

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Personal and Academic Success Strategies (PASS)

CODE NO. : HDG122 **SEMESTER:** Fall
MODIFIED CODE: HDG0122

PROGRAM: Various

AUTHOR: General Arts & Science Department
MODIFIED BY: Sara Trotter, Learning Specialist CICE Program

DATE: Sept. 2011 **PREVIOUS OUTLINE DATED:** Sept. 2010

APPROVED: "Angelique Lemay" Sept/11

*Dean, School of Community Services
and Interdisciplinary Studies*

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 2 + 1 independent study

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I. COURSE DESCRIPTION:

This course will provide the CICE students with the opportunity to explore where they were then, where they are now, and where they will go in the future. They will investigate external and internal aspects that influence their characters both personally and academically; develop awareness of college, community, family, and relationships; explore learning and communication styles, attitudes, and life-long learning applications to future career and life.

The CICE students will discover, through developing a personal portfolio, specific abilities and characteristics that will provide them the opportunity for personal growth and increased well-being to function at a higher level of human understanding. These skills will be developed through classroom discussion, personal surveys, journal entries, presentation reviews, analysis of case studies, reading comprehension activities, instructional games/exercises, and problem-solving challenges, etc.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Develop skills to adapt to college life
Potential Elements of the Performance:
 - Learn college customs i.e. expectations, policies, formats
 - Explore college resources
 - Demonstrate improvement in academic skills (oral presentation skills, reading strategies, note-taking, memory techniques, etc.).

2. Explore and understand personal responsibility
Potential Elements of the Performance:
 - Develop guided-journal writing techniques
 - Identify students' past patterns of behavior and choices
 - Show self-acceptance through theory and practice
 - Complete and understand individual locus of control
 - Differentiate between "victim" and "creator" choices
 - Master "creator" language
 - Make "wise choices"

3. Analyze external and external factors that contribute to student development
Potential Elements of the Performance:
 - Explore self-esteem
 - Understand the role of mentors
 - Commit to one's success

4. Discover students' academic and personal potential
Potential Elements of the Performance:
 - Explore one's life roles and dreams
 - Apply inner motivation theory
 - Design a life plan
 - Examine attitudes and the major contributors to one's life roles and dreams
 - Reflect on one's "multiple intelligences" and learning styles

5. Discover and apply self-management techniques to increase personal well-being
Potential Elements of the Performance:
 - Examine time management tools
 - Analyze time quadrants
 - Identify procrastination factors
 - Construct a personalized time management schedule
 - Assess personal stress level
 - Formulate a plan to reduce stress
 - Identify elements of good financial management
 - Explore available financial opportunities

6. Explore interdependent relationships
Potential Elements of the Performance:
 - Identify dependent, co-dependent, independent, and interdependent relationships
 - Investigate interdependence in the community
 - Improve listening skills
 - Develop assertive communication skills

7. Gain Self Awareness
Potential Elements of the Performance:
 - Identify self-sabotaging forces
 - Investigate self-respect factors and integrity
 - Understand emotional intelligence theory
 - Assess individual emotional intelligence

8. Adopt life-long learning

Potential Elements of the Performance:

- Differentiate the processes of learning
- Complete learning styles assessments
- Explore opportunities of adapting teaching and learning strategies

9. Develop a personal portfolio

Potential Elements of the Performance:

- Use computers to generate readable, well formatted, college-level material for all assignments.
- Navigate the internet to find appropriate materials for various assignments.
- Produce a personal portfolio with personal and academic reflective activities that shows:

-student's identification of previous and current behavior patterns and life choices,

-student's exploration of future and new academic and personal possibilities.

III. TOPICS:

1. Develop skills to adapt to college life.
2. Explore and accept personal responsibility.
3. Explore external/internal factors that contribute to your development.
4. Discover your potential.
5. Discover and apply self-management techniques to increase personal well-being.
6. Explore interdependent relationships.
7. Gain self-awareness.
8. Adopt life-long learning.
9. Develop a personal portfolio.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Textbook: Downing, Skip. *On Course. Strategies for Creating Success in College and Life.* (5th or 6th editions). Houghton Mifflin.

- Two duotangs:

1) To keep class activities in your personal portfolio.

2) To submit the film analysis.

- Handouts and class activities will be provided by the instructor.

V. EVALUATION PROCESS/GRADING SYSTEM (*):

****Each assignment will be discussed individually with the faculty to determine the level of modification required**

1. Personal portfolio	20 %
2. Group oral presentation	25 %
a. Group organization and presentation plan	10 %
b. Presentation delivery	15 %
3. Test	20 %
4. Final project (film analysis)	25 %
5. Financial submission	10 %
Total:	100 %

(*) In the interest of keeping this course outline succinct, specific instructions, due dates, and marking schemes for each assignment will be announced and circulated the first two weeks of class and will be posted on LMS.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

ATTENDANCE: Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

ALL ASSIGNMENT SUBMISSIONS TAKE PLACE IN THE CLASSROOM AND ARE PERSONAL. Students are responsible for submitting assignments on time, in the classroom, and personally to the professor. The professor will not grade electronic assignments or assignments left in her office mailbox or under her office door. If a student misses a class when an assignment is due, s/he is responsible to deliver the assignment personally to the professor.

LATE SUBMISSION of assignments will be accepted but 10 % of the assignment grade will be deducted per late day up to one week past the due date. Following the first late week, an extra 10 % will be deducted per each late week. No late assignments will be accepted once the professor has returned marked assignments to the class. Late assignments will be submitted only during class time and in class.

STUDENT-PROFESSOR CONSULTATIONS are designed to help students plan, orient and organize their workload. For that reason, students will receive credit for attending them to discuss their work plan. They are to be considered an important component of the learning process. Dates and times of consultation will be announced in class and circulated through LMS. Once announced, consultations will not be rescheduled unless the student contacts the professor **BEFORE** the consultation. Missing a consultation without **PREVIOUS** notice to the professor will result in not getting credit for this evaluation component.

A MAKE UP EXAM CAN BE WRITTEN only if:

- the student contacts the professor in writing **BEFORE** the test;
- demonstrates that s/he is under exceptional circumstances that do not allow him/her to write the test on the scheduled date and time;
- the student has attended at least 75 % of the classes before the day of the exam;
- the professor has granted permission.

THE COURSE CONTENT AND THE EVALUATION SYSTEM CAN BE MODIFIED at the professor's discretion in order to meet students' needs. All changes will be communicated to the students in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

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 a Learning Specialist.***The Learning Specialist 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 Learning Specialist 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.