College and Career Success

Health and Community Studies

Course Number:	Equivalencies:	Pre-Requisites:
PRL7532	N/A	N/A
Applicable Program(s):	**AAL:**	**Core/Elective:**
0150X04FPM - Computer Systems Technician	1	Core
0150X10FPM - Computer Systems Technician	1	Core
0430X01FPM - Early Childhood Education	1	Elective
0557C08FPM - Motive Power Technician	1	Core
1438M01FPM - General Arts and Science - One Year	1	Core
Prepared by:		
Approved by:		
Approval Date:		
Approved for Academic Year:	2016-2017	
Normative Hours:	45.00	

Course Description

Students develop and expand their abilities as lifelong learners. These abilities are essential to students as they take their place in college, community, family and working life. Course content includes awareness of self as a learner and study of learning, motivation and problem-solving theories. Important throughout are attitudes which help students to deal with a complex, changing world. Teaching/learning methods include classroom discussion and exercises, reflective journals to monitor, evaluate and guide the student's development, as well as lectures.

General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Personal Understanding

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

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EES 1	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (A)
EES 2	Respond to written, spoken or visual messages in a manner that ensures effective communication. (A)
EES 3	Execute mathematical operations accurately. (A)
EES 4	Apply a systematic approach to solve problems. (T,A)
EES 5	Use a variety of thinking skills to anticipate and solve problems. (T,A)
EES 6	Locate, select, organize and document information using appropriate technology and information systems. (A)
EES 7	Analyze, evaluate and apply relevant information from a variety of sources. (T,A)
EES 8	Show respect for diverse opinions, values, belief systems and contributions of others. (T,A)
EES 9	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (T,A)
EES 10	Manage the use of time and other resources to complete projects. (T,A)
EES 11	Take responsibility for one's own actions, decisions and consequences. (A)

Course Learning Requirements/Embedded Knowledge and Skills

When you have earned credit for this course, you will have demonstrated the ability to:

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1.) Examine theories of learning, motivation, and problem-solving.

Use theories of planning to analyze present situation, review options, select realistic short and long term goals.

Consider theories of motivation; set personal expectations for efficiency, effectiveness, and rewards and reconcile them with the changing learning/working family environment.

Explore basic learning processes; recognize your usual learning style, and experiment with different ways to learn.

Investigate basic memory theory; explain and apply an array of memory enhancing techniques.

Reflect on the variables in college/workplace reading and select from a range of techniques to materials of varying levels of difficulty.

2.) Analyze and describe the current work/career context which makes lifelong learning important.

Develop an appreciation of the value of diversity in self and others (i.e. culture, gender, age, ability).

Investigate theories of creativity, problem-solving and critical thinking; explain and use techniques to generate new ideas and solve problems in college, work and personal situations.

Demonstrate the ability to uncover assumptions, analyze information, understand and use the problem solving process and make decisions.

Examine communication and conflict resolution theory; select and demonstrate appropriate skills for listening and conflict resolution; practice sending clear, assertive and supportive messages in a variety of college, work and personal settings.

Explore and select strategies to enhance personal health and well-being.

Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

Respond to written, spoken, or visual messages in a manner that ensures effective communication.

Use a variety of thinking skills to anticipate and solve problems.

Locate, select, organize, and document information using appropriate technology and information systems.

Analyze, evaluate and apply relevant information from a variety of sources.

Show respect for the diverse opinions, values, belief systems, and contributions of others.

Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

3.) Evaluate the relevance of theories of learning, motivation, and problem-solving to your lifelong learning.

Assess attitudes, behaviours and theories; explore attitudes and values which enable you to try new ideas, focus attention on the task at hand, manage problem-solving situations and change behaviour.

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Evaluate theories of time management; use techniques to analyze efficiency and effectiveness of present time use; select and use appropriate methods for time management to balance college, work and personal life.

Explore and select appropriate methods to prepare for and take different kinds of tests and other forms of evaluation; explain stress theory and apply methods to reduce anxiety.

Evaluate the need for effective note taking; describe several methods of taking notes; practice more than one method.

4.) Apply specific strategies which emphasize personal responsibility for lifelong learning.

Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

Respond to written, spoken, or visual messages in a manner that ensures effective communication.

Use a variety of thinking skills to anticipate and solve problems.

Analyze, evaluate and apply relevant information from a variety of sources.

Apply a systematic approach to solve problems.

Show respect for the diverse opinions, values, belief systems, and contributions of others.

Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Manage the use of time and other resources to complete projects.

Take responsibility for one’s own actions, decisions, and consequences.

Articulate one's values when presented with ethical dilemmas.

Evaluation/Earning Credit

The following list provides evidence of this course's learning achievements and the outcomes they validate:

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Assignment(s) (16%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 2, EES 7, EES 10

Quiz(zes)/Test(s) (15%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 2, EES 5, EES 8

Journal/Reflective Assignment(s) (31%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 2, EES 7, EES 8, EES 10

Practical Project(s) (29%)

Validates Outcomes: CLR 3, CLR 4, EES 1, EES 2, EES 4, EES 5, EES 7, EES 10, EES 11

Written Assignment(s) (5%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 1, EES 2, EES 3, EES 4, EES 5, EES 6, EES 7, EES 10

Participation (4%)

Validates Outcomes: EES 9, EES 11

Learning Resources

Toft, D., Corasanti, J. & McQuigge, J. (2015). *The esential guide to becoming a master student* (1st Cdn. ed.). Toronto, On:Nelson.

Learning Activities

- Lectures
- Journals
- Individual and group exercises
- Discussion
- Guest speakers
- Preview/review of material
- Assignments
- On-Line activities

Samples of learning activities include:

- Completion of assignments in the workbook
- Completion of other written and on-line assignments
- Participation including being prepared for class, contributing to discussions (including class and small group) and respecting the needs and rights of others in class
- Portfolio preparation

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Portfolio
- Challenge Exam

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Grade Scheme

Final Grade	Mark Equivalent	Numeric Value	Final Grade	Mark Equivalent	Numeric Value
A+	90% - 100%	4.0	A	85% - 89%	3.8
A-	80% - 84%	3.6	B+	77% - 79%	3.3
B	73% - 76%	3.0	B-	70% - 72%	2.7
C+	67% - 69%	2.3	C	63% - 66%	2.0
C-	60% - 62%	1.7	D+	57% - 59%	1.4
D	53% - 56%	1.2	D-	50% - 52%	1.0
F	0% - 49%	0	FSP	0	0

Course Related Information

In order to be successful in this course students must:

1. Assemble the Portfolio to the minimum standard established by the professor
2. Complete Discovery Wheel, Learning Style Inventory, Time Monitor and all associated items to the minimum standard established by the professor

Also the following course policies apply:

1. Missed Tests/ In class Assignments
   A make-up opportunity may be available, if extenuating circumstances* exist, and the student notifies the professor ahead of time.
2. Late Assignments
   Unless the student has requested and received an extension, assignments that are worth four per cent (4%) or less of the final course mark will receive a zero mark if submitted late. Assignments that are worth more than four per cent will have a ten per cent (10%) penalty mark deducted per day, for five calendar days. After that time, the assignment will receive a zero grade. Some assignments are due at specific times of day (e.g. beginning of class), and students should consult assignment details or their professor for clarification.
3. Lateness for Tests and In-class Assignments
   A student who is late for class and arrives after another student has submitted a test/in-class assignment and has left the classroom, will not be eligible to write the test or complete the assignment.

   * Extenuating circumstances may be defined as unforeseeable, unpreventable events such as personal illness, serious illness of a close family member, motor vehicle accident, or other emergency. Appropriate documentation may be required.

College Related Information

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Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Students with Disabilities

If you are a student with a disability, you are strongly encouraged to make an appointment at the Centre for Accessible Learning to identify your needs. Ideally, this should be done within the first month of your program, so that a Letter of Accommodation (LOA) can be provided to your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

Academic Integrity & Plagiarism

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback

It is Algonquin College's policy to give students the opportunity share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Electronic Devices in Class

With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Electronic Devices in Class

Transfer of Credit

It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: *It is the student's responsibility to refer to the Algonquin College Policies website for the most current information at http://www.algonquincollege.com/directives/*

Legend

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Terms

•ALO: Aboriginal Learning Outcome
•Apprenticeship LO: Apprenticeship Learning Outcome
•CLR: Course Learning Requirement
•DPLO: Degree Program Learning Outcome
•EES: Essential Employability Skill
•EOP: Element of Performance
•GELO: General Education Learning Outcome
•LO: Learning Outcome
•PC: Program Competency
•PLA: Prior Learning Assessment
•PLAR: Prior Learning Assessment and Recognition
•VLO: Vocational Learning Outcome

Assessment Levels

•T: Taught
•A: Assessed
•CP: Culminating Performance

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