

SSC 100-2  
Credit Hours: 1  
Semester: Spring 2022  
Cap: 15

Faculty: Trudy Grantsen

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Office: Skyhawk Central

Office Phone: 505-387-7514

Office Hours: 10am - 2pm (by Appointment) Mon-Fri

Preferred Communication: E-mail and/or phone

Class Location: Student Union Building Room #208

Class Meeting Times: 7 weeks | Tues & Thurs: 3:30pm to 4:30pm | Feb 1 to Mar 15, 2022

Required Materials: *Native American & First Nations College & Career Success, 3rd edition*. Authors: Fralick, M., Zamora, B., & Gauthier, L. ISBN 978-1-7924-7535-1

**University Mission Statement**

Navajo Technical University honors Diné culture and language, while educating for the future.

**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 with 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

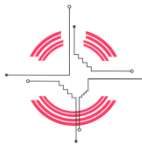
**Student Learning Outcomes**

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**

Attendance	2 points x 12 days = 24	Checklist
Journal Entries	5 points each x 9 chapters = 45 points	Checklist
Assignments/Worksheet	2 points each x 28 = 56 points	Checklist
Final Project	20 points for presentation	Steps and Rubric
Power Point Presentation	20 points for submittal	
Reflection Paper	35 points	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:

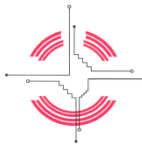
- 90 – 100% = A
- 80 – 89.9 % = B
- 70 – 79.9 % = C
- 60 – 69.9 % = D
- Less than 60% = F

**Connections to Program Assessment**

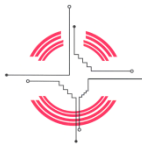
Aggregated teacher candidate learning data from summative observations will be used by the program faculty to determine program effectiveness and to identify opportunities for ongoing program improvement.

**Course Schedule**

Week	Topics	Assignments and Deadlines
1	<p><b>2/1</b></p> <ul style="list-style-type: none"> <li>• Introductions &amp; Course Syllabus</li> <li>• Student Handbook</li> <li>• Finding Resources: Scavenger Hunt</li> <li>• Diné Philosophy of Education Presentation</li> </ul> <p><b>2/3</b></p> <ul style="list-style-type: none"> <li>• Advisement Presentation</li> <li>• Student E-Portfolio Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 1 and 2: Prepare for Discussion   <b>Due 2/8</b></li> <li>• Assignment: Student Group Scavenger Hunt Presentations   <b>Due 2/7</b></li> <li>• Assignment: E-Portfolio Draft   <b>Due 2/8</b></li> <li>• Sign Up: E-Portfolio Instructor review appointment   <b>Due 2/3 In-Class</b></li> </ul>
2	<p><b>2/8</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 1</b> <i>The Spirit Essence of All We Do: Cultural Identity and Success</i></li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>✓ Student Group Scavenger Hunt Presentations</li> <li>✓ What is success: You Decide worksheet</li> <li>✓ Journal Entries discussions</li> </ul> </li> </ul> <p><b>2/10</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 2</b> <i>Dreams Bring Knowledge: Understanding Motivation</i></li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>✓ Optimist/Pessimist activity</li> <li>✓ Motivation Quiz I &amp; II</li> <li>✓ Self-Assessment Worksheet</li> <li>✓ Success Wheel Worksheet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entries #1, 2, 3, 4, 5   <b>Due 2/15</b></li> <li>• Journal Entries #1, 2, 3, 4, 5   <b>Due 2/15</b></li> <li>• Worksheet Assignments   <b>Due 2/15</b> <ul style="list-style-type: none"> <li>✓ Textbook Skimming</li> <li>✓ What do I want from college?</li> <li>✓ Roadblocks and Pathways to Success</li> </ul> </li> <li>• Read Chapters 3 and 4: Prepare for Discussion   <b>Due 2/15</b></li> </ul>
3	<p><b>2/15</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 3</b> <i>Walk with nature as One: Choosing Your Major</i></li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>✓ Introverts and Extraverts</li> <li>✓ Sensing and Intuitive</li> <li>✓ Thinking and Feeling</li> <li>✓ Judging and Perceptive</li> <li>✓ Personality Types Quiz</li> </ul> </li> </ul> <p><b>2/17</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 4</b> <i>The Moon Will Smile at Your Courage: Managing Time and Money</i></li> <li>• Financial Aid Presentation</li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>✓ Setting Priorities</li> <li>✓ Are you Addicted to Technology?</li> <li>✓ Time Management Quiz I &amp; II</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entries #1, 2, 3, 4, 5   <b>Due 2/22</b></li> <li>• Worksheet Assignments   <b>Due 2/22</b> <ul style="list-style-type: none"> <li>✓ Values Checklist</li> <li>✓ Personality Preferences</li> <li>✓ Summing Up Values</li> </ul> </li> <li>• Journal Entries #1, 2, 3, 4, 5   <b>Due 2/22</b></li> <li>• Worksheet Assignments   <b>Due 2/22</b> <ul style="list-style-type: none"> <li>✓ My Lifetime Goals: Brainstorming Activity</li> <li>✓ My Lifetime Goals</li> <li>✓ Successful Goal Setting</li> </ul> </li> <li>• Read Chapter 5 and 6: Prepare for Discussion   <b>Due 2/22</b></li> </ul>



<p><b>4</b></p>	<p><b>2/22</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 5</b> <i>The Earth Sings the Same Song It Sang to My Ancestors: Improving Your Memory</i></li> <li>• Stress &amp; Relaxation Presentation</li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>✓ 5 Characteristics of Indigenous Knowledge discussion</li> <li>✓ Memory Test</li> </ul> </li> </ul> <p><b>2/24</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 6</b> <i>The Rainbow Will Rise Full Circle: Improving Study Skills</i></li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>✓ Neuroscience and Practical Learning Strategies.</li> <li>✓ SQ4R</li> <li>✓ Distractions</li> <li>✓ Online learning</li> <li>✓ Check Your Reading Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entries #1, 2, 3, 4, 5   <b>Due 3/1</b></li> </ul> <ul style="list-style-type: none"> <li>• Journal Entries #1, 2, 3, 4, 5   <b>Due 3/1</b></li> <li>• Worksheet Assignments   <b>Due 3/1</b> <ul style="list-style-type: none"> <li>✓ Becoming an Efficient College Reader</li> <li>✓ Surveying &amp; Questioning a Chapter</li> </ul> </li> <li>• Read Chapters 7 and 8: Prepare for Discussion   <b>Due 3/1</b></li> </ul>
<p><b>5</b></p>	<p><b>3/1</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 7</b> <i>Listen to the Trees Talk; Taking Notes, Writing, and Speaking</i></li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>✓ Note Taking and Techniques</li> <li>✓ Reviewing Notes</li> <li>✓ Listening &amp; Notetaking Quiz</li> <li>✓ Power Writing: Preparation, Organization, &amp; Methods</li> <li>✓ Writer's Block</li> <li>✓ Public Speaking: Preparation &amp; Delivery</li> <li>✓ Writing &amp; Speaking Quiz</li> </ul> </li> </ul> <p><b>3/3</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 8</b> <i>Walk with Bare Feet on the Earth: Test Taking</i></li> <li>• How to Prepare &amp; Take a Test Presentation</li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>• Test Preparation Quiz</li> <li>• Test Anxiety</li> <li>• Practice tests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entries #1, 2, 3, 4, 5   <b>Due 3/8</b></li> <li>• Worksheet Assignments   <b>Due 3/8</b> <ul style="list-style-type: none"> <li>✓ Notetaking Checklist</li> <li>✓ Evaluate Your Note-Taking Skills</li> <li>✓ Assess Your College Writing Skills</li> <li>✓ Thinking About Writing</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Journal Entries #1, 2, 3, 4, 5   <b>Due 3/8</b></li> <li>• Worksheet Assignments   <b>Due 3/8</b> <ul style="list-style-type: none"> <li>✓ Test-Taking Checklist</li> <li>✓ Analyze Your Test-Taking Skills</li> <li>✓ Math Success Checklist</li> <li>✓ Practice with Short Essays</li> </ul> </li> </ul>
<p><b>6</b></p>	<p><b>3/8</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 9</b> <i>Walking in Beauty and Harmony: Thinking Positively</i></li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>✓ Optimism, Positive Self-Talk, &amp; Affirmations</li> <li>✓ Self-Talk activity</li> <li>✓ Beliefs</li> <li>✓ Positive Thinking Quiz</li> <li>✓ Secrets to Happiness Quiz</li> <li>✓ Making Positive Changes</li> <li>✓ Measure Your Success Wheel</li> </ul> </li> <li>• <b>Brief Overview of 3/15 Finals</b></li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entries #1, 2, 3, 4, 5   <b>Due 3/15</b></li> <li>• Worksheet Assignment   <b>Due 3/15</b> <ul style="list-style-type: none"> <li>✓ Visualize Your Success</li> <li>✓ Happiness is ...</li> <li>✓ Intentions for the Future</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Student Group Assignments: Final Power Point Project   <b>Due 3/13</b></li> <li>• Final Individual Student E-Portfolio   <b>Due 3/13</b></li> <li>• Individual Student Reflection Paper   <b>Due 3/13</b></li> </ul>



7	<b>3/15</b> <ul style="list-style-type: none"> <li>• <b>Finals</b></li> <li>• <u>In Class Activities:</u> <ul style="list-style-type: none"> <li>✓ Student Group Power Point presentations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In Class Student Group Power Point Presentation   <b>Due 3/15</b></li> </ul>
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**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: akya 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:yyuʔashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumota:wa (honesty and trustworthiness), and hon kohot lewuna:wedyahnan, 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

### Final Project: Power Point Project and Reflection Paper Instructions

#### Student Group Power Point Presentation

- Students will be assigned to groups consist of 3 students.
- Limit presentation to overall 10 minutes with 6 minutes content and 4 minutes Q&A.
- Create 5 slides presentation answering all of the following questions:
  - ✓ 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?
  - ✓ Include in your presentation: Culturally Relevance (Zuni or Navajo Core Values) DPE model.

#### Individual Student Reflection Paper

- **Pages:** 1-2 (1-inch borders and single space)
- **Font:** Times New Roman 12 point
- **Top Right:** Name, Course, Date
- **Topic:** *How you will be successful in completing your certificate or degree at NTU?*
- Must include:
  - ✓ Title
  - ✓ Introduction (3 - 4 sentences) of your paper.
  - ✓ Body (4 - 6 paragraphs)
  - ✓ Conclusion (3 - 4 sentences)
  - ✓ Reference page included if you used references.

If you quoted from a publication or person, please cite in your paper and include in reference.

**Reflection Paper Rubric**

<b>Objectives</b>	<b>Accomplished 8-10 points</b>	<b>Skilled 5-7 points</b>	<b>Developing 2-4 points</b>	<b>Needs Improvement 1 point</b>
<b>Effective &amp; Appropriate Lead</b>	Lead is original and catchy; fits well with the rest of the story; invites readers into the piece	Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality	Lead is adequate but not extremely catchy or original	Lead is neither original nor catchy; is boring, overused or trite, or is inappropriate to story
<b>Adequate Use of Sources</b>	Evidence of reporter using as many sources as necessary (best sources) to adequately present all sides in the story; all are identified; info is properly attributed; all info is accurate, thorough; uses individuals, anecdotes to illustrate larger issues	A minimum of three sources are used and are clearly identified; most information is attributed to sources; information is accurate; may use some anecdotal info	Two or fewer sources are used; some sources are improperly identified, or some info or opinion is given without attribution; most info is accurate but may not be thorough; missing key sources; may use too general info	No sources used in story; or sources are improperly identified; much info is given without attribution; inaccurate or vague information of source used.
<b>Effective Organization (deals with structure)</b>	Reflection is organized with clear transitions and logical connections that create a sense of being tightly woven together; moves from specific case to broader more general topic  Focus of the reflection is clear; nothing detracts from primary focus	Reflection is organized and most transitions and connections are clear, but organization is somewhat lacking, or the sense of flow is somewhat abrupt  Focus is fairly clear	Reflection lacks strong organization, jumps around too much or lacks effective transitions; not in logical order  Reflection lacks strong sense of unity and focus	Reflection is choppy; organization is unclear; few effective transitions  No clear angle; story is rambling and awkward
<b>Grammar and Spelling</b>	Reflection is well-edited and virtually flawless; NO spelling errors; includes the proper spelling of all names	Reflection is spell-checked and all names are correct; contains few grammatical errors	Reflection is spell-checked and all names are correct; contains several grammatical errors	Names are misspelled; or spell-check was not used; or contains many grammatical errors

**Comments:**