



## G200 Writing for Academic Success II

1 credit. Prerequisite: G100 Writing for Academic Success I.

👤 Mississauga Campus 'A' Livestream 📺 Video on Demand

January 12-April 11, 2026  
Winter Semester 2026  
Wednesday, 2pm-3:30pm ET  
(1pm-2:30pm SK until Mar 8;  
12pm-1:30pm SK after Mar 8)

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### Course Goals

#### Course Description

In this course students will continue to develop their skill in academic writing so they can communicate effectively in academic and other settings. Students will learn and practice intermediate grammatical principles and continue to improve their writing style.

#### Relationship to MCS-Horizon's Missions

The story of God's interaction with his creation is one of revelation and communication. In turn, he invites us to clearly communicate the Good News of Jesus to the world. Competent Christian leaders strive to do that in all their communication.

#### Core Competencies and Learning Outcomes



To demonstrate competency in *Skilled Communication*, students will

1. Edit, revise, and organize written work using Grammar and Style Level 2.
  - *Assessment:* Editing Assignment I, Editing Assignment II, Group Editing Assignment, Final Examination
2. Organize an essay according to a thesis statement that is clear, complex, and provides a blueprint for supporting the thesis.
  - *Assessment:* Thesis Editing Assignment, Editing Assignment II, Group Editing Assignment, Final Examination
3. Employ correct English grammar (HCS Grammar and Style Levels 1-2, see [Appendix B in the Horizon & MCS Format Guide](#)).
  - *Assessment:* All assignments

## Course Work

### Course Assignments and Activities

1. *Thesis Editing Assignment* - 5%.

Students will identify weaknesses in given theses and revise the theses appropriately.

- Related learning outcome: 2, 3.
- **Due date:** Wednesday, January 28, 11:59pm ET.

2. *Quizzes* - 20%.

Students will demonstrate their grasp of functional grammar by writing two quizzes. Each quiz is 40 minutes and will each be worth 10% of the final grade.

- Students must achieve 70% or more on first attempts or complete revisions.
- Related learning outcome: 3.
- **Due dates: In class:** Wednesday February 18, and Wednesday March 18.

3. *Editing Assignment I* - 10%.

Students will edit a one-page document for spelling, punctuation, grammar, structure, and style.

- Related learning outcome: 1, 3.
- **Assignment length:** one page.
- **Due date:** Wednesday February 11, 11:59pm ET.

4. *Editing Assignment II* - 15%.

Students will edit a two-page document for spelling, punctuation, grammar, structure, style, and develop a thesis for the paper.

- Related learning outcomes: 1, 2, 3.
- **Assignment length:** two pages.
- **Due date:** Wednesday March 11, 11:59pm ET.

5. *Group Editing Assignment* - 25%.

Students will work together in groups of 2-3 to edit their own assignments. Students will edit an assignment that another student has submitted or will be submitting for another class. Papers will be 2-3 pages in length or a 2-3-page portion of a longer paper. Students will read and edit another student's paper and provide helpful feedback on common grammar mistakes and ways the writer's paper can be clearer.

- Related learning outcome(s): 1, 2, 3.
- **Due dates:** Wednesday April 1, 11:59pm ET.

6. *Final Examination* – 25%.

- Related learning outcome(s): 1, 2, 3.
- **Assignment length:** 1 hour in class + 2 hours of study.
- **Due date: In Class:** Wednesday April 8.

### Video-on-Demand (VOD) Student Requirements

- As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who be absent from class, non-VOD students are expected to attend class live following the class attendance policy.
- For VOD students, all assignments are due on the dates indicated below.
  - Thesis Editing Assignment: due February 1 at 11:59PM.
  - Quiz 1: due February 22 at 11:59PM.
  - Editing Assignment I: due February 15 at 11:59PM.
  - Editing Assignment II: due March 15 at 11:59PM.
  - Quiz 2: due March 22 at 11:59PM.
  - Group Editing Assignment: due April 5, 11:59PM
  - Final Examination: due April 12 at 11:59PM.
- Important:** For the quizzes and final examination, VOD students must complete these tests through Populi, affirming that they practiced academic integrity.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes and submit a weekly report according to the following schedule. When an assignment, quiz, or exam is due the same day as the lecture and report, VOD students are encouraged to view the lecture before completing the assignment, quiz, or exam.
  - January 14 Lecture and Report: due January 17 at 11:59PM.
  - January 28 Lecture and Report: due January 31 at 11:59PM.
  - February 4 Lecture and Report: due February 7 at 11:59PM.
  - February 11 Lecture and Report: due February 14 at 11:59PM.
  - February 18 Lecture and Report: due February 21 at 11:59PM.
  - March 11 Lecture and Report: due March 14 at 11:59PM.
  - March 18 Lecture and Report: due March 21 at 11:59PM.
  - March 25 Lecture and Report: due March 28 at 11:59PM.
  - April 1 Review and Report: due April 4, at 11:59PM.
- Record and submit a 1-2 minute video report on Padlet that 1) affirms you have watched the content and completed the in-class assignments, and 2) summarizes one thing you learned from the week's lessons.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

### Estimate of Time Investment (individual time investments may vary)

Class Attendance	13 hrs	Weekly	n/a
1. Thesis Editing Assignment	2 hrs	January 28	5%
2. Quizzes	1 hr	February 18	10%
		March 18	10%
3. Editing Assignment I	2 hrs	February 11	10%
4. Editing Assignment II	3 hrs	March 11	15%
5. Group Editing Assignment	4 hrs	April 1	25%
6. Final Examination	3 hrs	April 8	25%

Total =	28 hrs		100%
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### Assessment Rubrics

Assignment rubrics are found on Populi. Select the name of the assignment to access the rubric.

### Course Outline

January 14 – Syllabus + Thesis Writing

*Student will develop a thesis and work with a classmate for editing.*

#### **\*\*January 21 – No Class – GLS**

January 28 – Punctuation Part 1

Appendix B: 2.15-2.25

*Thesis Assignment Due*

February 4 – Punctuation Part 2

Appendix B: 2.26-2.29, 3.6-3.22

February 11 – Reflexive Pronoun + Style

Appendix B: 2.30-2.37, 3.27-3.33

*Editing Assignment 1 Due*

Feb 18 – *Quiz 1 In Class*

March 11 – Syntax and Structure Part I

Appendix B: 2.1-2.9

*Editing Assignment 2 Due*

#### **\*\*February 25- No Classes – Reading Week**

#### **March 4 – No Classes –Module Week\*\***

March 18 – Syntax and Structure Part II

Appendix B: 2.10-2.14, 3.1-3.5

*Quiz 2 In Class*

March 25 – Level 3 (Usage and Parts of Speech, and Content)

Appendix B (3.23-3.24, 3.34-3.35)

April 1 – Review & Group Work

*Group Editing Due*

April 8 – Final Examination

- **Revision Week April 13-17** Your instructor may also request revisions on some assignments before revision week.
- **No resubmission of assignments will be accepted after April 17, 2026**

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

### **Late Assignments**

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### **Assignment Completion**

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### **Assignment Revisions**

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

## Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades.

Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

## Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from

a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.