



Course Title: College Success
Course #: SSC100-8

Credit Hours: 1
Semester: Spring 2022
Cap: 15

Faculty: Cleofus Nelson, Ed.D.

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Office Hours: Tuesdays, 4:30 PM – 5:00 PM

Preferred Communication: E-mail or text message

Modality: Face-to-face

Class Location/Meeting Times (if face-to-face): Kirtland Instructional Site/8 weeks every Tuesdays – 5 PM to 7 PM (January 25 to March 8, 2022)/ BWTC Room 118

Meeting Hours and Online Hours (if hybrid): N/A

Required Materials

Textbooks: Native American College & Career Success, 3rd Edition. Authors: Fralick, M., Zamora, B., & Gauthier, L. ISBN 978-1-7924-7534-4.

Laptop and Internet Access: Every student is required to own a laptop and have internet access.

Lab Fee (if applicable): None

Mission, Vision, and Philosophy

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

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

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.

Course Assignments & Assessments

Attendance/In-Class Participation	5 points x 8 days = 40 points	Course Calendar
Chapter Reflections	10 points x 8 chapters = 80 points	Textbook
Chapter Presentation w/Activity	10 points (1 chapter) + 5 points (activity) = 15	Textbook-Appendix 1
Final Project: PowerPoint Presentation	25 points	Appendix 1
Reflection Paper	40 points	Rubric-Appendix 1
Total Points	200 points	Final Course Grade

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% (180-200) = A 80 – 89.5 % (160-179) = B 70 – 79.5 % (140-159) = C
 60 – 69.5 % (120-139) = D Less than 60% (Less than 120) = 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 Calendar

Week	Date	Reading	In Class Activity	Homework/Assignment	Due Date
Nitsáhákees					
1	1/18	Introduction Syllabus review Diné Philosophy of Education	<ul style="list-style-type: none"> • Introductions • DPE Presentation • Certificate/Degree Checklist • NTU Catalog • Why I am in school 	Read chapters 1 and 2 Assign chapter presentations	1/25
2	1/25	Introductions Chapter 1 <i>The Spirit Essence of All We Do: Cultural Identity and Success</i>	Chapter 1 presentation <hr/> <hr/> <ul style="list-style-type: none">• Survey	Read chapters 3 and 4 Chapter 1 reflection due	2/1
		Chapter 2 <i>Dreams Bring Knowledge: Understanding Motivation</i>	Chapter 2 presentation <hr/> <hr/> Optimist/Pessimist activity Motivation Quiz I & II 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 	Chapter 2 reflection due	
3	2/1	Chapter 3 <i>Walk with nature as</i>	Chapter 3 Presentation	Read chapters 5 and 6	2/8

		<i>One: Choosing Your Major</i>	<hr/> <hr/> Worksheets: <ul style="list-style-type: none"> • Introverts and Extraverts activity • Sensing and Intuitive • Thinking and Feeling • Judging and Perceptive Personality Types Quiz	Chapter 3 reflection	
		<i>Chapter 4 The Moon Will Smile at Your Courage: Managing Time and Money</i>	Chapter 4 Presentation <hr/> <hr/> <ul style="list-style-type: none"> • Setting Priorities activity • Are you Addicted to Technology activity • Time Management Quiz I & II 	Chapter 4 reflection	
Nahat'á					
4	2/8	<i>Chapter 5 The Earth Sings the Same Song It Sang to My Ancestors: Improving Your Memory</i>	Chapter 5 Presentation <hr/> <hr/> <ul style="list-style-type: none"> • 5 Characteristics of Indigenous Knowledge discussion • Techniques of retaining memory. • Stress & Relaxation • Memory Test 	Read chapter 7 and 8 Chapter 5 reflection	2/15
		<i>Chapter 6 The Rainbow Will Rise Full Circle: Improving Study Skills</i>	Chapter 6 Presentation <hr/> <hr/>	Chapter 6 reflection	

			<ul style="list-style-type: none"> • Neuroscience and Practical Learning Strategies. • SQ4R • Distractions • Online learning • Textbook Reading Skills activity 		
5	2/15	Chapter 7 <i>Listen to the Trees Talk: Taking Notes, Writing, and Speaking</i>	Chapter 7 Presentation <hr/> <ul style="list-style-type: none"> • Note Taking and Techniques • Reviewing Notes • Listening & Notetaking Quiz • Power Writing: Preparation, Organization, & Methods • Writer's Block • Public Speaking: Preparation & Delivery • Writing & Speaking Quiz • Journal Entry #5 discussion 	Read chapter 9 Chapter 7 reflection	2/22
		Chapter 8 <i>Walk with Bare Feet on the Earth: Test Taking</i>	Chapter 8 Presentation <hr/> <ul style="list-style-type: none"> • Preparing for Tests • Test Preparation Quiz • Test Anxiety • Test Taking • Practice tests 	Chapter 8 reflection	
Iiná					
6	2/22	Chapter 9 <i>Walking in Beauty and Harmony:</i>	Chapter 9 Presentation <hr/>	Chapter 9 reflection	3/1

		<i>Thinking Positively About the Future</i>	<ul style="list-style-type: none"> • Optimism, Positive Self-Talk, & Affirmations • Self-Talk activity • Beliefs • Positive Thinking Quiz • Secrets to Happiness Quiz • Making Positive Changes Worksheets <ul style="list-style-type: none"> • Measure Your Success • Success Wheel 	
Sih Hasin				
7	3/1	Guest Presenter	Guest Presenter	3/1
8	3/8	Final Project: PowerPoint Presentation	<p style="text-align: center;">Finals</p> <ol style="list-style-type: none"> 1. Present a PowerPoint (10 - 12 slides) on: <ul style="list-style-type: none"> • 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 • Cultural Relevance (Zuni or Navajo Core Values) DPE model 2. Reflection paper on “How you will be successful in completing your certificate or degree at NTU.” 	3/8

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:shwi 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:shwi 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:yyayumóła: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

Chapter Presentation w/Activity

PowerPoint (using Google Slides)

Number of slides vary on content presented

- Present key points of the chapter
- Provide a class activity that supplements your chapter presentation

Final Project: PowerPoint Presentation and Reflection Paper

PowerPoint (using Google Slides)

10 -15 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
- Cultural Relevance (Zuni or Navajo Core Values) DPE model

Reflection Paper

2-3 pages (1-inch borders)

Font: Times New Roman, Size 12 pt., Double Space

Top Right: Name, Course, Instructor, Date

Topic: *How you will be successful in completing your certificate or degree at NTU.*

Must include:

- Title
- Introduction (1 paragraph) of your paper
- Body (4 - 6 paragraphs)
- Conclusion (1 paragraph)
- Reference page included if using references.

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

Reflection Paper Rubric

Objectives	Accomplished 8-10 points	Skilled 5-7 points	Developing 2-4 points	Needs Improvement 1 point
Effective & Appropriate Lead	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
Adequate Use of Sources	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.
Effective Organization (deals with structure)	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
Grammar and Spelling	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: