ALGONQUIN COLLEGE

Career and College Success Skills

SCHOOL OF ADVANCED TECHNOLOGY

Course Number: MGT8100	**Contribution to Program:** General Education Core	**Normative Hours:** 45
Applicable Program(s): Multiple Programs	**AAL:** Multiple Levels	**Approval Date:** 11/06/2009
Prepared by: Kerry Surman Professor		**Approved by:** Vertha Coligan Acting Chair, Architecture/Civil, GIS Department
Co-Requisites N/A		**Approved for Academic Year:** 2009-2010
Pre-Requisites N/A		

COURSE DESCRIPTION

To succeed at college, in the workforce and in the community, we must adapt to changing environments, manage our time effectively, study efficiently, think independently, and make difficult decisions. At the same time, we are often required to collaborate and cooperate with others, exploit available resources and services, cope with pressure, and take responsibility for our learning and actions. In short, students must master the skills, strategies and discipline that, when taken together, allow a person to prosper in a complex and dynamic world. The purpose of this course is both to help students actively understand themselves and to develop and apply these skills and strategies in a supportive and collaborative learning environment.

RELATIONSHIP TO VOCATIONAL LEARNING OUTCOMES

This is a general education course that supports learning in the following theme area: Personal Understanding

ESSENTIAL EMPLOYABILITY SKILLS

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

9	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (T,A)
10	Manage the use of time and other resources to complete projects.(T,A)
11	Take responsibility for one's own actions, decisions and consequences.(T,A)

COURSE LEARNING REQUIREMENTS/EMBEDDED KNOWLEDGE AND SKILLS

COURSE LEARNING REQUIREMENTS When you have earned credit for this course, you will have demonstrated the ability to:	EMBEDDED KNOWLEDGE AND SKILLS
1. Assess the relevance of the concept of lifelong learning to your personal and career growth.	• describe the connection between education and lifelong learning • discuss the significance of upgrading and retraining • identify learning opportunities posed by failure • explain the ways that education builds a solid foundation for learning throughout life • appreciate that change requires continued learning • list opportunities and requirements for professional development and life-long learning
2. Examine the principles of learning styles and discover your own learning style; assess the significance of your learning style to lifelong learning.	• identify key terms and concepts related to the act of learning • list and define a variety of basic learning styles • use and evaluate self-assessment tools, such as Learning Styles Inventory (LSI) or Multiple Intelligences • select methods of study that correspond best to your own learning style • use proven strategies to manage stress, test anxiety, math anxiety, communication anxiety, and procrastination

	• formulate alternative courses of action to improve performance • take responsibility for choices and their consequences
3. Explore personality theory and discover your personality type.	• use and evaluate self-assessment tools such as Myers-Briggs Type Inventory • identify strengths and weaknesses of your personality type • identify the benefits of having a variety of personality types on a team • identify the limitations of personality and learning styles assessment tools • formulate alternative courses of action to improve performance • take responsibility for choices and their consequences
4. Examine theories of motivation and develop and nurture your motivation to succeed.	• describe historical and contemporary models of motivation • identify intrinsic and extrinsic rewards and their significance in enhancing motivation • explain the relationship between goal setting and motivation • explain how expectations can influence motivation • identify long-term personal and career goals • discuss the impacts of using alcohol and recreational drugs on the successful attainment of goals
5. Apply learning strategies appropriate for post-secondary education and for the workplace.	• prepare for theory and lab learning activities • use assigned learning resources • record information effectively using note-taking systems • develop a technical vocabulary to facilitate communication and comprehension • evaluate learning using formal and informal assessment strategies • use a variety of strategies to ensure comprehension of abstract concepts • think critically • choose appropriate strategies for preparing for and taking tests • manage your time effectively by using time management tools and strategies, developing realistic daily, weekly, and long-term schedules, prioritizing tasks, identifying internal and external influences that affect time management, and by updating scheduling tools as required
6. Work collaboratively with others to achieve common goals.	• form a group to attain a collective goal (e.g., brainstorming) • set group rules, norms, and roles to support a specific goal • plan, organize, execute, and track group work • manage and resolve small group conflicts • describe the principles of effective group leadership • conduct effective meetings

LEARNING RESOURCES

Please check with your instructor before buying textbooks. She or he may specify a required text. However, for most sections of this course, the following book will be used:

Feldman, Robert S., Sheila Chick, and Carlos Frewin. *P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life*. Toronto: McGraw-Hill Ryerson, 2008.

Other resources may include the following:
InstaGuide 2009 – 2010. Algonquin College. (2009)
Films/Videos/Clips
Online resources, e.g. textbook website
Podcasts

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LEARNING ACTIVITIES

During this course, you are likely to experience the following learning activities:

reading assignments
lectures
discussions (in-class and online forums)
group work
case studies
presentations
practice interviews
guest speakers
written assignments
quizzes
assembly of portfolios (hard copy and electronic)
blogs
wikis

EVALUATION/EARNING CREDIT

The following will provide evidence of your learning achievements:	This activity validates the following Course Learning Requirements and/or Essential Employability Skills:
In-class assignments (50%)	• Assess the relevance of the concept of lifelong learning to your personal and career growth. - [CLR 1] • Examine the principles of learning styles and discover your own learning style; assess the significance of your learning style to lifelong learning. - [CLR 2] • Explore personality theory and discover your personality type. - [CLR 3] • Apply learning strategies appropriate for post-secondary education and for the workplace. - [CLR 5] • Manage the use of time and other resources to complete projects. - [EES 10] • Take responsibility for one's own actions, decisions and consequences. - [EES 11]
Individual research assignments (20%)	• Assess the relevance of the concept of lifelong learning to your personal and career growth. - [CLR 1] • Examine theories of motivation and develop and nurture your motivation to succeed. - [CLR 4] • Apply learning strategies appropriate for post-secondary education and for the workplace. - [CLR 5] • Manage the use of time and other resources to complete projects. - [EES 10] • Take responsibility for one's own actions, decisions and consequences. - [EES 11]
Group research assignments (20%)	• Work collaboratively with others to achieve common goals. - [CLR 6] • Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. - [EES 9] • Manage the use of time and other resources to complete projects. - [EES 10] • Take responsibility for one's own actions, decisions and consequences. - [EES 11]
Participation (10%)	• Assess the relevance of the concept of lifelong learning to your personal and career growth. - [CLR 1] • Examine the principles of learning styles and discover your own learning style; assess the significance of your learning style to lifelong learning. - [CLR 2] • Explore personality theory and discover your personality type. - [CLR 3]

- Examine theories of motivation and develop and nurture your motivation to succeed. - [CLR 4]

- Apply learning strategies appropriate for post-secondary education and for the workplace. - [CLR 5]

- Work collaboratively with others to achieve common goals. - [CLR 6]

- Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. - [EES 9]

COLLEGE GRADING NUMERICAL EQUIVALENT TABLE

Final Grade	Mark Equivalent	Numeric Value	Final Grade	Mark Equivalent	Numeric Value
A+	90-100%	4.0	C+	67-69%	2.3
A	85-89%	3.8	C	63-66%	2.0
A-	80-84%	3.6	C-	60-62%	1.7
B+	77-79%	3.3	D+	57-59%	1.4
B	73-76%	3.0	D	53-56%	1.2
B-	70-72%	2.6	D-	50-52%	1.0
			F	0-49%	0
			FSP	0	0

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. The method of demonstration (a portfolio) will be established by faculty and the PLAR Coordinator. Please consult the General Education Coordinator in your school and/or the PLAR Coordinator if you feel you are a candidate for PLAR.

RELATED INFORMATION

The following information is course-specific:

Student Academic Responsibilities

You are responsible for the following:

- attending class regularly
- checking the Blackboard course shell regularly
- completing the work as assigned in the Blackboard course shell, particularly in the case of hybrid course section offering
- maintaining a folder (hard copy and e-folder) for all work you do in the course
- knowing the due dates for assignments and meeting these dates
- handing in assignments that are your own work.

The following information is program-specific:

The following information is school/department-specific:

Department info

The following information is College-wide:

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.

Centre for Students with Disabilities (CSD)
If you are a student with a disability, it is strongly recommended that you identify your needs to the professor and the Centre for Students with Disabilities (CSD) by the end of the first month of the semester in order that any necessary support services can be arranged for you.

Academic Integrity
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 Directives
E16 (http://www.algonquincollege.com/directives/sectionE/E16.pdf)
and E43 (http://www.algonquincollege.com/directives/sectionE/E43.pdf).

Course Assessments

It is Algonquin College's policy to give students the opportunity to complete a course assessment survey in each course that they take which solicits their views regarding the curriculum, the professor and the facilities. For further details consult Algonquin College Directive E38 (http://www.algonquincollege.com/directives/sectionE/E38.pdf).

Use of Electronic Devices

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 Directive E39 (http://www.algonquincollege.com/directives/sectionE/E39.pdf).

Transfer of Credit

Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.