

COURSE FRAMEWORK

COURSE IDENTIFICATION		
Discipline : Multidisciplinary	Course Title : Study Skills for Technical College Programs	Course Number : 360-002-LG
Weight : 1-2-1	Units : 1.33 units	Prerequisite(s): None
OVERVIEW		
<p>In order to ensure an integration into college studies that is both rapid and effective, the <i>Study Skills for Technical College Programs</i> course has the following objectives:</p> <ol style="list-style-type: none"> 1. Provide the means necessary to familiarize the student with essential literacy skills required in college technical programs and to attain the level necessary for successful completion of these programs; 2. Provide winning strategies and study methods for the diverse college requirements; 3. Develop a better understanding of the realities of the labour market through an introduction to the profession. <p>The course will allow the student to put his/her theoretical, professional and personal knowledge and abilities into practice.</p> <p>The course targets the <u>complete</u> mastery of the skill “Uses cognitive working methods to facilitate learning, return to school and labour market integration” (EA32). By the end of the course the student will have developed the skills, knowledge and attitudes necessary to be able to carry out a variety of tasks according to required performance criteria.</p>		

The course generally follows a weekly structure of one hour of theory followed by two hours of practical work in class. In order to successfully pass the course the student should dedicate one additional hour per week to personal study.

PLACE OF THE COURSE WITHIN THE PROGRAM

Study Skills for Technical College Programs is a course in the first term of the Computerized Accounting & Finance AEC program. It relates to the *Initiation* level of learning and focuses on the training elements *Information Processing, Marketing, Accounting and Finance* within the skill set.

Study Skills for Technical College Programs seeks to introduce and integrate the student into the reality of the learning necessary to obtain the level of essential literacy skills required for performance on the job. The skills help in the carrying out of different tasks and in the adaptation to change and serve as a reference point for the acquisition of further skills. Moreover, a Level 3 ability in essential literacy skills is an indispensable condition for perseverance and success in vocational education.

The level of skills associated with job performance (NOC 1431) are 3 in Reading, 3 in Using Documents and 3 in Numeracy.¹

Reading: ability to understand and apply information found in sentences and paragraphs.

Using Documents: ability to find and enter information in electronic and paper visual displays, such as forms, lists, tables, graphs, maps and drawings.

Numeracy: ability to make sense of and apply mathematical concepts and information.

1 : Sources : Human Resources & Skills Development Canada and TOWES

OVERVIEW OF MINISTERIAL COMPETENCIES	
Description of Skill	Context
EA32 : Uses cognitive working methods to facilitate learning, return to school and labour market integration.	<ul style="list-style-type: none"> ▪ Via a learning method ▪ In life situations of adult students
Competency Elements	Performance Criteria
1 Takes effective notes	1.1 Ability to listen and select content to write. 1.2 Use of a note-taking method. 1.3 Application of a system of filing.
2 Organizes study method	2.1 Use of a reading method. 2.2 Practice in summarizing and classification of main ideas.
3 Integrates effective study techniques	3.1 Appropriate application of comprehension and memorization methods. 3.2 Effective use of notes and reading material. 3.3 Effective use of technical documents related to the labour market. 3.4 Adequate use of basic calculations.
4 Adequately prepares for tests	4.1 Use of notes, reading materials and study methods. 4.2 Application of a time management model. 4.3 Appropriation of the material.
5 Integrates into a working team	5.1 Knowledge of personality types. 5.2 Perception of differences and strengths of the team. 5.3 Effective intra-team communication. 5.4 Distribution of tasks.

GLOBAL OBJECTIVE		
By the end of the course the student will be able to effectively read and make use of technical documents by better understanding their structure and logic through an improved knowledge of language, as well as applying learning strategies in order to improve his/her effectiveness and personal abilities within the context of a return to studies.		
LEARNING OBJECTIVES AND CONTENT		
Learning Objectives	Essential Course Content	Duration
Part I : Reading texts and effective use of technical documents		21 hours
1.1 Able to find information in lists and tables 1.2 Understands principal symbols and units of measure used in documents 1.3 Applies principle of “active reading” 2.1 Able to fill out a form 2.2 Understands information contained in a form 2.3 Knows main abbreviations found in forms and other documents 2.4 Eliminates non-essential information in a text	<ul style="list-style-type: none"> - Lists: alphabetical-numerical-thematic order - Lists, tables, grids - Title, subtitle, column, row, grid, legend - Active reading - Forms - Abbreviations, symbols, acronyms - Reading: getting to the point 	

<p>3.1 Understands schematic information</p> <p>3.2 Understands a chart</p> <p>3.3 Transposes information from one context to other applications</p> <p>4.1 Understands structure of a complex document</p> <p>4.2 Knows different graphic symbols that nuance the meaning of a text</p> <p>4.3 Briefly summarizes a lengthy text</p> <p>5.1 Understands a graphic representation</p> <p>5.2 Able to follow steps in a process presented in a decision chart</p> <p>5.3 Understands hierarchy of an organigramme</p> <p>5.4 Structures and develops information</p> <p>6.1 Knows categories of symbols</p> <p>6.2 Able to name main warning and caution messages</p> <p>6.3 Matches different cautionary terms on hazardous products with the appropriate part of the body</p>	<ul style="list-style-type: none"> - Maps - Flowcharts, notebooks, drawings - Illustrations / diagrams - Reading: understanding a text - Manuals, information documents - Symbols, icons - Reading: summarizing - Graphic representations - Decision charts - Organigrammes - Knowing how to develop information - HAZMAT, hygiene labels - Symbols - Language : HAZMAT vocabulary and anatomical terms 	
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<p>6.4 Understands the power of the use of symbols in our surroundings</p> <p>6.5 Able to use mnemonic techniques</p> <p>7.1 Demystifies administrative language</p> <p>7.2 Knows structure of letters and email</p> <p>7.3 Able to synthesize a collection of documents or information</p>	<ul style="list-style-type: none"> - Mnemonic techniques - Letters - email - Summaries of texts 	
Learning Objectives	Essential Course Content	Duration
Part II : Adequate use of basic calculations		9 hours
<p>1.1 Carries out basic mathematical operations</p> <p>1.2 Understands relative numbers</p> <p>2.1 Effects complex mathematical operations</p> <p>3.1 Effects complex mathematical operations</p> <p>4.1 Understands decimals</p> <p>4.2 Masters fractions</p>	<ul style="list-style-type: none"> - Addition, subtraction, multiplication, division - Priority calculations - Multiplication tables - + and - signs - Complex addition and subtraction - Complex multiplication and division - Notions of rounding off - Numerator and denominator - Notions of simplification 	

4.3 Masters calculations of percentage	<ul style="list-style-type: none"> - Calculations of taxes, reductions - Calculations of proportions 	
5.1 Understands solving for x (Rule of Three)	<ul style="list-style-type: none"> - Solving for x 	
5.2 Correctly solves mathematical problems	<ul style="list-style-type: none"> - Pie charts - Histogrammes 	
6.1 Understands statistical calculations	<ul style="list-style-type: none"> - Games of chance - Random distribution 	
6.2 Understands probability principles		
7.1 Calculates conversions	<ul style="list-style-type: none"> - Centimeters vs inches - Meters vs feet - Gallons vs liters 	
8.2 Masters basic geometry	<ul style="list-style-type: none"> - Measurement of angles - Different geometrical forms: triangles, quadrilaterals, other 	
9.2 Masters more complex geometry	<ul style="list-style-type: none"> - Perimeter - Surface -Volume 	

Learning Objectives	Essential Course Content	Duration
Part III : Learning and organizational strategies		15 hours
<p>1. Explains the mechanics of note-taking Uses a clear and effective note-taking method</p> <p>2. Identifies the different types of reading Writes a summary</p> <p>3. Understands different techniques to improve capacity for memorization and concentration Creates an effective environment for study</p> <p>4. Adequately plans study in preparation for exams</p>	<ul style="list-style-type: none"> - Use of abbreviations - How to take notes, emphasizing, margin notes - Difference between concentration and attention - Recognition of key words - Types of summary possible for a review - Selection of a book or article to summarize - Different effective study techniques - Timing and environment - Mnemonic tricks (rhymes, acronyms, formulae, selections, numbers, etc.) - Types of intellectual functioning - Respecting a schedule - Prioritizing - Types of exams (multiple choice, open-book, maths or science, essay type, compositions, etc.) - Stress management, sources of stress - Tools for review (study notes) - Reading instructions 	



5. Understands impact of different personality types on teamwork in school and on the job

- Different personality types
- Impact on teamwork
- Communication style
- Profile of student in relation to studies and job functions
- Overview of the profession, job functions and associated requirements

PEDAGOGICAL APPROACH**Teaching Strategies (suggested)**

The teacher is expected to:

- Give lectures that present concepts, make references that build upon existing knowledge and guide the learning process;
- answer student questions;
- specify the nature of the parameters and of each evaluation test of literacy skills;
- supervise the periods dedicated to individual work ;
- complement lectures with audiovisual materials ;
- invite a speaker who will present the parameters of the profession and employer expectations;
- tour a business.

Learning Strategies (suggested)

The student is expected to:

- extract and organize theoretical concepts through team activities;
- actively participate in the course, if he/she wants to develop the targeted skills.

Teacher Didactic Materials (obligatory)

Collège Lionel-Groulx et Magali Marcheschi, *Manuel du Formateur, Formation complémentaire au test TOWES, volet Calcul*, Ste-Thérèse, 2010, 195 pages.

Collège Lionel-Groulx et Isabelle Rosso, *Manuel du Formateur, Formation complémentaire au test TOWES, volet Lecture de textes et Utilisation de documents*, Ste-Thérèse, 2010, 176 pages.

Student Didactic Materials (obligatory)

Collège Lionel-Groulx et Magali Marcheschi, *Manuel du participant/ Aide-mémoire, Formation complémentaire au test TOWES, volet Calcul*, Ste-Thérèse, 2010, 91 pages.

Collège Lionel-Groulx et Isabelle Rosso, *Manuel du participant/ Aide-mémoire, Formation complémentaire au test TOWES, volet Lecture de textes et Utilisation de documents*, Ste-Thérèse, 2010, 63 pages.

Collège Lionel-Groulx et Magali Marcheschi, *Manuel du participant/ Cahier d'exercices, Formation complémentaire au test TOWES, volet Calcul*, Ste-Thérèse, 2010, 95 pages.

Collège Lionel-Groulx et Isabelle Rosso, *Manuel du participant/ Cahier d'exercices, Formation complémentaire au test TOWES, volet Lecture de textes et Utilisation de documents*, Ste-Thérèse, 2010, 90 pages.

Suggested Didactic Materials

Bernard DIONNE, *Pour réussir, guide méthodologique pour les études et la recherche*, dernière édition, Laval, Québec, Éditions Beauchemin, 278 p.

Fraser, Lisa, *Comment réussir dans ses études*, dernière édition, Port Perry, Ontario, LDF Publishing Inc., 49 pages

EVALUATION OF LEARNING

Suggestions concerning the nature of the final course assignment :

An exam consisting of a series of multiple choice and essay and questions and real-life scenarios related to *Uses cognitive working methods to facilitate learning, return to school and labour market integration* (Literacy skills and learning strategies)

or

An essay on the acquisition of essential skills and learning strategies linked to the training program and the future work functions of the targetted profession.

Evaluation Criteria for the Final Assignment

- Degree of precision of data
- Ability to synthesize in essay questions
- Ability to make the correct selection in multiple choice questions

Suggested Overall Evaluation

The evaluation should be divided into four phases:

- 15% individual exploration of personal student and employee profile
- 30% work related to literacy skills (3 x 10%)
- 20% teamwork workshop (eg. Making a paper plane in a team using provided materials)
- 35% final assignment/exam

The teacher will deduct 10% of the mark on every evaluation/assignment for errors in French.

Also, passing the course requires a minimum grade of 60 %.

MEDIAGRAPHY (LITERACY SKILLS)

Videos on essential literacy skills (in English and French) : <http://www.youtube.com/user/formationcontinueclg>

Article (in French) on China inc. in *La Presse*

<http://lapresseaffaires.cyberpresse.ca/opinions/chroniques/richard-dupaul/201012/06/01-4349497-la-machine-redemarre.php>

Literacy and illiteracy, some definitions (in French) http://www.unesco.org/education/GMR2006/full/chap6_fr.pdf

La littératie à l'ère de l'information : Rapport final de l'enquête internationale sur la littératie des adultes
<http://www.oecd.org/dataoecd/24/62/39438013.pdf>

L'enseignement, l'apprentissage et l'évaluation des adultes pour de meilleures compétences de base
<http://www.oecd.org/dataoecd/28/31/40046776.pdf>

Priorité littératie : un plan d'action

<http://education.alberta.ca/media/5209632/litteratieplanaction10.pdf>

Life-Skills, Schooling, and the Labor Market in Urban China: New Insights from Adult Literacy Measurement : http://file.icsead.or.jp/user03/928_206.pdf

Cartes interactives de la littératie au Canada, par municipalité :

<http://www.ccl-cca.ca/ccl/Topic/Literacy/CCLLiteracy-2.html#interactive>

Scott Murray, of DATA Angel. Mr. Murray is the main reference in Canada for essential skills : <http://www.dataangel.ca/>

L'Association des collèges communautaires du Canada, Site des compétences essentielles : <http://www.acc.ca/essentialskills2011/index.php/fr>

TOWES, du Bow Valley College de Calgary : <http://www.towes.com/fr/accueil/accueil>

RHDCC, compétences essentielles : <http://www.hrsdc.gc.ca/fra/competence/ACE/videos/videos.shtml>

Statistics Canada, complete dossier on literacy studies :

<http://www.statcan.gc.ca/pub/81-004-x/2007006/article/10528-eng.htm> and <http://www4.hrsdc.gc.ca/.3nd.3c.1t.4r@-eng.jsp?iid=79>

Studies and Publications :

- MELS , études et publications : <http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=enquetes2>
- Institut de la statistique du Québec, études et publications sur la littératie :
http://recherched.gouv.qc.ca/internet/search.do?query=litt%27ratie&searchIn=sc_stat&searchLang=fr&source=www.stat.gouv.qc.ca&previousSearchQuery=&charSet=ISO-8859-1&includesDir=http%3A%2F%2Fwww.stat.gouv.qc.ca%2Frecherche%2F&includesFileExt=inc&displayLang=fr&hitsPerPage=10&leftMenu=true&template=default&xhtml=false&popupLink=false&allWordsQuery=&exactPhraseQuery=&atLeastOneWordQuery=&withoutWordsQuery=&filteringType=&pageWidth=1024px&horizontalAlign=left&headerHeight=100px&bottomHeight=100px&leftMenuWidth=211px
- L'Organisation de Coopération et de Développement Économiques (OCDE), études et publications sur la littératie :
<http://www.oecd.org/fr/general/resultatsdelarecherche/?q=littératie&cx=012432601748511391518:xzeadub0b0a&cof=FORID:11&ie=UTF-8>

Emploi-Québec Studies :

- http://emploiquebec.net/publications/Liens-indirects/00_etude_recueilformation3.pdf
- http://emploiquebec.net/publications/pdf/00_etude_formationbase2005.pdf
- http://emploiquebec.net/publications/pdf/00_etude_recueilformationintro.pdf

Studies and Analyses :

- Canadian Council on Learning 2010 (in French):
http://www.ccl-cca.ca/pdfs/CLI/2010/2010CLI-Booklet_FR.pdf
- Canadian Council on Learning . *The Future of Literacy in Canada's Largest Cities, Ottawa, September 2010.*
<http://www.ccl-cca.ca/CCL/Reports/ReadingFuture.html>
- Rapport final du Conseil canadien sur l'apprentissage (octobre 2011) :
<http://www.ccl-cca.ca/pdfs/CEOCorner/2010-10-11QuelestlefuturdelapprentissageauCanada.pdf>
- OCDE et DÉVELOPPEMENT DES RESSOURCES HUMAINES CANADA (1997), *Littératie et société du savoir : nouveaux résultats de l'Enquête internationale sur les capacités de lecture et d'écriture des adultes, Paris.*
- OCDE et STATISTIQUE CANADA (1995), *Littératie, économie et société : Résultats de la première Enquête internationale sur l'alphabétisation des adultes, Paris et Ottawa.*
- Satya Brink, Directrice, Recherche nationale en politique sur l'apprentissage
Direction de la politique sur l'apprentissage. RHDCC
- STATISTIQUE CANADA et ORGANISATION DE COOPÉRATION ET DE DÉVELOPPEMENT ÉCONOMIQUES (OCDE) (2005). *Apprentissage et réussite. Premiers résultats de l'Enquête sur la littératie et les compétences des adultes, Ottawa et Paris, Éditions OCDE, 339 p.*
- STATISTIQUES CANADA ET RESSOURCES HUMAINES et DÉVELOPPEMENT DES COMPÉTENCES CANADA (RHDCC) (2005). *Miser sur nos compétences. Résultats canadiens de l'Enquête internationale sur l'alphabétisation et les compétences des adultes, Ottawa, Ministre de l'Industrie, 246 p. (no 89-617-MIF au catalogue).*

MEDIAGRAPHY (RETURN TO SCHOOL)

Barbeau, Denise, Angelo Montini et Claude Roy. *Sur les chemins de la connaissance. La motivation scolaire*, Montréal, AQPC, 1997, 264 p.
ISBN : 2-921793-07-5.

Barbeau, Denise, Angelo Montini et Claude Roy. *Tracer les chemins de la connaissance. La motivation scolaire*, Montréal, AQPC, 1997,
535 p.
ISBN : 2-921793-06-7.

Bégin, Christian. *Devenir efficace dans ses études*, Laval, Beauchemin, 1992. 202 p.
ISBN : 2-7616-0482-2.

Durozoi, Gérard et Jean Salem. *La philosophie au lycée*, Paris, Fernand Nathan, 1985, 255 p.
ISBN : 2-09-175785-3.

Ellis, David B. *La clé du savoir*, North York (Ont.), Houghton Mifflin Company, 1992, 348 p.
ISBN : 0-395-67590-1.

Espinasse, Marie-Chantale, Josée Bergeron, Lisette Richer et Marcel Camerlain. *Parcours sans détour*, Montréal, AQPC, 1996, 234 p.
ISBN : 2-921793-04-0.

Fraser, Lisa. *Comment réussir dans ses études*, LDF Publishing, Port Perry (Ont.), 2004, 50 p.
ISBN : 0-9735298-0-6.

Jacques, Josée, Bernard Rivière et Louis Sauvé. *S'entraîner à réussir*, Montréal, AQPC, 1998, 156 p.
ISBN : 2-921793-09-1.

Kunzmann, Peter, Franz-Peter Burkard et Franz Wiedmann. *Atlas de la philosophie*, Paris, Librairie Générale Française / Le Livre de Poche,
1993, 278 p.
ISBN : 2-2530-6511-0.

Raymond, Danielle. *Qu'est-ce qu'apprendre et qu'est-ce qu'enseigner ? Un tandem en piste !*, Montréal, AQPC, 2006, 156 p.
ISBN : 2-921793-11-3.

Rivière, Bernard. *Les jeunes et les représentations sociales de la réussite*, Outremont, Logiques, 2002, 112 p.
ISBN : 2-89381-875-7.

- STATISTIQUE CANADA ET RESSOURCES HUMAINES et DÉVELOPPEMENT DES COMPÉTENCES CANADA (RHDCC) (2005). *Miser sur nos compétences. Résultats canadiens de l'Enquête internationale sur l'alphabétisation et les compétences des adultes*, Ottawa, Ministre de l'Industrie, 246 p. (no 89-617-MIF au catalogue).
- Conseil canadien sur l'apprentissage. *The Future of Literacy in Canada's Largest Cities*, Ottawa, septembre 2010. (Version française accessible à www.ccl-cca.ca/pdfs/ReadingFuture/FutureLiteracyLargestCities2010_FR.pdf).
- Rapport final du Conseil canadien sur l'apprentissage (octobre 2011) : <http://www.ccl-cca.ca/pdfs/CEOCorner/2010-10-11QuelestlefuturdelapprentissageauCanada.pdf>

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