



**AEC Computerized Accounting & Finance
(LCA.8G)**

COURSE PLAN

Study Skills for Technical College Programs

360-002-LG

Spring 2013

Prerequisites	None
Weight *	1-2-1
Teacher	
Department	Continuing Education & Services to Business
Pavilion	
email	

naissance
solution objectif cheminement
perfectionnement compétence expérience apprentissage



COURSE OUTLINE

Introduction

In order to ensure an integration into college studies that is both rapid and effective, the *Study Skills for Technical College Programs* course has the following objectives:

1. Provide the means necessary to familiarize the student with the 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.

The course will allow the student to put his/her theoretical, professional and personal knowledge and abilities into practice.

The course targets the complete mastery of the competency “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.

Place of the Course within the Program

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 skill levels associated with Computerized Accounting & Finance, according to the Canadian National Occupational Classification (NOC 1431) are Level 3 in Reading, Document Use and Numeracy.

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

NOC 1431 Accounting & Related Clerks

Accounting and related clerks calculate, prepare and process bills, invoices, accounts payable and receivable, budgets and other financial records according to established procedures. They are employed throughout the private and public sectors.

Examples of Job Titles

- accounting clerk
- accounts clerk
- account verification clerk
- audit clerk
- billing clerk
- budget clerk
- cost accounting clerk
- costing clerk
- deposit clerk
- finance clerk
- income tax return preparer
- ledger clerk
- sales tax clerk
- supplier accounts clerk

Main Duties

Accounting and related clerks perform some or all of the following duties:

- Calculate, prepare and issue documents related to accounts such as bills, invoices, inventory reports, account statements and other financial statements using computerized and manual systems;
- Code, total, batch, enter, verify and reconcile transactions such as accounts payable and receivable, payroll, purchase orders, cheques, invoices, cheque requisitions, and bank statements in a ledger or computer;
- Compile budget data and documents based on estimated revenues and expenses and previous budgets;
- Prepare period or cost statements or reports;
- Calculate costs of materials, overhead and other expenses based on estimates, quotations, and price lists;
- Respond to customer inquiries, maintain good customer relations and solve problems;
- Perform related clerical duties, such as word processing, maintaining filing and record systems, faxing and photocopying.

Relation of the Course to Other Courses in 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.

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 Course Content

Lesson Sequence / LEARNING OBJECTIVES	COURSE CONTENT
<p>Lesson 1 – <i>Introduction</i></p>	<p>Introductions and expectations Literacy and essential skills Learning style Personal inventory</p>
<p>Lesson 2 –</p>	<p>1st TOWES Test</p>
<p>Lesson 3 – <i>Creating a healthy working environment conducive to study</i> <i>Planning study effectively in preparation for exams</i></p>	<p>Organization of workspace Time management</p> <ul style="list-style-type: none"> • Term schedule • Weekly schedule
<p>Lesson 4 – <i>Using an effective note-taking method</i> <i>Using lists and tables</i> <i>Filling out forms</i></p>	<p>Note-taking Classifying information Abbreviations, symbols, acronyms</p> <p>Hand in Inventory</p>
<p>Lesson 5 – <i>Identifying the different types of reading</i></p>	<p>Effective reading Active reading Summarizing Reading before the course</p>
<p>Lesson 6 – <i>Defining different techniques to improve capacity for memory and concentration</i></p>	<p>Short- and long-term memory Mnemonic techniques Types of exams Study techniques Stress management</p>

Lesson 7 – <i>Describing the impact of the different personality types on teamwork at school and at work</i>	Personality types Impact on teamwork Interpersonal communication
Lesson 8 – <i>Guest Speakers: Overview of the profession, job functions and associated requirements</i>	Presentation by representatives of the profession
Lesson 9 – <i>Decoding schematic information</i> <i>Structuring and developing information</i>	Maps Graphic representations
Lesson 10 – <i>Understanding a chart</i> <i>Demystifying administrative language</i> <i>Understanding letter and email structures</i>	Graphic symbols that nuance a text Letters email Hand in team assignment
Lesson 11 – <i>Understanding the structure of a complex document</i>	Manuals Articles
Lesson 12 – <i>Knowing the categories of symbols</i>	HAZMAT Flowchart Decision charts
Lesson 13 – Integration of expected skills	Review
Lesson 14 –	2nd TOWES Test
Lesson 15 –	Final Exam

Evaluation

Table of Evaluations		
Type	Weight	Date
Personal Inventory	10 %	Lesson 4
Homework	40 %	All term
Team Assignment*	15 %	Lesson 10
Final Exam (Final Assignment**)	35 %	Final lesson

*For teamwork, a maximum of 20 % of the final mark may be attributed.

**A mark between 30 % et 40 % of the final mark may be attributed.

Successful completion of the course is conditional on two criteria: attaining 60% or more of the total mark on each evaluation and passing the final exam/assignment with a minimum of 60% (21/35).

Didactic Materials (suggested)

Bernard DIONNE, *Pour réussir, guide méthodologique pour les études et la recherche*, 4e éd., Laval, Québec, Éditions Beauchemin, 2004, 278 p.

Centre d'aide aux étudiants, Université Laval (Apprentissage et réussite)
<https://www.aide.ulaval.ca/cms/site/aide>

For further information, please contact Anne-Josée Tessier :
450-430-3120 ext. 2325
anne-josée.tessier@clg.qc.ca
[Website : www.formationcontinue.clg.qc.ca/litteratie](http://www.formationcontinue.clg.qc.ca/litteratie)

MEDIAGRAPHY (Essential Skills)

- Videos on essential skills (in English and French):

<http://www.youtube.com/user/formationcontinueclg>

- Article sur China inc. dans La Presse :

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

- Alphabétisation et alphabétisme, quelques définitions

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 municipalités : <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 regarding essential skills: <http://www.dataangel.ca/>

- L'Association des collèges communautaires du Canada, Site des compétences essentielles : <http://www.accc.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>

- Statistiques Canada, dossier complet des enquêtes sur la littératie :

<http://www.statcan.gc.ca/pub/81-004-x/2007006/article/10528-fra.htm>

<http://www4.hrsdc.gc.ca/.3ndic.1t.4r@-fra.jsp?iid=79>

Studies and Publications:

- MELS , études et publications :

<http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=enquetes2>

- L'Organisation de Coopération et de Développement Economiques (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:

- Étude du conseil canadien de l'apprentissage 2010 :
http://www.ccl-cca.ca/pdfs/CLI/2010/2010CLI-Booklet_FR.pdf
- 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/2010-10-11Quelestlefuturdel'apprentissageauCanada.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. RHDC
- 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.
- STATISTIQUE CANADA ET RESSOURCES HUMAINES et DÉVELOPPEMENT DES COMPÉTENCES CANADA (RHDC) (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 (RHDC) (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>