



IST 171 – X17
Ways of Wellness - Learning
2014F

COURSE OUTLINE

This course provides students with the ability to make informed decisions about career and education preparation. As well, it examines health and individual wellness issues from Indigenous and non-Indigenous perspectives of individual wellness.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	hii ni nah sim (Tommy Happynook)	
(b) Office hours	Before and after class as needed	
(c) Location	Ewing 204 – Lansdowne	
(d) Phone	250.370.3299	Alternative: n/a
(e) E-mail	happynookt@camosun.bc.ca	
(f) Website	n/a	

2. Intended Learning Outcomes

On completion of this course students will:

1. Research key topics using media forms, including Indigenous & non-Indigenous sources
2. Demonstrate knowledge of available learning resources and support within the college and the community
3. Demonstrate development of traditional and non-traditional learning skills
4. Demonstrate awareness of education priorities within First Nations community, such as high school completion, early intervention and language/cultural preservation
5. Demonstrate familiarity with Interconnected Dimensions of Health and Wellness
6. Demonstrate knowledge of the relationship between lifestyle choices, behavioral change, and wellness

3. Required Materials

1. None
2. Additional resources may be provided throughout the course

4. Course Content and Schedule

	Class Content	Class Assignments
Lecture 01 Sep 02	<ul style="list-style-type: none"> • ICP orientation • Overview of course outline 	
Lecture 02 Sep 09	<ul style="list-style-type: none"> • What supports are available at the college • What supports are available through IECC • What do Aboriginal advisors do • 	
Lecture 03 Sep 16	<ul style="list-style-type: none"> • What is important in your learning journey • What is important to us in this class • How are we going to learn together • What are your research interests 	
Lecture 04 Sep 23	<ul style="list-style-type: none"> • Writing a research proposal 	<ul style="list-style-type: none"> • Research proposal
Lecture 05 Sep 30	<ul style="list-style-type: none"> • Learning skills: traditional v. western • What is different today than in the past • How can we build traditional ways of learning into the classroom • How do we manage culture and education 	
Lecture 06 Oct 07	<ul style="list-style-type: none"> • Writing a research outline 	<ul style="list-style-type: none"> • Research outline
Lecture 07 Oct 14	<ul style="list-style-type: none"> • Using the library as a research tool 	
Lecture 08 Oct 21	<ul style="list-style-type: none"> • Creating a reference list 	<ul style="list-style-type: none"> • References list
Lecture 09 Oct 28	<ul style="list-style-type: none"> • Interconnected Dimensions of Health and Wellness 	
Lecture 10 Nov 04	<ul style="list-style-type: none"> • Writing a research paper draft 	<ul style="list-style-type: none"> • Draft
Lecture 11 Nov 11	<ul style="list-style-type: none"> • No Class – Remembrance Day 	
Lecture 12 Nov 18	<ul style="list-style-type: none"> • Language preservation • Language revitalization 	
Lecture 13 Nov 25	<ul style="list-style-type: none"> • Work on research papers 	
Lecture 14 Dec 02	<ul style="list-style-type: none"> • Closing circle 	<ul style="list-style-type: none"> • Research paper Due

5. Basis of Student Assessment (Weighting)

a) Attendance (20%)

Attendance is a crucial part of learning and a very important part of this course. Being prepared for class includes making sure that you are on time, the readings are done, and you are ready to participate in discussions. Please let me know if you are unable to attend class; need to make arrangements for extensions on assignments; or need clarification on anything related to the course.

b) Research proposal (15%)

Students must submit a research proposal. The proposal should include the chosen research topic and a description of why you chose the topic. The proposal does not need to be more than couple of paragraphs in length.

c) Research outline (15%)

Students must submit a research outline. The outline should include a breakdown of how you will structure your research paper. For example, what will you be discussing in the introduction, body, and conclusion of the paper. The outline does not need to be more than 1 page in length.

d) Reference List (15%)

Students must submit a tentative list of the references that they will be using in the research paper. The reference list should follow one of the accepted academic style guides (ie: MLA, APA, etc.) Students should have a least 4 references for this assignment.

e) Research paper draft (15%)

Students must submit a draft of their research paper. The draft is the student's opportunity to receive feedback from the instructor before final paper is due. The draft should be 4-5 pages and include at least 4 references.

f) Research paper (20%)

Students must submit a research paper in order to pass this course. The research paper should be a properly revised version of the draft and include any changes noted in the returned draft. The research paper should be 4-5 pages and include at least 4 references.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.