



**I. COURSE DESCRIPTION:**

This course will provide you with the opportunity to both develop academic skills to succeed in post-secondary studies and develop a Personal Profile detailing your learning styles and personality style. These will assist you in choosing a suitable career and program. With both independent study and classroom activities, you will develop effective study habits, time and stress management, financial management, problem solving, and collaborative learning strategies. You will also discover how learning, personality, and communication styles influence success and career choices.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

1. Develop skills to adapt to college life.

Potential Elements of the Performance:

- Learn college customs
- Study effective reading strategies
- Develop effective note taking methods
- Identify memorizing techniques
- Use effective studying methods
- Demonstrate effective test taking techniques

2. Accept personal responsibility.

Potential Elements of the Performance:

- Develop guided journal writing techniques
- Complete and evaluate a success self-assessment
- Develop self-acceptance through theory and practice
- Differentiate between “Victim” and “Creator” choices
- Change and master “Creator: language
- Understand and make wise decisions

3. Discover self-motivation

Potential Elements of the Performance:

- Articulate life roles and dreams
- Apply inner motivation theory
- Understand commitment
- Design a life plan

4. Apply self-management techniques

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Potential Elements of the Performance:

- Distinguish between time management tools
- Analyse time quadrants
- Construct a personalized time management schedule
- Identify procrastination factors
- Assess personal stress levels
- Formulate a personalized plan to reduce negative stress
- Identify elements of good financial management

5. Develop mutually supportive relationships

Potential Elements of the Performance:

- Identify dependent, co-dependent, independent, and interdependent relationships
- Develop listening skills
- Develop assertive communication skills

6. Gain self-awareness

Potential Elements of the Performance:

- Identify self-sabotaging forces
- Complete a learning style inventory
- Complete a Myers-Briggs type personality inventory
- Compare learning and personality styles
- Complete communication style inventory
- Analyze the process of learning
- Investigate self-respect factors
- Analyse multiple intelligence ranges
- Assess personal multiple intelligence
- Complete an emotional intelligence inventory
- Produce a Synthesized Personal Profile
- Complete a self-assessment inventory

7. Develop basic computer skills.

Potential Elements of the Performance:

- Operate within windows-based programs
- Demonstrate, through writing assignments, word-processing skills
- Manipulate Internet programs by accessing Personality Tests
- 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

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. *On Course* (5<sup>th</sup> edition) Skip Downing plus MBTI inventory package. Houghton Mifflin.
2. "My Profile" account from *Queendom.com*. Take \$15.00 to the Accounting Office (across from the Registrar's Office) and ask to sign up for *Queendom.com*. (Photocopy your receipt and bring it to class by the due date.)
3. Notebook/Duotang
4. Handouts will be provided by the instructor.
5. Independent study – assignments will be handed out in class.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1.	Guided Journal Writing*	25%
2.	Final Exam	10%
3.	Chapter Quizzes	25%
4.	Synthesized Profile Report	40%
<b>Total.....</b>		<b>100%</b>

**NOTE:** Assignments are due on the assigned due date **at the beginning of class**. Late submissions will **not** be accepted.

**\* Guided Journal Writing Assignments**

For each of the journals, follow the directions in the handout and in your text. 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, double-spaced, with a title page submitted with each journal. Format of journals *must* be followed. See Chapter 1, page 6 for directions as well as the handout.

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%	
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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### 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 postsecondary institutions.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool (if applicable).

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.