



## COURSE OUTLINE: HDG0122 - ACAD.SUCCESS.STRATEG

Prepared: General Arts and Science Department

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	HDG0122: PERSONAL AND ACADEMIC SUCCESS STRATEGIES
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	21F, 22W, 22S
<b>Course Description:</b>	This course will prepare you for the rigours of academic life and enable you 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 the assistance of a learning specialist, will identify your personal learning style, communication style, and personality style to enable you to achieve success in learning about, understanding, and choosing the courses and careers that will lead to personal and professional satisfaction.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	HDG122
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
<b>General Education Themes:</b>	Personal Understanding
<b>Course Evaluation:</b>	Passing Grade: 50%, D

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



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A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

No textbook is required

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Develop skills to adapt to college life	1.1 Learn college customs i.e. expectations, policies, formats 1.2 Explore college resources 1.3 Demonstrate improvement in academic skills (oral presentation skills, reading strategies, note-taking, memory techniques, etc.).
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Explore and understand personal responsibility	2.1 Develop guided-journal writing techniques 2.2 Identify students` past patterns of behavior and choices 2.1 Show self-acceptance through theory and practice 2.2 Complete and understand individual locus of control 2.3 Differentiate between victim and creator choices 2.4 Master creator language 2.5 Make wise choices
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Analyze internal and external factors that contribute to student development	3.1 Explore self-esteem 3.2 Understand the role of mentors 3.3 Commit to one`s success
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Discover students` academic and personal potential	4.1 Explore one`s life roles and dreams 4.2 Apply inner motivation theory 4.3 Design a life plan 4.5 Examine attitudes and the major contributors to one`s life roles and dreams 4.6 Reflect on one`s multiple intelligences and learning styles
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Discover and apply self-management techniques to increase personal well-being	5.1 Examine time management tools 5.2 Analyze time quadrants 5.3 Identify procrastination factors 5.4 Construct a personalized time management schedule 5.5 Assess personal stress level 5.6 Formulate a plan to reduce stress 5.7 Identify elements of good financial management 5.8 Explore available financial opportunities
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Explore interdependent relationships	6.1 Identify dependent, co-dependent, independent, and interdependent relationships

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	6.2 Investigate interdependence in the community 6.3 Improve listening skills 6.4 Develop assertive communication skills
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Gain Self-Awareness	7.1 Identify self-sabotaging forces 7.2 Investigate self-respect factors and integrity 7.3 Understand emotional intelligence theory 7.4 Assess individual emotional intelligence
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
8. Adopt life-long learning	8.1 Differentiate the processes of learning 8.2 Complete learning styles assessments 8.3 Explore opportunities of adapting teaching and learning strategies
<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>
9.0 Develop a personal portfolio	9.1 Use computers to generate readable, well formatted, college-level material for all assignments 9.2 Navigate the internet to find appropriate materials for various assignments 9.3 Produce a personal portfolio with personal and academic reflective activities that shows: 9.4 Student's identification of previous and current behaviour patterns and life choices, 9.5 Student's exploration of future and new academic and personal possibilities.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments/In-class Assignments	35%
Presentation	25%
Test(s)	40%

**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.** 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.

**B. Tests may be modified in the following ways:**

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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.

**C. 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.

**D. 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

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:** September 2, 2021

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.

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