

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: NATIVE EDUCATION I  
COURSE CODE: NCE104-3  
PROGRAM: NATIVE COLLEGE ENTRANCE  
SEMESTER: ONE  
DATE: JANUARY 1997  
AUTHOR: NATIVE EDUCATION DEPARTMENT

Revised: **X**

APPROVED:  
Dean, School of Native Education,  
Creative Arts and Criminal Justice  
Programs

DATE: Dec 3b.

**PHILOSOPHY/GOALS:**

This course is designed to prepare the student for future success in college life - both at an academic and personal level. The student is provided with the opportunity to enhance study skills such as note taking, listening, effective reading, schedule development, etc. The course also provides the student with a good familiarity to the college environment and to the wide variety of student services offered within it - i.e. Learning Assistance Centre (LAC), Health Centre, Library, Special Needs, Enji-Maawnjiding (Native Student Centre), Native Student Council, and a number of other student and Native cultural events. In addition, the student will be exposed to the Ojibwe language with a brief introduction to basic Ojibwe words . Within this holistic approach, the student will have the opportunity to integrate their college life with their personal life and develop a basis for success at the post-secondary level.

**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 Centre, the Learning Assistance Centre, Athletics, and other departments.
2. Discuss and explain academic policies related to post-secondary education, e.g. Student Rights and Responsibilities, Grade Point Average (GPA), etc.
3. Demonstrate how his/her culture can be integrated and practised within the academic framework.
4. Demonstrate and practise specific study skills that will enhance academic success.
5. Identify one's personal learning style and explain the effect one's learning style may have on various learning settings within the college.
6. Demonstrate and practice developing goal statements.
7. Identify and apply basic Ojibwe words.
8. Identify holistic health and its implications for the student.
9. Describe a talking circle and a healing circle and their importance to health.

**TOPICS TO BE COVERED:**

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

**LEARNING ACTIVITIES/RESOURCES:**

1. The rights/responsibilities of a college student.

\* 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.**

\*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.**

\*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.**

- \*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.

Handouts, pen.

3. **Orientation to support services.**

- \*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.

4. Personal Awareness.

**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 speaker.

5. Native culture in the learning environment.

\*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 and language.

^Participate in class activities that provide students with basic instruction in Ojibwe.

Resources:

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

6. Talking Circle:

\*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:

		<u>Due Dates</u>
1. (a) Library Assignment #1(pairs)	10%	Week of Jan. 20/97
(b) Library Assignment #2: Native stories/legends and their significance to the cultures	10%	Week of Feb. 17/97
2. Ojibwe Language Assignment	10%	Week of April 21/97
3. LAC Multi-Media Report	10%	Week of March 10/97
4. Video Report	5%	Week of Feb.3/97
5. Journal (hand in bi-weekly)	10%	Beg. wk. of Jan.20/97
6. Mid-term test	20%	Week of March3/97
7. Final test	20%	Week of April 21/97
<b>TOTAL</b>	<b>100%</b>	

**Library Assignment #1** provides the student with a greater familiarity of the library and the services provided within it. The student will complete a questionnaire handed out during a library tour and will submit the questionnaire upon the completion of the tour. The students will work in groups of two.

The student will be provided with the opportunity to use the services offered within the library for **Library Assignment #2**. He/she is required to research and write an essay on a specific Native culture. Further details will be handed out by the instructor.

In the **Video Report**, the student will view a Native culturally relevant video and write a brief report on the video. Further information will be given by the instructor.

The **LAC Multi-Media Report** will provide the student with the opportunity to become familiar with accessing information from computers with the LAC. The student will write an essay based on information acquired from the multi-media computers. A brief outline will be provided by the instructor.



In the **Ojibwe Language Assignment**, the student will be required to memorize a brief paragraph or poem in the Ojibwe language and recite it to the class. The student will also translate the paragraph/poem into English for the benefit of the class. This assignment may be changed. Further details will be given out in class.

In the **Mid-term Test** and **Final Test** are comprised of short answer questions with some true and false and fill-in-the-blank questions. The mid-term test will cover material taken up to the test time and the final test will cover material taken after the mid-term test. A comprehensive review will be provided in class prior to the tests. These are important for effective studying purposes so make sure you do not miss the reviews!

The **Journal** provides the student with the opportunity to express themselves in the written medium. The journal can be used to describe what experiences the student has had on any given day from a personal life or school life perspective. Within the two week period, the student is required to submit five journals over a two week period that are a half page in length each **minimum**. A journal outline will be handed out early in the semester.

**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.

**\*\*\*\*A11 students are expected to attend class regularly.**