
Course Name

Modified Code No.**I. COURSE DESCRIPTION:**

This CICE course equips you with the knowledge and techniques to become an effective, confident, and flexible learner and a successful student in a college program. You will develop skills for effective study habits, time and stress management, financial management, problem solving, and collaborative learning. You will also discover how learning and personality styles influence success and career choices, and study perspectives on, and gain practice in, interpersonal communications. This will be accomplished with the ongoing assistance from an IEA.

In addition, the interplay of personal responsibility, self-motivation, interdependence, self-awareness, and emotional intelligence leading to success will be investigated with the assistance of an IEA.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate the ability to:

1. Develop skills to adapt to college life.

Potential Elements of the Performance:

- Effectively access current student portrait
- Develop personal awareness
- Demonstrate effective personal responsibility
- Effectively evaluate choices and decisions that you make in college
- Develop skills to enhance study effectiveness
- Complete a modified self-assessment student inventory

2. Develop skills to enhance study skills.

Potential Elements of the Performance:

- Complete a study skills inventory
- Identify strengths and weaknesses
- Develop a personalized study skills strategy
- Evaluate and adopt effective textbook strategies
- Demonstrate effective note taking skills

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3. Manage stress effectively.

Potential Elements of the Performance:

- Distinguish between positive and negative stress
- Construct a time-management schedule
- Assess personal stress levels
- Recognize stress
- Formulate a personalized plan to reduce negative stress
- Identify elements of good financial management
- Construct a financial plan

4. Examine learning styles and formulate an individual profile.

Potential Elements of the Performance:

- Complete a learning style inventory
- Compare learning and personality styles

5. With the specific guidance of an IEA, the CICE student will have an understanding of, and ability to understand the interpretation learning theory.

Potential Elements of the Performance:

- Analyze the process of learning
- Distinguish the levels in cognitive, affective, and psychomotor domains

6. Apply learning styles' strategies and learning theory to develop a personal success plan.

Potential Elements of the Performance:

- Identify and use techniques for improving memory
- Experiment with memory improvement strategies
- Recognize test-taking strategies
- Recognize test-taking techniques
- Predict exam questions
- Experiment with test-taking techniques

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7. Develop effective problem-solving strategies.

Potential Elements of the Performance:

- Identify different steps in problem solving
- Recognize mental paradigms as barriers
- Value creativity
- Practice critical-thinking techniques
- Experience synergy in the process of group decision making
- Evaluate group problem-solving behaviours
- Apply problem-solving techniques to life situations
- Analyze transfer of problem-solving skills through personal reflections

8. Improve interpersonal communication techniques.

Potential Elements of the Performance:

- Investigate interpersonal communication styles as a multi-level, dynamic sharing of meaning
- Identify the elements of effective communication
- Differentiate between assertive, passive, and aggressive communication behaviours

9. Develop basic computer skills.

- Operate within windows-based programs
- Demonstrate, through writing assignments, word-processing skills
- Manipulate Internet programs by accessing Personality Test
- Surf the web to access relevant web sites

III. TOPICS:

1. Getting on course to your success
2. Accepting personal responsibility
3. Discovering a motivating purpose
4. Taking purposeful actions
5. Developing mutually supportive relationships
6. Gaining self awareness
7. Becoming a life-long learner
8. Developing emotional maturity
9. Staying on course

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Modified Code No.**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. On Course (3rd Edition) by Skip Downing. Houghton Mifflin
2. *My Profile* account from Queendom.com (\$15.00) – *Check with your professor for details*
3. Notebook/Duo tang
4. Many other books and pamphlets as well as free advice available in Sault College's Counselling Office in room E1101

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Journal Writing*	25%
2. Note Taking Test	5%
3. Mid-term Test	10%
4. Final Exam	15%
5. Chapter quizzes	20%
6. Attendance and Participation	5%
7. Synthesized Profile Report	20%

Total **100%**

Note: Assignments are due on the assigned due date. Late submissions will not be accepted.

*** Journal Assignments**

For each of the journals, follow the directions in the book as to what you should write. You will not be evaluated on your opinions as they are personal; however, you will be evaluated on how fully you have addressed the assignment, the organization of your ideas, and the clarity and correctness of your expression. Journals should be typed or neatly handwritten and double-spaced. Format of journals must be followed. See Chapter 1, page 6 for directions.

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The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office (Room E1101) so that support services can be arranged for you.

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Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:

Preparation and Participation

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:

A. Tests may be modified in the following ways:

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.

The Integrative Educational Assistant may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.