


SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Native Education H
COURSE CODE: NCE105-3
PROGRAM: NATIVE COLLEGE ENTRANCE
SEMESTER: TWO
DATE: JANUARY 1997
AUTHOR: Native Education Department

Revised: **X**

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

DATE:  **fi**

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.

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 whohstic 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.

TOPICS TO BE COVERED:

1. Leadership in education and community.
2. Occupation options.
3. Conversational Ojibwe language.
4. Creative style.
5. Personal awareness.

LEARNING ACTIVITIES/RESOURCES:

I. Leadership in education and community.

*Listen to instructor's presentation on the importance of having an education.

*Listen to instructor's presentation about a brief history of education.

*Participate in group work to outline the historical changes in education and present work to class.

*Participate in viewing a video (instructor's choice).

*Participate in class discussions regarding the need for hfelong learning in today's society.

- *Participate in discussions about how Native people can show leadership in education today.
- *Listen to presentations of guests speakers whose successes were made possible through education.
- *Listen to instructor's presentation about the various groups involved in providing and facilitating access to education.
- *Participate in discussion of these groups.
- *Listen to instructor's presentation about the "Community Event" project that is part of the assignments for this course.
- *Brainstorm for different events that can be planned, organized, and carried out before the end of the semester.
- *Participate in discussion of suggestions, time, necessities, etc.
- *Participate in selecting persons to help in different groups to ensure success of the project.

Resources:

Handouts, pen, large newsprint, markers, videos.

2. Occupation options.

- *Listen to instructor's presentation about the various college programs that prepare students for different occupations.
- *Listen to instructor's presentation about the differences between college and university.
- *Participate in discussion and evaluation of the different programs offered by each of these institutions.
- *Participate in discussions of these programs.
- *Participate in discussion of individual educational goals.
- *Participate in examination of the various textbooks used by the college in specific areas (e.g. nursing, welding, psychology, etc.)
- *Complete textbook analysis questionnaire.
- *Listen to instructor's presentation regarding main areas of interest selected by the students.
- ^Participate in a tour arranged by the instructor of at least two of the schools.
- ^Participate in discussion about the tours and list findings.
- *Present findings to rest of class.
- *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 group discussion of the field trip.
- *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. Creative style.

- *Listen to presentation by the instructor about the varied talents and abilities of each person.
- *Participate in discussions of ways that people express themselves.
- *Participate in group activity that brainstorms the many and varied styles that people in the same group (e.g. music) use to express themselves.
- *Present results of brainstorming to rest of the class.
- *Listen to presentation of guest speakers.
- *Discuss the visits.
- *Have members of the class present their talent to the class if they are willing, as a celebration of talents.

Resources:

Large newsprint, markers, guests, pictures, stories, songs, etc.

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.
- *Listen to relaxation tape and use the imagination to "escape" the present.
- *Participate in a discussion of the feelings and mind pictures that may have helped one to "escape".
- *Participate in making a journal entry about the experience and share it with the class (if willing).

Journal:

- *Listen to presentation of instructor about the benefits of keeping a daily journal of personal growth.
- *Participate in a discussion of the differences between a journal and a diary.
- *Participate in writing of entries using own topics on self-awareness and on topics suggested by the instructor.
- *Brainstorm (occasionally) about topic for the day.

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:

		<u>Due Dates</u>	
1.	Native Student Council Meeting and Report	10%	Week of February 1/97
2.	Newsletter (Group Effort)	15%	Week of January 25/97
3.	Mid-term Test	15%	Week of March 3/97
4.	Self-Portrait Assignment	10%	Week of March 28/97
5.	Journal (Handed in Weekly)	15%	
6.	Final Test	20%	Week of April 21/97
7.	Attendance and Participation	15%	
Total		100%	

In the Native Student Council Meeting and Report, the student is required to find out when the Native Student Council hold their meetings, attend one and write a report that outlines the process used to conduct the meeting and what material was covered in the meeting. The report should also include the student's personal observations and any recommendations for future meetings. Further information will be provided by the instructor.

The students are required to write a **Newsletter** about events that have occurred and any upcoming events - each student will be required to submit an article. The newsletter will then be distributed to students within the Native programs. This assignment is to be a group effort and it is expected that everyone will participate in fair manner.

The **Self-Portrait** assignment provides the student with the opportunity to present themselves and their life to fellow classmates. The assignment enables the student to examine his/her hfe and the goals he/she would like to reach in the future and what he/she plans to do to achieve these goals.

The **Mid-term Test** and the **Final Test** will be composed of short answer, true or false and fill-in-the-blank questions. The mid-term test will cover all material taken up to that point, the final exam will cover material taken after the mid-term test. The instructor will provide a comprehensive review prior to the test to provide the student with a clear direction from which to study. Make sure you attend the class the review will be held.

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 his/her personal or academic experiences. The student is required to submit five journals over a week period that are a minimum of half a page in length. A journal outline will be handed out early in the semester by the instructor.

Attendance and participation is expected. You will learn the most effectively if you commit to attending all of your classes and to participating in class discussions and in providing input to class material. Your commitment to your studies will be reflected in your final grades.

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 & 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.