

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Personal and Academic Success Strategies (PASS) (\*)  
**CODE NO. :** HDG122 **SEMESTER:** Fall 2012  
**PROGRAM:** Various  
**AUTHOR:** General Arts & Science Department  
**DATE:** May 2012 **PREVIOUS OUTLINE DATED:** Jan. 2012  
**APPROVED:** "Angelique Lemay" Aug/12

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	<b>DEAN</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	None	
<b>HOURS/WEEK:</b>	2 + 1 independent study	

**(\*) This course meets the Personal Understanding theme of the General Education curriculum component.**

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**I. COURSE DESCRIPTION:**

This course will provide you with the opportunity to explore where you were then, where you are now, and where you will go in the future. You will investigate external and internal aspects that influence your character 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. You will discover, through developing a personal portfolio, 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 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 student will demonstrate the 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:

- Handouts and class notes will be provided by the instructor and posted on LMS.
- A duotang to keep class activities in your personal portfolio.

**V. EVALUATION PROCESS/GRADING SYSTEM (\*):**

<b>Learning portfolio</b>	<b>20 %</b>
<b>Presentation</b>	<b>25 %</b>
<b>Midterm exam</b>	<b>20 %</b>
<b>Final project</b>	<b>25 %</b>
<b>Financial submission</b>	<b>10 %</b>
<b>Total:</b>	<b>100 %</b>

(\*) 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.