



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Kelli Moorhouse		
(b)	Office Hours:	M 10:30-11:20; T 11:30-12:00; W 10:30-11:30 and 12:30-1:00; F 12:30-1:00		
(c)	Location:	Young 210A		
(d)	Phone:	370-3370	Alternative Phone:	
(e)	Email:	moorhouse@camosun.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

Upon completion of this course the student will be able to:

1. Outline personal and time management strategies to enhance personal and professional effectiveness.
2. Use effective learning skills for success in an academic environment.
3. Discuss the values and beliefs inherent in volunteerism.

3. Required Materials

- Access to a computer, the D2L Platform, and the internet
- Criminal Justice “Writing Reference Manual for the Criminal Justice Program 2014”
- Online readings: available through the D2L platform

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

September 2 nd	Introductions/Overview
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Agenda:

- Overview of Academic and Professional Success Seminars
- CRIM 120 blended – Syllabus and D2L

September 9 th	Why Volunteer?
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Preparation for this Class: (3 hours)

1. Complete Module 1 – Purpose, Lessons 1, 2 & 3
2. Complete Assignment #1 (Survey) and save as a .pdf
3. Complete Assignment #2 (Quiz) and save as a .doc

Drop box Assignment #1 and Assignment #2 BEFORE 8:30 am AND bring your response to class (or have them available on your electronic device). Note that the drop box (on D2L – link through “MY TOOLS”) will lock at 8:30 am!

Agenda:

- Volunteer Opportunities

September 16th

Baseline Assessment

Bring your Criminal Justice “Writing Reference Manual for the Criminal Justice Program 2014” to class

Agenda:

- Academic Writing Assessment (Sentences, Paragraphs and APA)
- Criminal Justice Writing Reference Manual

September 23rd

Baseline Assessment

Agenda:

- Assessments - Time Management, Study Skills (note taking, habits), Self-Care

September 30

Time Management and Self Care

Preparation for Class: (3 hours)

1. Complete Module 2 – Purpose, Lesson 1 & 2
2. Complete Assignment #3 (Personal Schedule)

Bring Assignment #3 to class. Make a copy to hand in, and keep a copy for you.

Agenda:

- Personal Schedules (circle)
- Finding Room for Self Care in Personal Schedules (conversation)

October 7th

Academics

Preparation for Class: (2 hours)

1. Complete Module 3 – Purpose, Lessons 1, 2, & 3
2. Complete Assignment #4 (Note taking)
3. Personal Schedule – add in events or changes as they happen (write these down on your personal schedule)

Drop box Assignment #4 before 8:30 am and bring your response to class (or have it available on your electronic device).

Agenda:

- Web Declare Instructions (Chair of CJ Program)
- Note taking
- Effective note taking and time management (conversation)

October 14th

Academics

Preparation for Class: (3 hours)

1. Complete Module 3 – Lessons 4 & 5
2. Complete Assignment #5 (TBD)
3. Personal Schedule – add in events or changes as they happen (write these down on your personal schedule)

Drop box Assignment #5 before 8:30 am and bring your response to class (or have it available on your electronic device).

Bring your Criminal Justice “Writing Reference Manual for the Criminal Justice Program 2014” to class.

Agenda:

- Referencing, Plagiarism, APA
- Topic Sentences, Paragraphs, Summaries

October 21st

How to Participate in Your Learning

Preparation for Class: (2 hours)

1. Complete Module 4 – Purpose, Lessons 1 & 2
2. Complete Assignment #6 (Surface/Deep Learning; Willingness to Learn)
3. Personal Schedule – add in events or changes as they happen (write these down on your personal schedule)

Drop box Assignment #6 before 8:30 am and bring your response to class (or have it available on your electronic device).

Agenda:

- Employability Skills Profile – connection to Professional Success

- Surface and Deep Learning
- Willingness to learn

October 28 th	How to Participate in Your Learning
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- Preparation for Class (30 minutes)
1. Complete Module 4 – Lesson 3
 2. Personal Schedule – add in events or changes as they happen (write these down on your personal schedule)

- Agenda:
- Active and Passive Learning

November – no classes

During the month, revisit the material presented to you in this seminar. Think critically about what you are learning with respect to yourself; especially take note of anything you want to change next semester.

Personal Schedule – continue to add in events (e.g. car breaks down, miss an exam, get flu) or changes as they happen

December 2 nd

- Preparation for Class: (2 hours)
1. Revisit your Personal Schedule, ensure all the unexpected things are written in.
 2. Reflect on where you plan to volunteer (if not already)

Bring to class your revised Personal Schedule. It will be submitted

- Agenda:
- Personal Schedules revisited
 - Self Care revisited
 - Volunteerism revisited

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- (a) Assignments – See D2L
- (b) Attendance

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Competency Based Grading System

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	<i>The student has met the goals, criteria, or competencies established for this course, practicum or field placement.</i>
DST	<i>The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.</i>
NC	<i>The student has not met the goals, criteria or competencies established for this</i>

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

<p>There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.</p>
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STUDENT CONDUCT POLICY

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There is a Student Conduct Policy **which includes plagiarism**.
 It is the student's responsibility to become familiar with the content of this policy.
 The policy is available in each School Administration Office, at Student Services,
 and the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

This seminar is delivered in a “blended” format which means that the majority of the material is provided to you online. Your assignments are submitted online and brought to class. Face to face meetings of the seminar are MANDATORY. You will earn a “NC” grade if you miss any of the seminar classes. Some of the face to face time is used to discuss your responses to the assignments. Other activities occur as well – TBD.

The seminar is **10 weeks in length**, not 14. You will come to the seminar class every Tuesday from September 2nd to October 28th. There are no seminar classes in November. You will come to the final seminar class on December 2nd.

THE GRADING OF ASSIGNMENTS

It is your responsibility to complete your assignments and submit them before their due dates. Every excuse is a good excuse, so the key message is manage your time effectively (including accounting for unexpected events). All assignments must be completed to pass this seminar.

Distinguished (DIS)	The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based. APA style is correct (reference and citations).
Competent (COM)	The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based. APA style is correct (reference and citations).
Cut off:	<u>Complete is above this;</u> <u>Incomplete is below this:</u>
Emerging (NC)	The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted. APA citations and reference not provided if required, or are incorrect.
Well Below Expectations	The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.

If you earn an “emerging” or “well below expectations” grade on an assignment, you **MUST** redo it! I strongly encourage you to carefully follow the instructions for each assignment and save yourself any unnecessary work.