

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

**Course Title: Personal Management**

**Code No.: HDG 111-4**

**Semester: Fall/Winter**

**Program: General Arts and Science**

**Author: General Arts and Science Department**

**Date: August 1998**

**Previous Outline Dated: August 1997**

**Approved:** Judith

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**Date**

**Total Credits: 4**

**Prerequisite(s): None**

**Length of Course: 4 hrs./week**

**Total Credit Hours: 64**

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**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 learning style profile (a)
5. Interpret learning theory (b)
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:**

1. Develop skills to adapt to college life

**Potential elements of the performance:**

- identify available student resources and services
- use the student handbook effectively
- respond to issues such as harassment, academic dishonesty, and discrimination as outlined in the Student Rights and Responsibilities handbook

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 learning style 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 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
- dramatize effective and ineffective communication scenarios
- judge peer role plays

## 9. Develop basic computer skills

**Potential elements of the performance:**

- operate within windows-based programs
- access interactive custom program
- determine Study Skills Inventory through computer program
- demonstrate, through writing assignments, word processing skills
- apply knowledge of Tookworks Encyclopedia
- manipulate Internet programs by accessing Personality Test

**III. TOPICS:**1. Unit One - Positioning Myself for Success

Textbook Reading

Notetaking

Memorization Techniques

Test-taking Techniques

**III. TOPICS (Continued):**

2. Unit Two - Managing My Life  
Time Management  
Financial Management  
Stress Management
3. Unit Three - Learning to be Me  
Bloom's Taxonomies  
Learning Styles  
Communications  
Personality Styles
4. Unit Four - Thinking Processes to Problem Solving  
Thinking Processes  
Group Problem-Solving Skills

**IV. REQUIRED RESOURCES / TEXTS / MATERIALS:**

1. Personal Management Workbook (available at Campus bookstore)
2. 3 1/4" high density disk (required for multimedia assignments)
3. 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**  
 (See Evaluation Assignment Sheet)

Your final grade will be the sum of your four marks from the four topic areas.

**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 way over 16 weeks:

Hour One	Lecture or Video Presentation
Hour Two	Teacher / Facilitator Classroom
Hour Three	Group Activity
Hour Four	Multi Media Laboratory - Learning Assistance Centre - E1109

## V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

You will be given notice of assignments, tests and presentations at least one week in advance.

Failure to submit an assignment or take a test will result in a mark of "0" unless you can furnish proof of mitigating circumstances.

**Note:** Illness and other personal or family problems may all be genuine mitigating circumstances. Whatever your problem in whatever course you take, communicate it to your teacher immediately. Most teachers are sympathetic to genuine hardship, **BUT** they need to know about it before they can consider finding alternatives to accommodate their students.

### METHOD OF ASSESSMENT (GRADING METHOD)

A+	Consistently outstanding	(90%-100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
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.

## 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

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

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

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.

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**Personal Management  
Evaluation / Tracking Sheet**

**Student Name:**

<b>Unit #1 Positioning Myself for Success</b>	<b>Due Date</b>	<b>Value</b>	<b>Mark</b>
Orientation Assignment		<b>5</b>	
Notetaking Test		<b>10</b>	
Multi Media - Study Skills Inventory and Writing Assignment		<b>10</b>	
<b>Total for Unit</b>		<b>25</b>	
<b>Unit #2 - Managing My Life</b>	<b>Due Date</b>	<b>Value</b>	<b>Mark</b>
Time Schedule		<b>5</b>	
Financial Plan		<b>10</b>	
Multi Media - College Stress Journal		<b>10</b>	
<b>Total for Unit</b>		<b>25</b>	
<b>Unit #3 - Learning to be Me</b>	<b>Due Date</b>	<b>Value</b>	<b>Mark</b>
Writing Assignment		<b>15</b>	
Unit #3 Quiz		<b>10</b>	
<b>Total for Unit</b>		<b>25</b>	
<b>Unit #4 - Thinking Process and Group Problem Solving</b>	<b>Due Date</b>	<b>Value</b>	<b>Mark</b>
Test		<b>10</b>	
Written Assignment		<b>15</b>	
<b>Total for Unit</b>		<b>25</b>	
<b>TOTAL MARK</b>		<b>100</b>	

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**ATTENDANCE**

**Student Name:**

<b>Yes( ) No( ) / Week /</b>	<b>Course</b>	<b>Course</b>	<b>Course</b>	<b>Course</b>	<b>Course</b>	<b>Course</b>
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