

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:	Winter
MODIFIED CODE:	HDG0122		
PROGRAM:	Various		
AUTHOR:	General Arts & Science Department		
MODIFIED BY:	Sara Trotter, Learning Specialist CICE Program		
DATE:	Jan. 2012	PREVIOUS OUTLINE DATED:	Jan. 2011
APPROVED:	"Angelique Lemay"		Jan. 2012
	<hr/> <i>Dean, School of Community Services and Interdisciplinary Studies</i>		<hr/> DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	None		
HOURS/WEEK:	2 + 1 independent study		

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Services and Interdisciplinary Studies*
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I. COURSE DESCRIPTION:

This course will provide you with the opportunity to explore success strategies for college and life. You will investigate external and internal aspects that influence your character; develop awareness of college, community, family, and relationships; explore learning and communication styles, attitudes, and life-long learning applications to future career and life. You will discover specific abilities and characteristics that will provide you the opportunity for personal growth and increased well-being to function at a higher level of human understanding. These areas will be developed through classroom discussion, personal surveys, journal entries, presentation reviews, analysis of case studies, readings, instructional games/exercises, and problem-solving challenges, etc.

This course meets the general education theme of Personal Understanding.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from 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 personal responsibility and one's academic and personal potential

Potential Elements of the Performance:

- Develop guided-journal writing techniques
- Explore personal evolution including past, present, and future choices and opportunities
- Reflect on personal strengths and how to best use them
- Identify one's roles and dreams
- Discover personal weaknesses and create a plan to make changes
- Reflect on one's "multiple intelligences" and one's preferred learning styles

3. Discover and apply self-management techniques to increase personal well-being

Potential Elements of the Performance:

- Examine time management tools
- 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

4. Explore and appreciate the benefits of healthy interdependent relationships

Potential Elements of the Performance:

- Identify dependent, co-dependent, independent, and interdependent relationships in everyday life
- Improve listening skills
- Develop assertive communication skills

5. Gain Self Awareness

Potential Elements of the Performance:

- Identify self-sabotaging forces
- Investigate one's ethic values, self-respect, and integrity
- Understand the emotional intelligence theory
- Assess one's emotional intelligence

6. Adopt life-long learning

Potential Elements of the Performance:

- Differentiate approaches to learning: deep, surface, and strategic learning
- Complete learning styles assessments
- Explore opportunities of adapting teaching and learning strategies

III. TOPICS:

1. Skills to adapt to college life.
2. Personal responsibility.
3. Roles, dreams, and life plan.
4. Self-management techniques to increase personal well-being.
5. Interdependent relationships and assertiveness.
6. Self-awareness
7. Life-long learning.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Instructors will provide class notes and handouts, which will be posted on LMS.

V. EVALUATION PROCESS/GRADING SYSTEM (*):

Portfolio	20 %
Group oral presentation	25 %
a. Group contract and presentation plan (consultation)	10 %
b. Presentation delivery	15 %
Midterm	20 %
Final project (film analysis)	25 %
Written assignment	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 instructor'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.