



# COURSE OUTLINE

## GAS0116

Prepared: General Arts and Science    Approved: Martha Irwin

<b>Course Code: Title</b>	GAS0116: YOUR TWO CENTS								
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN								
<b>Department:</b>	C.I.C.E.								
<b>Semester/Term:</b>	18W								
<b>Course Description:</b>	No matter one`s lifestyle, income or background, each person has experienced and developed practices to how we relate to money. This course explores our relationship and personal understanding with money, and its place and value in our culture and individual lives.								
<b>Total Credits:</b>	3								
<b>Hours/Week:</b>	3								
<b>Total Hours:</b>	45								
<b>Substitutes:</b>	GAS116								
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>								
<b>Course Evaluation:</b>	Passing Grade: 50%, D								
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Debate</td> <td>25%</td> </tr> <tr> <td>In -Class Assignments</td> <td>30%</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Debate	25%	In -Class Assignments	30%		
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Media Presentation	20%
Movie Analysis	10%
Test	15%

**Books and Required Resources:**

No Text is Required

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

**Course Outcome 1.**

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

**Learning Objectives 1.**

- 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

**Course Outcome 2.**

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

**Learning Objectives 2.**

- 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



# COURSE OUTLINE

## GAS0116

3

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### **Course Outcome 3.**

Analyze how our environment shapes our relationship with money.

### **Learning Objectives 3.**

- 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

### **Course Outcome 4.**

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

### **Learning Objectives 4.**

- 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

### **Course Outcome 5.**

Recognize the excessive consumption in our culture and ways others are proposing change and solutions in this area.

### **Learning Objectives 5.**

- 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

**CICE Modifications:**

**Preparation and Participation**



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4

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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.** 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.

**B. 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.

**C. 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.

**D. 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



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## GAS0116

5

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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

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.