

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: Native Education II

Code No.: NCE105

Semester: TWO

Program: Native College Entrance Program

Author: Native Education Department

Date: September 1998

Previous Outline Date: January 1998

Approved:

A handwritten signature in black ink, appearing to read "Brian Punch", written over a horizontal line.

Dean

JUNE 8, 1998

Date

Total Credits: 4

Prerequisite(s): NCE104

Length of Course: one semester Total Credit Hours:

Copyright © 1997 The Sault College of Applied Arts & Technology
*Reproduction of this document by any means, in whole or in part, without the prior
Written permission of The Sault College of Applied Arts & Technology is prohibited.*
*For additional information, please contact_Brian Punch_,
School of_Native Education, Criminal Justice, & Natural Resources_, (705) 759-2554, Ext. 688_.*

PHILOSOPHY/GOALS:

This course is designed to build on the strengths and learning experience of Native Education I. The student will complete assignments that demonstrate ability to apply the knowledge gained in the previous semester, as well as master skills in leadership, teamwork, and group participation. This course is designed to provide students with basic knowledge of Anishinaabe culture, language, traditions, thereby fostering pride and developing a positive self-image.

STUDENT PERFORMANCE OBJECTIVES/OUTCOMES:

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

1. Participate and demonstrate cooperation in selected Sault College life activities.
2. Show leadership and participation skills in the wholistic approach to education.
3. Discover, identify, and use his/her abilities and talents as a student in a community college.
4. Recognize and appreciate his/her potential as a student in a community college.
5. Understand basic traditions about Jiingdamok (pow-wow) dance.

TOPICS TO BE COVERED:

1. Leadership in education and community.
2. Occupation options.
3. Conversational Ojibwe language.
4. Anishinaabe Dance - Jiingdamok.
5. Personal awareness.

LEARNING ACTIVITIES/RESOURCES:

1. Leadership in education and community
 - Presentation on the importance of having an education and a brief history of education in Ontario.
 - Participate in viewing a video (instructor's choice).
 - Participate in class discussions regarding the need for lifelong learning in today's society.
 - Participate in discussions about how Native people can show leadership in education today.
 - Listen to presentations of guest speakers whose successes were made possible through education.

Resources:

Handouts, pen, large newsprint, markers, videos.

2. Occupation Options

- Students will be presented with information about the various college programs that prepare students for different occupations and the differences between college and university
- Participate in examination of the various textbooks used by the college in specific areas (e.g. nursing, welding, psychology, etc.)
- Listen to presentations of guest speakers who represent different occupations (discretion of instructor).
- Participate in a field trip to an occupational area of interest.
- Participate in a "self-directed search" of several schools in the college that they are interested in and do an interview with the main person.
- Present findings to the rest of the class.

Resources:

Textbooks used by several other schools in the college,
Self-directed search forms, pen, handouts, large newsprint, markers, vehicles for field trip.

3. Conversational Ojibway Language

- Listen to presentation of guest who is an Ojibway language instructor.
- Participate in the Ojibway lesson as much as possible.
- Participate in an activity as directed by the language instructor.
- Participate in a discussion of the benefits of learning the Ojibway language.

Resources:

Notebook, pen, other resources as requested by the language instructor.

4. Anishinaabe Dance

- Part 1: History of Anishinaabe dance
- Part 2: History of Pow-wow dance
- Part 3: Pow-wow dance types
- Part 4: Pow-wow regalia

Assignment 2

Attend or watch a video of college pow-wow held April 5 & 6, 1997 and write a four-page paper describing the experience. Include a brief section on the history of the pow-wow based on research. At the pow-wow, interview at least two dancers of different styles (e.g. one women's traditional dancer and one men's fancy dancer) about their dance category and about their views on the pow-wow as a whole. Please provide references at the end of your paper for the interviews and other sources consulted for your paper.

Resources:

5. Personal Awareness

Stress:

- Listen to presentation of instructor about the dangers of too much stress and why people must learn to handle it.
- Participate in a discussion of the signs and causes of stress and its effects on a person's health and mind.
- Brainstorm simple ways that individuals can deal with everyday stress successfully.
- Use handout "First Knowledge" (self analysis) 1 hour weekly (10 areas to cover).

Communication:

- Listen to presentation by the instructor about the various ways that people communicate.
- Participate in activities that involve ways of communicating to sharpen observations of different ways that people communicate.

Self Portrait:

- Listen to presentation by instructor about planning and organizing a self-portrait of themselves.
- Participate in a discussion that will clarify what each person wishes to put into this portrait. Stress that no one has to put in anything that he/she doesn't wish to.
- Listen to instructor's suggestions for the portrait to be done as a **collage** (this must be fully explained), or pictorial representation.

Resources:

Relaxation tape, cassette player, notebook or notepaper for journal, pen, large bristol board, old magazines, newspapers, glue, scissors, etc.

EVALUATION METHODS:

A final mark will be derived from the following:

1.	Leadership One-page written assignment "visit an elder." A .f N "PK\ \ F o n -t-<a\ nt	15%
2.	Occupation One-page essay on guest speakers £ 3,^	15%
3.	Conversational Ojibway Language	20%
4.	Anishinaabe Dance	30%
5.	Personal Awareness Complete self-analysis workbook Self-portrait	10% 10%
	TOTAL	100%

COLLEGE EVALUATION SYSTEM:

90%	-	100%	=	A
80%	-	89%	=	A
70%	-	79%	=	B
60%	-	69%	=	C
Less than 60%			=	R (Repeat of the course)

SPECIAL NOTES:

Students with special needs, e.g. physical limitations, visual impairments, learning disabilities are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

ALL students are expected to attend all classes. ALL tests and exams must be done on the date specified. Tests and exams cannot be re-written in order to obtain a higher grade.

It is the student's responsibility to notify the instructor if he/she must be absent when a test or exam has been scheduled. The reason must be a serious one and proof may be required to validate absence.