

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 personality profile, 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 and exercises, guided journals, personal inventories, and problem-solving challenges.

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 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 through independent study and readings your abilities in effective
 - reading strategies
 - note taking methods
 - memory techniques
 - studying methods
 - test taking techniques

2. Explore the range of and accept Personal Responsibility

Potential Elements of the Performance:

- Develop guided journal writing techniques
- Explore and explain where you were before this course
- 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. Explore external/internal factors that contribute to your development
Potential Elements of the Performance:
 - Explore self-esteem
 - Understand the role of mentors
 - Commit to your success

4. Discover your potential
Potential Elements of the Performance:
 - Explore your life roles and dreams
 - Apply inner motivation theory
 - Design a life plan
 - Examine attitudes and the major contributors to your life roles and dreams
 - Complete and assess your “multiple intelligences”

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 your procrastination factors
 - Construct a personalized time management schedule
 - Assess personal stress level and its effect on those around you
 - Formulate a plan to reduce stress
 - Identify elements of good financial management
 - Expand financial opportunities

6. Explore interdependent relationships
Potential Elements of the Performance:
 - Identify dependent, co-dependent, independent, and interdependent relationships
 - Investigate interdependence and your community
 - Complete a communication style assessment
 - Improve your listening skills
 - Develop assertive communication skills

7. Gain Self Awareness
Potential Elements of the Performance:
 - Identify self-sabotaging forces
 - Complete a Myers-Briggs Type Inventory
 - Investigate self-respect factors
 - Understand emotional intelligence theory
 - Complete and assess individual emotional intelligence

8. Adopt life-long learning
Potential Elements of the Performance:
 - Differentiate the processes of learning
 - Complete learning styles assessments
 - Compare learning style assessments
 - Explore opportunities of adapting learning strategies

9. Personal Profile Development
Potential Elements of the Performance:
 - Operate within windows-based programs
 - Demonstrate, through writing assignments, word-processing skills
 - Manipulate Internet Programs
 - Produce a Personal Profile using materials that identified where you were then, where you are now, and where you will go in the future.

III. TOPICS:

1. Develop skills to adapt to college life
2. Explore the range of 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. Personal Profile Development

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. On Course (5th edition) Skip Downing plus MBTI inventory package. Houghton Mifflin.
2. Duotang
3. Handouts will be provided by the instructor
4. Independent study – Assignments will be identified on syllabus

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Attendance and Class Participation	30 %
2. 4 guided personal journals: (5 % each one)	20 %
3. Demonstration of reading abilities: written completion of two reading guides.	15 %
4. 2 reading quizzes	15 %
5. Final project	20 %
Total:	100 %

DUE DATES OF ASSIGNMENTS will be announced in class. Assignments are due on the assigned due date *at the beginning of class*. Late submissions will NOT be accepted.

ATTENDANCE AND CLASS PARTICIPATION. This is the single most important component of this course. Class attendance is a prerequisite to obtain the corresponding percentage of the grade under this category. Students that have an absence in more than 25.5 % of the classes (4 classes out of 15) will NOT receive credit for this course regardless of the reason for the absence, including without limitations absences due to medical reasons, sports competitions, and employment obligations. Although it is necessary to come regularly to class to be able to participate and make a personal contribution to the course, coming to class only does not imply, per se, participation. Class participation entails completing class activities, asking questions in the lectures, answering questions from peers and your instructor, volunteering comments related to the content of the lectures and the class activities, sharing your thoughts and opinions with the rest of the class. We will resort to a broad range of class activities. Some will be conducted individually and others in small groups. Each student is expected to write down class activities, even if you work in small groups. You are expected to be prepared for every class, i.e., you need to bring the textbook to class, complete the required readings, the reading guides and other homework assignments, which you must bring to class. You have to keep all your class activities in a PORTFOLIO and bring it to every class. Your portfolio consists, thus, on a collection of dated class activities that reflect your class work and participation. The main reader of the portfolio is you. Class activities completed before or after class are not to be considered as part of the portfolio. Homework discussed in class has to be included in the portfolio. On several occasions throughout the course, I may ask you to hand in the class activities or the entire portfolio for me to grade and/or to give formative feedback.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:

Disability Services:

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 professor and/or the Disability Services 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.

Plagiarism:

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

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

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.