

I. COURSE DESCRIPTION:

This course is designed to provide the student with the opportunity to prepare for academic and personal success within the college. This process will be interactive and the areas covered include the development of effective study skills, a familiarity with the college environment and the acquirement of interpersonal skills relating to leadership, teamwork and group participation. In addition, the course will provide a focus on Native culturally relevant education including a basic knowledge of the Anishnaabe culture, language and traditions. The student will gain practical college success skills and the opportunity to acquire knowledge and teachings about Native traditions and culture.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify and utilize specific college student services.

Potential Elements of the Performance:

- List and describe functions of various student services
- Locate college services and staff

2. Demonstrate and practice specific college relevant study skills.

Potential Elements of the Performance:

- Demonstrate the ability to utilize time management skills effectively
- Identify the characteristics of an effective active listener
- List effective note taking techniques and other organizational strategies
- Identify and demonstrate effective reading strategies for studying and testing purposes

3. Identify general and/or personal learning and communication styles.

Potential Elements of the Performance:

- Identify the characteristics of effective learning and communications
- Identify and interpret personal results from specific learning styles inventories

4. Identify personal employment related goals and objectives.

Potential Elements of the Performance:

- Differentiate between goals, objectives and activities
- Identify and interpret personal results from specific learning styles inventories
- Identify specific occupational options available

5. Demonstrate and apply basic Ojibwe words.

Potential Elements of the Performance:

- Demonstrate verbal ability to say common Ojibwe words (animals, spirit month, foods, clothing, greetings, school, etc.

6. Identify and demonstrate effective leadership and participation skills within a Native holistic approach.

Potential Elements of the Performance:

- Identify different types of leaders
- Describe characteristics of a positive role model
- Describe importance of Native governance
- Describe different Native political organizations and their mandates

7. Identify specific Native teachings and their importance to holistic health.

Potential Elements of the Performance:

- Describe teachings from the medicine wheel
- Identify unique characteristics of Native cultural beliefs
- Create a Native craft relating to the medicine wheel teachings

III. TOPICS:

1. Student Services and Rights and Responsibilities
2. Effective Study Skills
3. Personal Learning and Communication Styles
4. Learning to Read Aptitude and Interest Test Scores
5. Occupational Options
6. Learning and Applying Basic Ojibwe
7. Effective Leadership and Participation Skills
8. Native Culture Through Native Teaching and Crafts

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Native Art Supplies (to be discussed in class)
Handouts will be provided by the instructors.

V. EVALUATION PROCESS/GRADING SYSTEM:

	Percentage	Date Due
Time Management Assignment	15%	Week of Sept. 18
Attendance	30%	
Assignment #1		
- Leadership	20%	Week of Oct. 16
Conversational Ojibwe		
- Language Assignment	20%	Week of Nov. 20
Book Marker	15%	Week of Dec. 20
Total	100%	

The **TIME MANAGEMENT ASSIGNMENT** provides students with the opportunity to develop their own personal time schedule encompassing both their home and school life for the semester. The assignment is intended to provide the student with an organizational tool to successfully survive their school year.

The student will be required to attend 60% of classes. Students are asked to call if they are unable to attend due to illness or for other legitimate reasons.

The **CONVERSATIONAL OJIBWE LANGUAGE ASSIGNMENT** is an on-going class evaluation of the instructor to assess the student’s use of the Ojibwe language during class time. Small conversations will be expected of the students to ensure their continued practice of conversational Ojibwe.

The **LIBRARY ASSIGNMENT** is a leader profile that will require the student to research one Native Leader—past or present and examine the effects of his/her leadership on First Nations people. The instructor will provide further details.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

Assignments

All assignments must be turned in **ON TIME**. There will be a penalty for a late assignment of 1 mark/day for **5** days only. At the end of the fifth day, the assignment will no longer be accepted. Students who require an extension (with no late penalty) must receive approval from the instructor a minimum of two days prior to the due date.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.