

**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:** Winter  
**MODIFIED CODE:** HDG0122

**PROGRAM:** Various

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

**DATE:** Jan. 2011 **PREVIOUS OUTLINE DATED:** Jan. 2010

**APPROVED:** "Angelique Lemay" Feb. 2011

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

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## **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 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 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. Basic analysis of the external and internal 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 explore 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.* (6<sup>th</sup> Edition). Houghton Mifflin.

**V. EVALUATION PROCESS/GRADING SYSTEM (\*):**

<b>Presentation</b>	<b>25 %</b>
<b>Class Activities/Assignments</b>	<b>30 %</b>
<b>Test(s)</b>	<b>20 %</b>
<b>Final Project</b>	<b>25 %</b>
<b>Total:</b>	<b>100 %</b>

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

**The following semester grades will be assigned to students:**

<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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## **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.

**ALL ASSIGNMENT SUBMISSIONS TAKE PLACE IN THE CLASSROOM AND ARE PERSONAL.** Students are responsible for submitting assignments on time, in the classroom, and personally to the professor. The professor will not grade assignments left in office mailboxes or under the office door. If a student misses a class when an assignment is due, s/he is responsible for making arrangements to deliver the corresponding assignment personally to the professor.

**ELECTRONIC SUBMISSIONS OF ASSIGNMENTS AND ASSIGNMENTS LEFT IN THE PROFESSOR'S MAILBOX ARE NOT ACCEPTABLE AND WILL NOT BE GRADED,** unless explicitly required by professor.

**LATE SUBMISSION** of assignments will be accepted but a late penalty will be deducted per day past the due date. A student who needs an extension is responsible to make arrangements to deliver the assignment personally to the professor.

**DATES OF CONSULTATION MEETINGS AND ORAL PRESENTATIONS, ONCE AGREED WILL NOT BE RESCHEDULED** and missing the corresponding meeting/presentation without PREVIOUS notice to the professor will result in not getting credit for this evaluation component.

**MAKE UP TEST CAN BE TAKEN** only if the student contacts the professor in writing BEFORE the test and demonstrates that s/he is under exceptional circumstances that do not allow him/her to write the test on the scheduled date and time.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**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.