participating in group and class discussion. |
| 1. Explain four general memory strategies | 1 | Activity 2.2 | Face-to-face by participating in group and class discussion. |
| 1. List five steps in the listening and note-taking process | 1 | Activity 2.3 | Face-to-face by participating in group and class discussion. |

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| *Module-level outcomes addressed:* | | | |
| Week two addresses module level outcome 1. | | | |
| *Purpose of the unit/week/section:* | | | |
| Most students find it difficult to take and make notes. They also seem never to have time to study and when they do, they are not able to retain what they read. This week’s lesson then seeks to help you to learn some techniques you can adopt in making and taking note. It will also help you to set your priorities as a student and to overcome procrastination so that you would be able to dedicate time for your studies. With the memorization techniques and strategies, you will be able to retain all that you study. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to gain a fair idea about effective study skills. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| Read Blerkom, L. V. D. (2009). *College study skills: Becoming a strategic learner* (6th ed.). Wadsworth Cengage Learning, chapters 3, 4 and 5 (pages 83-97, 112-140 ) | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
| 1. Read chapters one, four, and five of Blerkom, L. V. D. (2009). *College study skills: Becoming a strategic learner* (6th ed.). Wadsworth Cengage Learning and in your assigned groups, do the following tasks:    1. Activity 2.1: List three strategies to overcome procrastination    2. Activity 2.2: Explain one general memory strategy    3. Activity 2.3: List two steps in the listening and note-taking process. 2. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 3. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | | |
| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Group presentation:  A hard copy of the presented work should be submitted to the lecturer within 30 minutes after the presentation in class | | |
| *Where do they do it?* |  | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Textbook: Blerkom, L. V. D. (2009). *College study skills: Becoming a strategic learner* (6th ed.). Wadsworth Cengage Learning, pages 83-97, 112-140 2. PPT: [PowerPoint presentation 1.1](https://docs.google.com/presentation/d/1aWj9J7dZcuHYoshK_bMOSw3R3du1SIXg/edit?usp=sharing&ouid=115198678732341817537&rtpof=true&sd=true) |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analyzed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***3.*** |
| *Topic name:* | communication | |
| *Aim of the topic:* | This week’s lesson aims to enhance your communication prowess. Understanding information from a sender is not only about the words spoken or written, but it is also about the non-verbal cues portrayed. Therefore, this topic will strengthen your ability to decode information using all available cues and to also encode your message for effective communication | |
| *This topic covers:* | * Attributes of Communication * The Communication Process * Types of Communication * The C’s of Effective Communication and * Barriers to Effective Communication | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. Explain the two main types of communication based on channel. 2. Explain the communication process 3. Explain the C’s of effective communication and five barriers of communication | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Explain the two main types of communication based on channel. | 2 | E-tivity 3.1 | Group work: Each group should post its response to discussion board and participate in the online discussion. |
| 1. Explain the communication process | 2 | E-tivity 3.2 | Group work: Each group should post its response to discussion board and participate in the online discussion. |
| 1. Explain the C’s of effective communication and five communication barriers | 2 | E-tivity 3.3 | Group work: Each group should post its response to discussion board and participate in the online discussion. |

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| *Module-level outcomes addressed:* | | | |
| Week three addresses module level outcome 2. | | | |
| *Purpose of the unit/week/section:* | | | |
| It is to enhance your communication prowess. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to communicate effectively. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| Read Rai, U. (2010). *English language communication skills.* Mumbai: Himalaya Publishing House (chapters 3 and 5) | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
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| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Watch a short video on communication, <https://www.youtube.com/watch?v=XjOqLONjSXY> , (10 minutes) and   1. E-tiity 3.1: Name the two main types of communication based on channel and give three examples of each. 2. E-tivity 3.2: Summarize in not more than 50 words, the process of communication, 3. Etivity 3.3: Read chapters 3 and 5 of Rai, U. (2010). *English language communication skills.* Mumbai: Himalaya Publishing House, then name three(3) barriers to communication and explain two of the C’s of effective communication. 4. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 5. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Text Book: Rai, U. (2010). *English language communication skills.* Mumbai: Himalaya Publishing House 2. You Tube Video: <https://www.youtube.com/watch?v=XjOqLONjSXY> 3. PPT: Power point presentation |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***4.*** |
| *Topic name:* | Verbs | |
| *Aim of the topic:* | Verbs are used when constructing sentences, and they are the part of speech that carry time. This week’s lesson seeks to help you to apply the rules regarding tense usage and that of subject verb agreement to construct sentences that portray accurate times of actions | |
| *This topic covers:* | * The Forms of Verbs * The Twelve Tense–Aspect Combination * Subject-Verb Agreement * Voice – active and passive | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. use an appropriate tense to indicate the timeline of an action 2. apply the rules in subject verb agreement in forming sentences 3. change a sentence from one voice to another | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Use an appropriate tense to indicate the timeline of an action | 3 | E-tivity 4.1 | On-line assignment |
| 1. Apply the rules in subject verb agreement in forming sentences | 3 | E-tivity 4.2 | On-line assignment |
| 1. change a sentence from one voice to another | 3 | E-tivity 4.3 | On-line assignment |

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| *Module-level outcomes addressed:* | | | |
| Week four addresses module level outcome 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| It is to enhance your communication prowess. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to communicate effectively. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| * Read this book: Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
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| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Watch the PPT and   1. E-tiity 4.1: click here and choose the tense that best fills each blank space. 2. E-tivity 4.2: click here and choose the correct form of verb that best fill the space 3. E-tivity 4.3: click here ad change the following sentences from passive to active 4. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 5. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. 2. PPT: Power point presentation |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***5.*** |
| *Topic name:* | Pronouns | |
| *Aim of the topic:* | This week’s lesson is designed to equip you to choose the appropriate case form of a pronoun when referring to an entity. This will enable you to form grammatically correct sentences. | |
| *This topic covers:* | * The Types of Pronouns * Pronoun usage * Pronoun-Antecedent Agreement | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. Use the appropriate pronoun case in constructing sentences. 2. Apply the pronoun-antecedent rule in forming grammatical sentences. | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Use an appropriate tense to indicate the timeline of an action | 3 | E-tivity 5.1 | On-line assignment |
| 1. Apply the rules in subject verb agreement in forming sentences | 3 | E-tivity 5.2 | On-line assignment |

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| *Module-level outcomes addressed:* | | | |
| Week five addresses module level outcome 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| It is to enhance your communication prowess. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to communicate effectively. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| * Read this book: Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
|  | | | |
| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Watch the PPT and   1. E-tiity 5.1: click here and select the appropriate pronoun case from the parenthesis. 2. E-tivity 5.2: click here and choose choose the appropriate pronoun to agree with its antecedent 3. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 4. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. 2. PPT: Power point presentation |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***6.*** |
| *Topic name:* | Phrasal Verbs and Modifiers | |
| *Aim of the topic:* | This week’s lesson is designed to equip you to choose the appropriate modifier when describing a part of speech and to also choose an appropriate preposition that forms a unit with a verb. This will enable you to form grammatically correct sentences. | |
| *This topic covers:* | * Phrasal verbs examples * What an adjective is and some types * What an adverb is and some types * How to choose the appropriate form of modifier | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. Choose the appropriate preposition to form phrasal verbs 2. List, with examples, four types of each modifier 3. Choose between the correct forms of modifier. | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Choose the appropriate preposition to form phrasal verbs | 3 | Activity 6.1 | In-class quiz |
| 1. List, with examples, four types of each modifier | 3 | Activity 6.2 | In-class quiz |
| 1. Choose between the correct forms of modifier | 3 | Activity 6.3 | In-class quiz |

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| *Module-level outcomes addressed:* | | | |
| Week six addresses module level outcome 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| It is to enhance your communication prowess. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to communicate effectively. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| * Read this book: Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
|  | | | |
| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Listen to lecture 6.1 and do the following activities:   1. Activity 6.1: Choose the correct preposition, from the options given, that best fits the space. 2. Activity 6.2: List three types of an adjective and give three examples each 3. Activity 6.3: Read the sentences and fix any modifying error identified 4. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 5. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. 2. PPT: Power point presentation |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***7.*** |
| *Topic name:* | Sentence Type: Coordination and Subordination | |
| *Aim of the topic:* | This week’s lesson aims at enabling you to use appropriate conjunctions to form sentences which will help in establishing a fitting relationship between your ideas. | |
| *This topic covers:* | * What is coordination? * What is subordination? * Types of conjunctions and some examples of each | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. Name the different types of conjunctions and list five examples of each. 2. Use an appropriate conjunction between clauses to bring out the intended meaning. | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Name the different types of conjunctions and list five examples of each | 3 | E-tivity 7.1 | On-line quiz |
| 1. Use an appropriate conjunction between clauses to bring out the intended meaning | 3 | E-tivity 7.2 | On-line quiz |

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| *Module-level outcomes addressed:* | | | |
| Week seven addresses module level outcome 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| This week’s lesson aims at equipping you to show appropriate relationship among your ideas. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to communicate effectively. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| * Read this book: Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
|  | | | |
| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Listen to lecture 7.1 and do the following activities:   1. E-tivity 7.1: Name any two types of conjunctions and give three examples of each. 2. E-tivity 7.2: Choose the conjunction (but, though, because, when, after, and) that best link the pair of clauses. 3. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 4. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. 2. PPT: Power point presentation |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***8.*** |
| *Topic name:* | Sentence Type: Based on Structure and based on communicative functions | |
| *Aim of the topic:* | This week’s lesson aims at enabling you to use different types of sentences when communicating to prevent your conversation from being monotonous and boring. | |
| *This topic covers:* | * Difference between phrases and clauses * Simple sentences * Compound sentences * Complex sentences * Compound-complex sentences * A declarative sentence * An interrogative sentence * An imperative sentence * An exclamatory sentence | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. Differentiate between a phrase and a clause 2. Identify different types of sentences based on structure 3. Construct different types of sentences based on communicative functions | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Differentiate between a phrase and a clause | 3 | E-tivity 8.1 | Group work:  Submit on LMS |
| 1. Identify different types of sentences based on structure | 3 | E-tivity 8.2 | Group work  Submit on LMS |
| 1. Construct different types of sentences based on communicative functions | 3 | E-tivity 8.3 | Group work:  Submit on LMS |

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| *Module-level outcomes addressed:* | | | |
| Week eight addresses module level outcome 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| This week’s lesson aims at equipping you to construct different types of sentences to bring variation in your constructions during communication situation. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to communicate effectively. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| * Read this book: Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
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| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Listen to lecture 8.1 and read the section on sentences in the book Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. and do the following activities:   1. E-tivity 8.1: Label each of the following constructions as either a phrase or a clause. 2. E-tivity 8.2: Identify the different types of sentences based on structure. 3. E-tivity 8.3: Write five examples of each of the different types of sentences based on the communicative function. 4. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 5. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. 2. PPT: Power point presentation |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***9.*** |
| *Topic name:* | Capitalization and punctuation | |
| *Aim of the topic:* | This week’s lesson will help you to know which punctuation marks to use to achieve a desired result. | |
| *This topic covers:* | * Comma * Period * Apostrophe * Colon * Semi-colon * Quotation marks/inverted commas * Dash * Hyphen * Parenthesis | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. Use the punctuation marks correctly. | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Use the punctuation marks effectively | 3 | E-tivity 9.1 | On-line quiz |

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| *Module-level outcomes addressed:* | | | |
| Week nine addresses module level outcome 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| This week’s lesson aims at equipping you to use the punctuation marks correctly. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to do written communication effectively. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| * Read this book: Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
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| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | e-tivity 9.1: Read the book: Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. and do the following activity:   1. Capitalize and punctuate the given sentences. 2. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 3. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Herring, P. (2016). *The Farlex grammar book: complete English grammar rules*. Farlex International Ltd. 2. PPT: Power point presentation |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***10.*** |
| *Topic name:* | Parallel structure and ambiguity | |
| *Aim of the topic:* | This week’s lesson will enable you to increase the readability and clarity of your writing. | |
| *This topic covers:* | * What is parallel structure * When to use parallelism * Faulty parallelism * What is ambiguity * Types of ambiguity | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. identify constructions that have fault in parallelism. 2. restructure a sentence that has more than one meaning to avoid confusion. | |

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| *Overview of student activity:* | Listen to lecture, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. identify constructions that have fault in parallelism. | 3 | Activity 10.1 | In-class quiz |
| 1. restructure a sentence that has more than one meaning to avoid confusion. |  | Activity 10.2 | In-class quiz |

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| *Module-level outcomes addressed:* | | | |
| Week ten addresses module level outcome 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| This week’s lesson aims at helping you to increase the readability and clarity of your writing.. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will equip you to present information that is void of any form of structural confusion. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| * watch the power point presentation (PPT 10.1) | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
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| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Activity 10.1: Watch PPT 10.1 do the following activities:   1. Tick the constructions that lack parallelism. 2. Write two possible interpretations of the sentences 3. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 4. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | PPT: Power Point Presentation (PPT 10.1) |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***11.*** |
| *Topic name:* | Paragraphing | |
| *Aim of the topic:* | This week’s lesson aims at equipping you with the knowledge of what goes into a paragraph and the core features of an effective paragraph. | |
| *This topic covers:* | * What is paragraphing? * Components of a paragraph * Characteristics of a paragraph | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. identify the components of a paragraph. 2. explain the characteristics of a paragraph. | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. identify the components of a paragraph. | 4 | Activity 11.1 | Group discussion:  Each group must submit their final response in written form to office no. LT203 |
| 1. explain the characteristics of a paragraph | 4 | Activity 11.2 | Group discussion:  Each group must submit their final response in written form to office no. LT203 |

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| *Module-level outcomes addressed:* | | | |
| Week eleven addresses module level outcome 4. | | | |
| *Purpose of the unit/week/section:* | | | |
| This week’s lesson will equip you with the knowledge of what goes into a paragraph and the core features of an effective paragraph. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| You will watch the PPT 11.1, move to the activity section and discuss activities 11.1 and activities 11.2 in your various groups. Submit a written response to the two activities to office number LT203. | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| * Watch the Power Point Presentation, PPT 11.1. | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
|  | | | |
| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Watch PPT 11.1 and do the following activities:   1. Divide the given paragraph into its various components. 2. Explain what it means for a paragraph to be unified, coherent and adequately developed 3. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 4. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. PPT: Power point presentation PPT 11.1 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***12.*** |
| *Topic name:* | Paragraphing: | |
| *Aim of the topic:* | This week’s lesson will help you to construct your own paragraphs. | |
| *This topic covers:* | * How to organize a paragraph (different organization method) * How to put your paragraph together | |
| *Intended learning outcomes:* | *At the end of this* ***topic****, you will be able to:*   1. Differentiate between a paragraph that has been properly constructed and one that has not been. 2. Construct paragraphs. | |

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| *Overview of student activity:* | Reading the textbook, reading course note, in class discussions and discussion on the forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***  *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with*  *this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Differentiate between a paragraph that has been properly constructed and one that has not been. | 4 | E-tivity 12.1 | Group presentation:  Groups’ response should be posted on the discussion board. |
| 1. Construct paragraphs. |  | E-tivity 12.2 | Group presentation:  Groups’ response should be posted on the discussion board |

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| *Module-level outcomes addressed:* | | | |
| Week twelve addresses module level outcome 4. | | | |
| *Purpose of the unit/week/section:* | | | |
| This week’s lesson aims at equipping you to put sentences together for form a unit of thought. | | | |
| *Over to you: (a description of the process of the section)* | | | |
|  | | | |
| *Pre-topic activity:* | | *Number of hours* | 1.5 |
| * Watch PPT 12.2. | | | |
| *Face-to-face time: (if applicable)* | | *Number of hours* | 3 |
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| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | Watch PPT 12.2 and do the following activities:   1. E-tivity 12.1: read the paragraphs below and label each as properly constructed or not properly constructed and give reasons for your answers. 2. E-tivity 12.2: Write a paragraph of not more than 60. 3. Your tutor will facilitate a large group discussion, consolidating all the group ideas. 4. Your tutor will emphasize the important points, clear up misunderstandings and provide clarification. | | |
| *Where do they do it?* | On the LMS | | |
| *By when should they do it?* |  | | |

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| *E-moderator/tutor role* | | |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. | | |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarize yourself with the course assessment and expectations. | | |
| *How does this section link to other sections of the module?* | | |
| This section aids you to study effectively throughout your stay in the school. This will enable you to become an excellent student. | | |

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| ***Some important questions*** | |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. PPT: Power point presentation |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE