



# Prince Sultan University Orientation Year Program

## PDS 002 SYLLABUS

<b>Course</b>	: PDS 002
<b>Title</b>	: Personal Development Skills I
<b>Textbook</b>	: The Study Skills Handbook by Stella Cottrell. Palgrave Macmillan, 2008. 3 <sup>rd</sup> Edition.

**Objectives:** Students will practice skills they will need to be successful university students. This will include: team work activities, research principles & methods, learning to think critically, and mind mapping. Students are also required to give a medium-length PowerPoint presentation to develop communication and presentation skills..

Week	Date	Chapter	Topic
1	Jan 28 – 1 Feb	<b>2 &amp; 4</b> Pages 38 & 86-89	<b>Intro to PDS:</b> course aims, grading system, using the book, deadlines & absences. Syllabus is given out. Intro to Cornell Method of note taking. Students start taking notes in their classes. <i>[Experimental note taking.]</i> <b>Goal Setting.</b> Students reflect on last semester and their 001 portfolio & set goals for this one. Intro of achievement tracker.
2	Feb 4 – 8 <i>8<sup>th</sup> = last day for dropping courses</i>	<b>5</b> Pages 93-100	<b>Teamwork.</b> Students try teamwork building activities: build a tower with cups, coat hanger sculpture & desert island task. <b>Poster Presentation.</b> Formation of teams of 3. Teams choose their company/product/organization for rebranding.
3	11 – 15 <i>11<sup>th</sup> = last day for Ws</i>	<b>6</b> Pages 128-132	<b>Research: References &amp; Plagiarism.</b> Why plagiarism is bad & PSU's position on it. How students should use references for the research they do for their poster task & final presentations.
4	18 - 22	<b>6</b> Pages 128-132	<b>Poster Presentation.</b> Classes in workshop format → students prepare in their teams, design posters, rehearse etc. <i>Deadline = research &amp; plan for team project → 18<sup>th</sup> or 19<sup>th</sup></i>
5	25 -29	<b>6</b> Pages 128-132	<b>Poster Presentation Week.</b> Teams are assigned times to present. <i>Assignment #1 = Notes #1 = deadline for first of 10 samples is 29<sup>th</sup></i>
6	Mar 3 - 7	<b>6</b> Pages 124 & handouts	<b>Mind Maps.</b> Intro with Tony Buzan video. The rules of mind mapping. Hands on practice of doing a mind map on A3.
7	10 - 14	<b>6</b> Pages 124 & handouts	<b>Mind Maps.</b> Using them for problem solving & brainstorming. Students do a mind map about themselves. Students prepare to take notes in mind map/pattern style. <i>[Experimental note taking.]</i>
8	17 - 21	<b>12</b> Pages 275-292 & handouts	<b>Critical Thinking.</b> Thinking critically in reading & writing. Students get practice of critical reading. Students prepare to write a critical essay on the topic of their final presentation. <i>Assignment #1 = Notes #2 = deadline for first of 10 samples is 21<sup>st</sup></i> <i>Assignment #2 = A3 mind map</i>
<b>Midterm Vacation (March 24 – March 28)</b>			
9	Mar 31 – April 4	<b>12</b> Pages 275-292 & handouts	<b>Critical Thinking.</b> Students analyze a partner's essay based on p.284. Descriptive versus analytical p.286. <b>Goal Setting</b> – self-check. <i>Assignment #3 = for &amp; against essay</i>
10	7 - 11	<b>15</b> Pages 325-345	<b>CV/Résumé Building.</b> Students prepare their first CV based on the achievement tracker. A close look at p338. Look at sample CVs.
11	14 - 18	<b>6</b> Pages 128-132	<b>Research: References.</b> Students bring in their topic research from 5 different sources. They highlight main ideas and key words. Then they work on condensing & reducing in preparation for script writing. <i>Assignment #4, part 1 = outline</i>
12	21 - 25	<b>5</b> Pages 107-109	<b>Presentations→ Script Workshop.</b> Students prepare their script slide by slide & edit and rewrite as necessary. <i>Assignment #4, part 2 = script</i>
13	April 28 – May 2	<b>5</b> Pages 107-109	<b>Presentations.</b> Looking at body language, delivery, using prompt cards, etc. Rehearsals and practice. Peer support & guidance.
14	5 - 9	none	<b>Presentation Week.</b> All students watch their classmates give presentations. <i>Students hand in their portfolios – by 9th.</i>
15	12 - 16	none	<b>Reflection Week.</b> Return of portfolios. Ss fill in PDS evaluation form.

## Class attendance:

- Students are required to attend all classes starting from **the first day of the semester**.
- Attendance will be taken at the start of the lecture. If the student enters the classroom **after 5 minutes**, he will be marked **late**. Three lates will equal **1 absence**. If a student enters the class **after 10 minutes**, he will be marked **absent**.
- **15 per cent** will be assigned to the attendance. **Two points will be deducted** from the student's total grade for every one absence he has.
- **No excuses for missing classes, including medical reasons, are accepted**. Any excuse, legitimate or not, will be counted against the student's limit for DN (**8 Absences**).
- "DN Grade" will be issued to a student who **misses 8 classes**. This means he cannot enter any more classes or get a final grade (**1<sup>st</sup> warning: 3 absences ; 2<sup>nd</sup> warning: 5 absences**)
- In case a student **misses** a class, he must contact any one of his classmates to get all information and topics covered of classes he **missed**.
- From the past experience, **absence** is the biggest reason for failing, so make sure you are in class at all times.

Grading Structure:	
<b>Attendance</b>	<b>15%</b> [2 marks per class]
<b>Portfolio</b>	<b>5%</b> [1% per assignment, 4 x 1, and 1% for project & classwork]
<b>Team Project (portfolio)</b>	<b>20%</b> [10% for presentation, 5% for research & 5% for posters]
<b>Presentation</b> [5-10 minutes - individual]	<b>20%</b> [Teacher's grading sheet includes: research content, PowerPoint use & speaker competence]
<b>Experimental Note Taking assignment (portfolio)</b>	<b>10%</b> Part 1 = Cornell Method → 10 samples = 5% → due on 29 <sup>th</sup> February Part 2 = Mind Map/Pattern Style → 10 samples = 5% → due on 21 <sup>st</sup> March
<b>Mind Map assignment (portfolio)</b>	<b>10%</b> [Full colour mind map following Buzan's rules on A3]
<b>For &amp; Against Essay assignment (portfolio)</b>	<b>10%</b> [Students write a critical essay on their chosen presentation topic.]
<b>PowerPoint outline &amp; script assignment (portfolio)</b>	<b>10%</b> [Students prepare an outline for their presentation = 5%] [As an outcome from the script workshop, students produce an edited & typed script.]
<b>TOTAL = 100%</b>	

## Deadlines

Task:	Deadline:
<b>Team Project Research/Presentation Plan</b>	Sat 18 <sup>th</sup> Feb/Sun 19 <sup>th</sup> Feb
<b>Assignment #1</b> – experimental note taking x 2 [template handout]	1 <sup>st</sup> = Wed 29 <sup>th</sup> Feb, 12pm 2 <sup>nd</sup> = Wed 21 <sup>st</sup> March, 12pm
<b>Assignment #2</b> - mind map [blank A3 given out]	Wed 21 <sup>st</sup> March, 12pm
<b>Assignment #3</b> – for & against essay [handout]	Wed 4 <sup>th</sup> April, 12pm
<b>Assignment #4</b> – PowerPoint outline & presentation script [handout]	Outline = Wed 18 <sup>th</sup> April Script = Wed 25 <sup>th</sup> April
<b>Completed portfolios</b>	Tuesday 8 <sup>th</sup> May