

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON



COURSE OUTLINE

Course Title: Personal Management

Code No.: HDG111-4

Semester: All

Program: General Arts and Science

Author: General Arts and Science Department

Date: August 2000

Previous Outline Dated: August 1999

Approved: _____
Dean Date

Total Credits: 4

Prerequisite(s): None

Length of Course: 4 hours/week

Total Credit Hours: 64

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For additional information, please contact Judith Morris, School of Continuous Learning,
(705) 759-2554, Ext. 516

I. COURSE DESCRIPTION:

This course equips you with the knowledge and techniques to become an effective, confident, and flexible learner and a successful student in a college program. You will develop skills for effective study habits, time and stress management, financial management, problem solving, and collaborative learning. You will also discover how learning and personality styles influence success and career choices, and study perspectives on, and gain practice in, interpersonal communications.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Develop skills to adapt to college life
2. Develop skills to enhance study skills
3. Manage stress effectively
4. Assemble an individual profile (a)
5. Interpret learning theory (b) to build individual success strategies
6. Apply elements of (a) and (b) to build individual success strategies
7. Develop effective problem-solving strategies
8. Improve interpersonal communication techniques

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students will demonstrate the ability to:

1. Develop skills to adapt to college life.

Potential elements of the performance:

- Effectively access and use the student handbook
- Develop personal awareness
- Demonstrate effective personal responsibility
- Effectively evaluate choices and decisions that you make in college
- Develop skills to enhance study effectiveness

2. Develop skills to enhance study skills.

Potential elements of the performance:

- Complete a study skills inventory
- Identify strengths and weaknesses
- Develop a personalized study skills strategy
- Evaluate and adopt effective textbook strategies
- Demonstrate effective notetaking skills

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

3. Manage stress effectively.

Potential elements of the performance:

- Distinguish between positive and negative stress
- Construct a time-management schedule
- Assess personal stress levels
- Recognize stress
- Formulate a personalized plan to reduce negative stress
- Identify elements of good financial management
- Construct a financial plan

4. Examine learning styles and formulate an individual profile.

Potential elements of the performance:

- Complete a learning style inventory
- Complete a temperament sorter
- Compare learning and personality styles

5. Interpret learning theory.

Potential elements of the performance:

- Analyze the process of learning
- Distinguish the levels in cognitive, affective, and psychomotor domains

6. Apply learning styles' strategies and learning theory to develop a personal success plan.

Potential elements of the performance:

- Identify and use techniques for improving memory
- Experiment with memory improvement strategies
- Recognize test-taking strategies
- Recognize test-taking techniques
- Predict exam questions
- Experiment with test-taking techniques

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
 (Continued):**

7. Develop effective problem-solving strategies.

Potential elements of the performance:

- Identify different steps in problem solving
- Recognize mental paradigms as barriers
- Value creativity
- Practice critical-thinking techniques
- Experience synergy in the process of group decision making
- Evaluate group problem-solving behaviours
- Apply problem-solving techniques to life situations
- Analyze transfer of problem-solving skills through personal reflections

8. Improve interpersonal communication techniques.

Potential elements of the performance:

- Investigate interpersonal communication styles as a multi-level, dynamic sharing of meaning
- Identify the elements of effective communication
- Differentiate between assertive, passive, and aggressive communication behaviours

9. Develop basic computer skills.

Potential elements of the performance:

- Operate within windows-based programs
- Demonstrate, through writing assignments, word-processing skills
- Manipulate Internet programs by accessing Personality Test
- Surf the web to access relevant web sites

III. TOPICS:

1. Getting on course to your success
2. Accepting personal responsibility
3. Discovering a motivating purpose
4. Taking purposeful actions
5. Developing mutually supportive relationships
6. Gaining self awareness
7. Becoming a life-long learner
8. Developing emotional maturity
9. Staying on course

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. On Course, (2nd edition) by Skip Downing. Houghton Mifflin
2. 3 ¼" high-density disk (required for multimedia assignments)
3. Notebook/Duotang
4. Many other books and pamphlets as well as free advice available in Sault College's Counselling Centre in E1204.

**V. EVALUATION PROCESS / GRADING SYSTEM:
MAJOR ASSIGNMENTS AND TESTING**

1. Journal Writing*	35%
2. Quizzes	20%
3. Mid-term Test	15%
4. Final Exam	20%
5. Attendance and Participation	10%
Total	100%

*** Journal Assignments**

For each of the journals, follow the directions in the book as to what you should write. You will not be evaluated on your opinions as they are personal; however, you will be evaluated on how fully you have addressed the assignment, the organization of your ideas, and the clarity and correctness of your expression. Journals should be typed or neatly handwritten and double-spaced.

METHOD OF ASSESSMENT (GRADING METHOD)

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	Consistently outstanding	(90% - 100%) 4.00
A	Outstanding achievement	(80% - 89%) 3.75
B	Consistently above average achievement	(70% - 79%) 3.00
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%) 2.00
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%) 0.00

V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

- CR Credit exemption
- X A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements

NOTE: Students may be assigned an “R” grade early in the course for unsatisfactory performance.

TIME FRAME

In order to accommodate a variety of delivery modes and learning styles, Personal Management has its weekly four credit hours arranged in the following, over 16 weeks.

- Hour One Lecture or Video Presentation
- Hour Two Teacher/Facilitator Classroom
- Hour Three Group Activity
- Hour Four Multi-Media Laboratory – The Learning Centre – Room E1109 and Independent Study

VI. SPECIAL NOTES:Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Plagiarism

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer” (Gage Canadian Dictionary, 1983, p. 861).

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect 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.

VI. SPECIAL NOTES (continued):

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

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

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.