

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Personal and Academic Success Strategies (PASS) (*)
CODE NO. : HDG122 **SEMESTER:** Fall 2016
PROGRAM: Various
AUTHOR: General Arts & Science Department
DATE: June 2016 **PREVIOUS OUTLINE DATED:** June 2015
APPROVED: 'Angelique Lemay'

DEAN

Date

TOTAL CREDITS: 3
PREREQUISITE(S): None
HOURS/WEEK: 2 + 1 independent study

(*) This course meets the Personal Understanding theme of the General Education curriculum component.

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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 student 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. Analyze external and external 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 apply 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:

- Two duotangs: one to keep track of group work and presentation materials, and the other for the portfolio of active learning to keep class activities and other assignments.

V. EVALUATION PROCESS/GRADING SYSTEM

Written Assignments	40 %
Presentation	20 %
Test	15 %
Final Exam	25%
Total:	100 %

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.	

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.

ATTENDANCE AND CLASS PARTICIPATION are fundamental to succeed in this course. For that reason, students are encouraged to make an effort to attend all class periods and to arrive on time. Students are encouraged to communicate any foreseen absence and to make up for the missing work.

ACADEMIC HONESTY will be enforced at all times; and violations will be sanctioned according to the college policies. Students are expected to acquire the habit of referencing all the sources from which they take information. When they do group work, all members are to collaborate evenly according to specific individual roles agreed to by group members. A group member who attempts to use classmates' work without offering any significant contribution to the group work will not receive credit for the corresponding assignment.

ASSIGNMENTS ARE TO BE SUBMITTED IN THE CLASSROOM AND SUBMISSIONS ARE PERSONAL. The professor will not grade assignments submitted electronically, left in her office mailbox or under her office door. If a student misses a class when an assignment is due, s/he can deliver it by email by the due date and bring a hard copy the following class.

LATE SUBMISSION of assignments will be accepted. 10 % of the corresponding grade will be deducted per week past the due date. As submissions are personal and take place only in class, instructors will not receive assignments the days of the week other than the ones when classes are scheduled.

EXTENSION ALLOWANCE. Each student is entitled to one week extension without credit penalty for one assignment other than class activities. This allowance can be used once during the semester. In order to apply to the extension allowance, the student needs to write "Extension Allowance" in the cover page of the submitted assignment.

STUDENT-PROFESSOR CONSULTATIONS are designed to help students plan, orient and organize their workload. For that reason, students will receive credit for attending them to discuss their work plan. They are to be considered important components of the learning process. Dates and times of consultation will be announced in class and circulated through LMS. Once announced, consultations will not be rescheduled unless the student contacts the professor BEFORE the consultation. Missing a consultation without PREVIOUS notice to the professor will result in not getting credit for this evaluation component.

A MAKE UP EXAM CAN BE WRITTEN only if:

- the student contacts the professor in writing BEFORE the test;
- demonstrates that s/he is under exceptional circumstances that do not allow him/her to write the test on the scheduled date and time;
- the student has attended at least 75 % of the classes;
- the professor has granted permission.

THE COURSE CONTENT AND THE EVALUATION SYSTEM CAN BE MODIFIED at the professor's discretion in order to better meet the students' needs. The professor will communicate any modification in class and through LMS.

VII. COURSE OUTLINE ADDENDUM

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