

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Native Education I

COURSE CODE: NCE104 -3

PROGRAM: Native Colleeae Entrance

SEMESTER: ONE

DATE: JANUARY 1996

AUTHOR: NATIVE EDUCATION DEPARTMENT

Revised: x

APPROVED: *M. J. Donald*
Dean, School of Native
Education

DATE: *Dec*/*y*/*n*

PHILOSOPHY/GOALS

This course is designed to prepare the student for college life through a comprehensive orientation to all the college. The student will receive academic orientation through the Learning Resource Center (Library) and the Learning Assistance Center (LAC), social orientation through Native Student Council (NSC) activities and the Student Administrative Council (SAC), as well as cultural orientation through invited speakers and cultural events. With this holistic approach to their education, they will have the opportunity to include their families in their college life.

STUDENT PERFORMANCE OBJECTIVES/OUTCOMES

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

1. Identify and use the resources available to them in the post-secondary environment through the Learning Resource Center, the Learning Assistance Center, Athletics, and other departments.
2. Discuss and explain academic policies related to post-secondary education, e.g. Grade Point Average (GPA).
3. Demonstrate an awareness of how their culture can be integrated with their post-secondary education.
4. Demonstrate and practise specific study skills applicable to college life.
5. Express and record awareness of their personal growth in a journal.

TOPICS TO BE COVERED

1. The rights/responsibilities of a college student.
2. Study Skills: (a) making a schedule
(b) listening and note-taking
(c) reading textbooks/assignments
3. Orientation to support services.
4. Personal awareness: (a) Health, appearance, talents
(b) Learning styles, setting goals
(c) Communication
(d) Journal

5. The Native culture in the learning environment.
6. Talking Circle.

LEARNING ACTIVITIES/RESOURCES

1. The rights/responsibilities of a college student.

Learning Activities:

Listen to the instructor's presentation regarding the rights of a college student.

Participate in discussions about the needs and rights of a college student.

Listen to instructor's presentation regarding the responsibilities of a college student.

Participate in discussions about the responsibilities of a college student.

Participate in class discussions about the reasons for this legislation.

Resources:

Student Handbook (included in registration package). This booklet can also be obtained from the registrar's office.
Notebook, pen.

2. Study skills:

(a) Making a schedule.

Learning Activities:

Listen to instructor's presentation on the importance and benefits of organizing your time effectively in order to get the most out of your studies.

Participate in class discussions about how time management can be an academic skill.

Listen to instructor's presentation about how to develop a schedule (step by step) that will help you the most.

Participate in group activity to design a daily schedule, then present schedule to the class.

Participate in group activity to design a weekly, then monthly schedule, and present schedule to the class.

Participate in individual activity to design a personal schedule (daily, weekly, monthly).

Resources:

Handouts, pen, pencil, large newsprint, markers.

(b) Listening and note-taking.Learning Activities:

Listen to instructor's presentation about how to become an effective active listener, and how to develop good listening skills to help the learning process and experience success. Participate in small group activities to brainstorm as many ways as possible that will help a student develop good listening skills. Present findings to class.

Participate in discussions to find ways a student can be an active listener throughout an instructor's (or a guest's) presentation.

Brainstorm for ways a student can still be an active listener even though a lesson is difficult or uninteresting.

Listen to instructor's presentation about the necessity and importance of taking good notes in class.

Participate in discussions to discover ways that note-taking can be effective and what the characteristics of effective notes are.

Discuss clues that indicate important content.

Listen to instructor's presentation on how to organize notes.

Discuss ways to write notes using own techniques (e.g. short-forms, arrows, plus sign, etc.)

Resources:

Handouts, written exercises, pen, notepaper.

(c) Reading effectively.Learning Activities:

Listen to instructor's presentations on main steps that are used to read effectively.

Listen to instructor's presentation about how to **survey** an assignment or a textbook.

Participate in activities that provide practice in surveying articles and books.

Listen to instructor's presentation on how to question, read, record, and review material.

Participate in class discussions about these methods that improve reading/study skills.

Participate in activities that provide practice in applying these reading skills.

Resources:

Textbook: Reading Thresholds. Chapter 8, pages 231 - 259.
Handout s, pen.

Orientation to support services.

Learning Activities:

Listen to instructor's presentation about the various support services available at Sault College.
 Participate in offering suggestions to instructor about the services they are interested in.
 Participate in class discussions regarding these services.
 Listen to presentations by individual guest speakers who visit the class to inform the students about a certain service.
 Participate in discussions and question the presenters about a particular service.
 Participate in activities that may be offered by a particular service (e.g. Library, Hairdressing).
 Participate in class orientation exercises.

Resources:

Student Handbook, visits by guest speakers, visits to the areas where the services are housed, handouts (to be filled in by students), pen, etc.

Personal Awareness.

Learning Activities:

Learning styles and setting goals:

Listen to instructor's presentation about individual learning styles.
 Participate in activities that help them discover their own learning style and how to use it.
 Listen to instructor's presentation about setting goals and how to overcome barriers to our goals.
 Participate in group and individual activities that provide practice in setting short-term and long-term goals.
 Participate in activities that will help to determine an important goal for each person and the steps necessary to reach it.

Communication:

Listen to instructor's presentation about effective communication.
 Participate in activities that will help the student be aware of the different ways that people communicate.

Health - Appearance - Talents:

Listen to instructor's presentation about the importance of being healthy.
 Participate in group work to find ways that we can help ourselves be healthy.
 Participate in class discussions about these ways.

Discuss personal goals to stay healthy.
Proceed in the same manner for appearance.
Listen to instructor's presentation about individual talents.
Participate in discussions about how we can discover and develop our talent(s).

Resources:

Learning styles and setting goals: Textbook Reading Thresholds,
Chp. 1, p.3 -19.

Handouts, large newsprint, markers, notebooks, pen, pencil.
Guest

Journal:

Listen to instructor's presentation about what a journal is and how to do it.

Participate in class discussions about the importance of keeping a daily journal for personal growth.

Participate in discussions about the differences between a daily journal and a diary.

Resources:

Small notebook or section of notes for recording daily journal entries, pen.

Native culture in the learning environment.

Learning Activities:

Listen to instructor's presentation about the importance of including the Native culture in college life.

Participate in class discussions about ways the NCE class can participate in activities that are cultural.

Discuss how we can incorporate these activities into college life and thus enrich the learning experience.

Listen to presentations by Native guest speakers.

Participate in activities designed to heighten an awareness and an appreciation of the Native culture.

Participate in activities and discussions that reveal how much our Native culture has to offer.

Resources:

Videos, guest speakers, cassettes (music & speakers), books, Native stories and legends, Native community events, handouts.

6. Talking Circle:

Learning Activities:

Listen to instructor's presentation about reasons for including a Talking Circle into the Native Education class.

Participate in discussion that will clarify that the circle is not to be a healing circle but one that will address concerns and/or academic problems as well as serve as a support group for students who feel they need it.

Participate in further class discussions.

Listen to presentations by guest speakers.

Resources:

Enthusiasm and an open mind.

REQUIRED STUDENT RESOURCES

Student Handbook (included in registration package).
Notepaper for journal, pen.

EVALUATION METHODS

A final grade will be derived from the following:

1. (a) Library Assignment #1(pairs)	10%
(b) Library Assignment #2:	
- Ojibway legend and another	
legend from a different tribe	10%
2. Ojibway Language Assignment	10%
3. NSC Assignment (meeting & report)	10%
4. Journal (hand in weekly)	15%
5. Attendance and Participation	10%
6. Mid-term test	15%
7. Final test	20%
TOTAL	100%

Note: **All assignments will be discussed in class.**

COLLEGE EVALUATION SYSTEM

Letter grades, for transcript purposes, will be calculated as follows:

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, hearing 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 assignments are to be handed in on the due date. Late assignments will be penalized 1% per day.

***All tests and exams must be done on the day and time specified. Tests cannot be rewritten in order to obtain a higher grade.

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

***All students are expected to attend class regularly.