

I. COURSE DESCRIPTION:

No matter one's lifestyle, income or background, each person has experienced and developed practices as to how we relate to money. CICE students, with assistance from a Learning Specialist, will explore financial relationships and personal understanding with money, and its place and value in our culture and individual lives

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Illustrate an understanding of how money came to be used as a means of exchange.

Potential Elements of the Performance:

- Display knowledge of the history of exchange of goods
- Identify the different materials used as exchange and the timeline of the progression to money as we know it today

2. Communicate basic understanding of the cultural differences with relation to money in terms of wages, material goods, religion, and class systems.

Potential Elements of the Performance:

- Recognize the key differences in wages across cultures
- Articulate how different cultures view material goods and their relationship to them
- Compare the different class systems both across the world and in Western society
- Explain the importance of cultural competence in understanding relationships to money

3. Analyze how our environment shapes our relationship with money.

Potential Elements of the Performance:

- Outline the major factors in one's environment that influences views on and relationship to money and goods
- Recognize specific environmental influences and how those shaped our views and relationship to money and goods

4. Describe how the media and advertising influences our view of money and goods.

Potential Elements of the Performance:

- Identify sources of media and advertising influences and their potential to influence us

 - Critically assess specific examples of media influences on our relationship to money
 - Explain how advertising is used to promote consumption
5. Recognize the excessive consumption in our culture and ways others are proposing change and solutions in this area.

Potential Elements of the Performance:

- Determine which areas of our lives are prone to over-consumption
- Identify what the basic needs are in areas that we over-consume such as food, clothing, and transportation
- Explore different methods being utilized to fight this trend and how as individuals we may choose to adopt some of these methods

III. TOPICS:

1. The History of Money
2. Money & Culture: Money and The World
3. Money & Culture: Money in Western Society
4. Our Environment & Money
5. The Importance of Money
6. Money & The Media
7. Money & Advertising
8. Money & Excess

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

None

V. EVALUATION PROCESS/GRADING SYSTEM:

The final course grade will be determined as follows:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>
Media Presentations	15%
Debate	20%
Movie Analysis	10%
Assignments (May include creative currency, International currency, and/or Autobiography)	40%
Test	15%
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%	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.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

VII. COURSE OUTLINE ADDENDUM:

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.

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.