



## **I. COURSE DESCRIPTION:**

This course will prepare the CICE student for the rigors of academic life and enable the CICE student, with the assistance of a Learning Specialist, to develop a personal profile for college and career success. The main focus of this course will include accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning and developing emotional intelligence. In addition, the CICE student, with assistance, will develop and produce Personal Profile that will identify his/her personal learning style, communication style, and personality style to enable the student to achieve success in learning about, understanding, and choosing the courses and careers that will lead to personal and professional satisfaction.

## **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 the 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.* Any edition. Houghton Mifflin.
- Two duotangs: one to keep track of group work and presentation materials, and the other for the portfolio of active learning to keep class activities and other assignments.

## V. EVALUATION PROCESS/GRADING SYSTEM

Portfolio of group work 1. Group contract and presentation plan 2. Presentation delivery 3. Self-review and reflection	35 %  10% 15% 10%
Portfolio of active learning	40%
Film Analysis (comprehensive final exam)	25 %
Total:	100 %

### 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.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to

restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**VI. SPECIAL NOTES:**

**ATTENDANCE AND CLASS PARTICIPATION** are fundamental to succeed in this course. For that reason, students are encouraged to make an effort to attend all class periods and to arrive on time. Students are encouraged to communicate any foreseen absence and to make up for the missing work.

**ACADEMIC HONESTY** will be enforced at all times; and violations will be sanctioned according to the college policies. Students are expected to acquire the habit of referencing all the sources from which they take information. When they do group work, all members are to collaborate evenly according to specific individual roles agreed to by group members. A group member who attempts to use classmates' work without offering any significant contribution to the group work will not receive credit for the corresponding assignment.

**ASSIGNMENTS ARE TO BE SUBMITTED IN THE CLASSROOM AND SUBMISSIONS ARE PERSONAL.** The professor will not grade assignments submitted electronically, left in her office mailbox or under her office door. If a student misses a class when an assignment is due, s/he can deliver it by email by the due date and bring a hard copy the following class.

**LATE SUBMISSION** of assignments will be accepted. 10 % of the corresponding grade will be deducted per week past the due date. As submissions are personal and take place only in class, instructors will not receive assignments the days of the week other than the ones when classes are scheduled.

**EXTENSION ALLOWANCE.** Each student is entitled to one week extension without credit penalty for one assignment other than class activities. This allowance can be used once during the semester. In order to apply to the extension allowance, the student needs to write "Extension Allowance" in the cover page of the submitted assignment.

**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 important components 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;
- the professor has granted permission.

**THE COURSE CONTENT AND THE EVALUATION SYSTEM CAN BE MODIFIED** at the professor's discretion in order to better meet the students' needs. The professor will communicate any modification 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.

**Addendum:**

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

## **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.