

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Integrative Seminar IV

CODE NO. : IVT200

SEMESTER: 4

PROGRAM: Community Integration Through Cooperative Education

AUTHOR: CICE Program, Nancy Leishman

DATE: Jan/04

PREVIOUS OUTLINE DATED: Sept/03

APPROVED:

DEAN

DATE

TOTAL CREDITS: 4

PREREQUISITE(S): None

HOURS/WEEK: 1

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*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689*

I. COURSE DESCRIPTION:

In this course, students will examine the role of the “worker” in relation to field placement expectations. Policies, processes, roles, responsibilities and expectations are all themes that will be examined and discussed. This will serve to prepare the students for future employment opportunities. In addition, field placement packages will be reviewed.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify and discuss qualities required to be an effective competent worker.

Potential Elements of the Performance:

- Examine and evaluate one’s own behaviour as a member of a working team at the placement site.
- Incorporate feedback and suggestions made in the classroom into the field placement experience.
- Use thoughtful consideration in assessing their personal strengths and determine realistic alternatives for change.

2. Identify and develop specific professional goals for field placement in relation to student’s self-assessment.

Potential Elements of the Performance:

- Develop individual action plan based on vocational goals.

3. Develop strategies for seeking employment.

Potential Elements of the Performance:

- Analyze a job posting and develop a cover letter in response.
- Develop various job search strategies utilizing local employment agencies and/or government employment services.
- Complete a sample cover letter.
- Identify different resume formats and their major components.
- Complete and/or update resume by the end of the semester.

5. Participate in the development of interview skills.

Potential Elements of the Performance:

- Review key components of a job interview.
- Practice and demonstrate interview skills through the mock interview process.
- Evaluate interview skills.

III. TOPICS:

1. Qualities of a Competent Worker
2. Goal Setting
3. Employment Strategies
4. Interview Skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbook: *Career Focus Canada: A Personal Search Guide.*
(2nd ed.). H.M. Lamarre & K. McClughan. Prentice Hall, 2002.

- Binder
- Pen & Pencil
- Day Planner
- Lined Paper
- Disk & Holder
- Student Workbook
- Name Pin

V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance	10%
Participation	10%
Personal Profile	10%
Field Placement Reports (4 at 5% each)	20%
Resume and Cover Letters	30%
Mock Interview	<u>20%</u>
Total	100%

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%	
A	80 – 89%	4.00
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:

Complementary Activities:

To meet course objectives, students should expect to match scheduled class hour with independent study.

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 703 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.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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.

IMPORTANT NOTICE TO STUDENTS

Class Activities

1. Attendance plays an important role in successful learning and skills development, so students are expected to attend.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Student Rights and Responsibilities" document.

Assignments

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. Late submissions will be deducted 5% per day.
3. Assignments more than one week late will not be accepted.
4. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their assigned date will forfeit their mark for the assignment.
5. Students have the responsibility to be aware of assignment due dates.

Tests/Quizzes

1. Tests/quizzes must be completed on the date scheduled. If unable to attend, contact the professor prior to the start of the test/quiz. An alternative date must be arranged before the next class.