

SSC 100
Credit Hours: 1
Semester: Spring 2022

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Office Hours: online

Preferred Communication: email and/or text; will respond within 24 hours

Class Location: Arranged.

Class Meeting Times: Online

Required Materials: Native American & First Nations College & Career Success

University Mission Statement

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íina, Siihasin.*

Course Description

This course is designed for the student first enrolling at Navajo Technical University. Its purpose is to help students make the most of their college experience by acquiring skills and information about college life and culture, instructors' expectations, study and test-taking strategies, and managing their financial and educational future. The student will also discover helpful information that will assist those planning to transfer to a four-year institution, if that is a goal for the student. The Diné Philosophy of Learning is an important component of this class. Offered: Fall, Spring, Summer, Online.

Pre-requisites: none

Co-requisite: none

Student Learning Outcomes

Course Outcomes	Course Measurements
A strong understanding of how to succeed in college.	Students will reflect on readings from text specific to developing strategies of college success.

A strong understanding of developing resilience as a college student.	Students will build a plan on how to develop resilience as a college student.
A strong understanding of finances and time management.	Students will strategize how they will pay for their college education and be able to understand time management if students are working and attending college classes.
A strong understanding of how identity and culture have a role in becoming successful college student.	Students will write reflections on how their language, culture, and identity can build character in succeeding in college.
A strong ability to identify learning styles and apply these learning styles for studying for college exams.	Students will complete a survey which will identify their strengths and weakness within learning styles.
A strong ability to combat homesickness.	Students will develop strategies on how to face homesickness.
A strong knowledge of how to navigate the first year of college.	Students will complete a final exam identifying four components that will allow success as a college student.
An ability to communicate when to ask for assistance as a college student.	Students will develop strategies on how they plan to ask for assistance and who to ask for assistance.

Assessments

Email Introduction	25 points	
Journal Entries	25 points each	Checklist
Midterm	100	
Final Project	100	Steps and Rubric

Grades

Each assignment is worth a set number of points. Total points earned will be divided by total possible points, which will produce a percentage that will be converted at the end of the semester to a letter grade, as follows:

- 100-90 points = A
- 89-80 points = B
- 79-70 points = C
- 69-60 points = D
- Less than 59 points = F

Connections to Program Assessment

Aggregated teacher candidate learning data from summative observations will be used by the program faculty to determine program effectiveness and to identify opportunities for ongoing program improvement.

Course Schedule

Week	Date	Activity/Reading	Assignments	Assessments
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1	1/17/22	Introduce yourself email me an introduction of yourself	Review the class syllabus <i>Email due Sunday by 5:00 pm. 25points</i>	due 1/23/22
2	1/24/22	Chapter 1 Cultural Identity and Success	Journal Entry What valuable information did you learn from this chapter? Write 2 paragraphs.	<i>Student reflections Due Sunday 25points</i>
3	1/31/22	Chapter 2 Understanding Motivation	Worksheets: <ul style="list-style-type: none"> ● 3 pages Self-Assessment ● Success Wheel ● 2 pages What do I want from college? ● Roadblocks and Pathways to Success 	<i>Student reflections Due Sunday 25 points each</i>
4	2/7/22	Chapter 3 Exploring Your Personality and Major	Journal Entry: Worksheets: <ul style="list-style-type: none"> ● Introverts and Extraverts goes with Journal #1 ● Sensing and Intuitive ● Feeling and Thinking goes with ● Judging and Perceptive ● Personality Preference 	<i>Due Sunday 25 points each</i>
	2/25/2022	Graduation Petition due		
5	2/14/22	Chapter 4 Managing Time and Money	Journal Entry What valuable information did you learn from this chapter? Write 2 paragraphs.	<i>Student reflection Due Sunday</i>
6	2/21/22	Chapter 5 Using Brain Science to Improve Memory	Journal Entry What valuable information did you learn from this chapter? Write 2 paragraphs.	<i>Student reflections Due Sunday</i>
7	2/28/22	Chapter 6	Journal Entry	<i>Student reflections</i>

		Using Brain Science to Improve Study Skills	What valuable information did you learn from this chapter? Write 2 paragraphs.	<i>Due Sunday</i>
8	3/7/22	Midterm	<ul style="list-style-type: none"> • Talking Circles Question #1 Pgs. 145-146 • Scenarios • Memory Test 	<i>Due 25 points each</i>
9	3/14/22	Spring Break		
10	3/21/22	Chapter 7 Taking Notes, Writing, and Speaking	Journal Entry What valuable information did you learn from this chapter? Write 2 paragraphs.	<i>Student reflections Due Sunday</i>
11	3/28/22 3/31/2022 Last Day to Drop with a W	Chapter 8 Test Taking	Worksheets: <ul style="list-style-type: none"> • Test-Taking Checklist • Analyze Your Test-Taking Skills • Math Success Checklist • Practice with Short Essays 	<i>Student reflections Due Sunday</i>
12	4/4/22	Chapter 9 Thinking Positively About the Future	Journal Entry What valuable information did you learn from this chapter? Write 2 paragraphs.	<i>Student reflections Due Sunday</i>
13	4/11/22	Appendix How Coyote Got his Cunning	<ul style="list-style-type: none"> • Journal Entry • Pick one question from the Talking Circles section. Write 2 paragraphs to answer the question 	<i>Student reflections Due Sunday</i>
14	4/18/22	Appendix The Wooden Doll	Journal Entry Pick one question from the Talking Circles section. Write 2 paragraphs to answer the question	<i>Student reflections Due Sunday</i>

15	4/25/22	Appendix	Pick one question from the Talking Circles section. Write two paragraphs to answer the question	<i>Student reflections Due Sunday</i>
16	5/2/22	Slide Show Project Presentation assignment	Finals Create a (10 slides) Slide show presentation on how this class has helped in getting you ready for college 1 page reflection on four topics of how to be successful in college and how your language, culture, and identity will support your success	Final Due May 9, 2022
17	5/9/22	Slide Show Project Presentation	Finals Create a (10 slides) Slide show presentation on how this class has helped in getting you ready for college 1 page reflection on four topics of how to be successful in college and how your language, culture, and identity will support your success	Final Due May 9, 2022

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for Navajo students to become

aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes: Nitsáhákees, Nahát'á, Íina and Siih Hasin, which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

A:shiwí Philosophy of Education

Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. Our language and ceremonies allow our people to maintain strength and knowledge. The A:shiwí Philosophy of Education will be the essential elements of preparing students to develop indigenous and western teachings. The A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically). These indigenous ways of knowing will allow learners to develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Participation

Students are expected to attend and participate in all class activities- as listed above. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

Cell Phone and Headphone Use

Please turn cell phones off or place them on silence or vibrate mode before coming to class. Answer cell phones outside of class (not in the classroom). Exercising cell phone use courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.

Students with Disabilities

The Navajo Technical University and the School of Arts and Humanities are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform

NTU in accordance with the procedures of the subsection entitled “Students with Disabilities” under Section 7: Student Support Programs, NTU Student Handbook.

Email Address

Students are required to use NTU’s email address as a formal mode of communication.

APPENDIX 1
Weekly Journals
Navajo Technical University

Student:

Date:

Checklist rubric: Weekly Journals

Does the plan specify...

- / / Main Idea
- / / Written Paragraph
- / / 5 sentences or more
- / / Correct Grammar
- / / Personal connection to the topic
- / / Paragraph flows well

Comments:

APPENDIX 2

Final Project Power Point

Assignment Steps

1. Choose a topic of interest to you.
2. Gather information. Whether the information comes from your own account, interviews with eyewitnesses, or printed sources, you must gather as much information as possible.
3. Write an outline (as a plan for your reflection). Must include:
 - 10 slides
 - how this class has helped in getting you ready for college
 - how to be successful in college
 - how your language, culture, and identity will support your success
 - Culturally Relevance (Zuni or Navajo Core Values)
4. Write a draft of the feature (Power Point Draft), based on your outline from step 3.
5. Exchange drafts with a peer. Exchanging of feedback on each other's drafts.
6. Revise your draft, incorporating your reader's feedback as well as your own editing and proofreading decisions. (Repeat this step as desired, or as needed.)
7. Develop a final Power Point draft.

8. Reference page included.

9. Turn the Power Point in on the due date, per assignment parameters.