

COURSE IMPLEMENTATION DATE: January 2012  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: August 2017  
*(six years after UPAC approval) (month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

IPK 092	UUP	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Academic Learning and Indigenous Cultures		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

Students will incorporate indigenous ways of knowing with academic approaches to learning. Students will also balance academic and cultural expectations in order to achieve success in the university community. Career planning, goal setting, study skills, time management, and learning styles which reflect aboriginal cultural experiences will be examined. Multi-literacies encompassing communication technologies will be developed to support academic success. A facilitative approach to information gathering will be taken in order to encourage a collaborative approach to learning.

**PREREQUISITE:** One of the following: (any two English Language Arts 10 courses) or (any English Language Arts 11 course) or (one of English Studies 12, English First Peoples 12, English 12, Communications 11, or Communications 12) or UUP department permission (assessment may be required). *(Prerequisites updated in 2019.)*

**COREQUISITES:**  
**PRE or COREQUISITES:** ENGL 071.

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** 90

**STRUCTURE OF HOURS:**

Lectures:	<u>45</u>	Hrs
Seminar:	<u>45</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: once per year  
*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

Yes  No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

Yes  No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

Yes  No

Course designer(s): <u>Trudy Archie</u>	Date approved: <u>May 2011</u>
Department Head: <u>Trudy Archie</u>	Date of meeting: <u>June 3, 2011</u>
Supporting area consultation (Pre-UEC)	Date approved: <u>September 16, 2011</u>
Curriculum Committee chair: <u>Sandra Smith</u>	Date approved: <u>September 16, 2011</u>
Dean/Associate VP: <u>Sue Brigden</u>	Date of meeting: <u>September 30, 2011</u>
Undergraduate Education Committee (UEC) approval	

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Explain the university structure in relation to the student's personal understanding of scholarly expectations, student's rights and responsibilities in the pursuit of knowledge.
- Identify and explain their own learning style recognizing how it effects perception and information processing.
- Articulate their personal communication style and patterns in relation to cultural background.
- Develop a holistic and balanced approach towards education, cultural expectations, physical and mental health, and the academic discipline.
- Develop study skills, including note taking, time management, and exam preparation.
- Explain indicators of and possible solutions for exam anxiety.
- Evaluate the effectiveness, impact, and ethics of communication technologies as they relate to school, work, and culture.
- Articulate the different thinking processes involved in a variety of academic disciplines and family decision making.
- Establish and practice research protocols relevant to career paths within the traditional frameworks for pursuit of knowledge within aboriginal cultures.
- Prepare a career plan, applying interests, aptitudes, personal, family, and cultural values to the preparation of an education plan with the assistance of a UFV advisor.
- Identify in writing, or orally, how participation in a minimum of three varied university events contribute to post-secondary educational success.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, guest presenters, group and individual presentations, cooperative learning.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. Examples for this course might be:]*

Sonbuchner, Gail Murphy, Help Yourself, How to take advantage of your learning styles  
Felman, Chick, Frewin, McGraw-Hill Ryerson, New Readers Press, Power Learning, Strategies for Success in Higher Education and Life  
Carter, Kravits, Prentice Hall, Keys to Success, How to achieve your goals

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

Writing assignments	30%
Oral presentations	30%
Research	20%
Group work	20%

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

Developing skills for successful transition to university  
Exploration of differences in academic culture and aboriginal culture  
Planning for future success  
Examination of the holistic paradigm (mental, physical, cultural and spiritual aspects of both individual and community)