

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Personal and Academic Success Strategies (PASS)

CODE NO. : HDG122 **SEMESTER:** Fall
MODIFIED CODE: HDG0122

PROGRAM: Various

AUTHOR: General Arts & Science Department
MODIFIED BY: Velma Simon, Learning Specialist CICE Program

DATE: Sept. 2009 **PREVIOUS OUTLINE DATED:** Sept. 2008

APPROVED: "Angelique Lemay"

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	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	None	
HOURS/WEEK:	2 + 1 independent study	

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

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 CICE student with the assistance of the Learning Specialist, 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:

Textbook: Downing, Skip. *On Course. Strategies for Creating Success in College and Life.* (5th edition). Houghton Mifflin.

Two duotangs: one for your personal portfolio of class activities and another one for the final project.

Handouts will be provided by the instructor.

Independent study – Assignments will be identified on syllabus.

V. EVALUATION PROCESS/GRADING SYSTEM (*):

Chapter Quizzes	10 %
Personal portfolio of class activities	40 %
a. Midterm submission:	20 %
b. End-of-term submission:	20 %
Group oral presentation	25 %
a. Consultation with the instructor based on a written outline:	
b. Presentation delivery:	
<i>Each instructor will provide information about grades for each component (a. & b.).</i>	
Final project (film analysis)	25 %
Completion of financial aid form (bonus points)	10 %
Total:	110 %

(*) In the interest of keeping this course outline succinct, specific instructions, due dates, and marking schemes for each assignment will be announced in class and will be posted on LMS.

LATE SUBMISSION of assignments will not be accepted and failure to submit assignments by the deadline will result of a 0 for the corresponding grade.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	Grade Point <u>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.

VI. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

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.