

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



COURSE OUTLINE

Course Title: NATIVE EDUCATION I

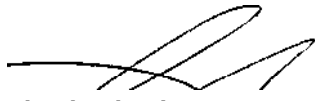
Code No.: NCE104-03

Semester : 98W

Program: NATIVE COMMUNITY WORKER

Date: January 1998

Previous Outline Date: September 1997

Approved 
Dean

Jjne^JU^ //, /??y
Date

Total Credits: 3

Prerequisite(s):n/a

Length of Course: semester

Total Credit Hours:

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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. Recognition of Holistic Health
5. Types of Learning Styles
6. Goal Setting
7. Incorporating the Native Culture within the Learning Environment.
8. Talking Circles

LEARNING ACTIVITIES/RESOURCES:

1. The rights/responsibilities of a college student.

^Instructor's presentation regarding the rights of a college student.

*Group participation re: issues relating to the needs and rights of a college student.

"Instructor's presentation regarding the responsibilities of a college student.

Resources:

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

2. Study skills:

a) Making a schedule.

"Importance and benefits of organizing your time effectively

*Time management as an academic skill.

*Development of effective daily, weekly and semester

Resources:

b) Listening and note-taking.

*How to become an effective active listener in a variety of settings

"Importance of taking good notes in class.

*Note taking styles

""Characteristics of effective note taking

*How to organize notes.

*Note taking techniques (e.g. short-forms, arrows, plus sign, etc.)

Resources:

Handouts

c) Reading effectively.

* Steps to reading effectively

*How to preview assignment or a textbook.

* Surveying articles and books.

*How to question, read, record, and review material.

*Methods to improve reading/study skills

Resources:

Handouts

3. Orientation to support services.

*Presentation about support services available at Sault College.

* Participate in activities offered by a particular service (e.g. Library, Hairdressing).

*Class orientation exercises.

Resources:

Guest speakers and handouts

4. Personal Awareness.

Learning styles and setting goals:

""Individual learning styles.

* Goal setting

* How to overcome barriers to our goals.

* Setting short- term and long-term goals.

*Outlining steps required to reach goals

Communication:

- *What do we mean by the phrase "effective communication"?
- *Different communication styles.

Health - Appearance - Talents:

- ""Importance of holistic health
- *Ways to contribute to personal health
- *Personal goals to stay healthy.
- *Importance of appearance.
- * Identification of individual talents and strengths.
- *How to discover and develop our talent(s).

Resources:

Handouts and guest speaker.

5. Native culture in the learning environment.

- ""Inclusion of the Native culture and traditions within college life.
- * Class participation in Native cultural activities
- *Native guest speakers.
- *Developing an awareness and an appreciation of the Native culture and language.
- *Basic instruction in Ojibwe.

Resources:

Videos, guest Ojibwe instructor, Native stories and legends, Native community events, handouts.

6. Talking Circle:

- * Teachings on different types of circles
- * Participation in talking circle

Resources:

Enthusiasm and an open mind.

REQUIRED STUDENT RESOURCES:

Student Handbook (included in registration package).

EVALUATION METHODS:

grade will be derived from the following:

		<u>Due Dates</u>
(a) Library Assignment #1 (pairs)	10%	Week of
(b) Library Assignment #2: Native stories/legends and their significance to the cultures	15%	Week of
Ojibwe Language Assignment	20%	Week of
LAC Multi-Media Report	10%	Week of
Video Report	10%	Week of
Journal (hand in bi-weekly)	15%	Beg. wk. of
6. Final test	20%	Week of
TOTAL	100%	

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 create a small book with simple Ojibwe phrases with pictures included that could be used with small children. In addition, the student will 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. Further details will be given out in class.

The **Final Test** will be a take-home test and will cover material taken throughout the semester. The test will require short answer responses. A comprehensive review will be provided in class prior to the test. This review is important for effective studying purposes so make sure you do not miss the review!

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.**