

5995



Premiers Peuples

**UNIVERSITY STUDIES
PREPARATORY PROGRAM**
Offered in Val-d'Or

*La terre est ronde
tourne aussi e
oiseaux du ciel
sont ronds. Le
lune toutes les
circulaires. Cerc
les quatre saiso
en rond : pri
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Nos sages aînés
le cœur de l'hor
la nature, dev
sages aînés sa
manque de resp*

DEGREE

30 credits, attestation of studies

GENERAL OBJECTIVES

The University Studies Preparatory Program (USPP)'s general objective is to meet the needs of (francophone and anglophone) Aboriginal students newly admitted to UQAT (including students returning to school after an absence) who require upgrading to pursue their academic development, and who want to confirm their choice of program, following receipt of this first attestation of studies. This program is also intended to allow students to acquire the knowledge and skills necessary to undertake university studies.

SPECIFIC OBJECTIVES

The USPP's specific objectives are to:

1. Familiarize new students with course requirements, the pace and what is involved in university studies.
2. Help new students acquire the tools necessary for successful completion of their academic career (guide to preparing assignments, documentary research and writing, etc.).
3. Acquire knowledge related with student's profession facilitating a feeling of competence and confidence.
4. Develop skills for working in groups.
5. Improve oral and written communication necessary for the work in the university context.
6. Provide students with a multidisciplinary education in a context in which knowledge and issues are constantly evolving.
7. Help students determine their choice of university program, which at first is uncertain, as to encourage student retention in the years that follow.
8. Actualize employees' potential for professional and personal development for those who wish to upgrade their knowledge and improve their performance.

ADMISSION REQUIREMENTS

To be admitted to the University Studies Preparatory Program, the candidate must hold a Diploma of College Studies (or the equivalent) or be at least 21 years of age, with experience considered to be relevant. According to the candidate's application for admission, a selection committee will determine whether the candidate should be required to enroll in the USPP, or not.

PROGRAM DURATION AND STUDENT STATUS

The University Studies Preparatory Program is a one year program totalizing thirty (30) credits.

COURSE PLAN

The University Studies Preparatory Program consists of ten (10) mandatory courses of three (3) credits each, which leads to the receipt of a full-time attestation of studies through completion of four (4) courses in the Fall and Winter sessions and two (2) courses for the Summer session.

- ANG1125** Spelling (3cr.)
- COM1102E** Oral Communication (3cr.)
- EDU2530E** Workshop on Cognitive Efficiency (3cr.)
- FLSA110E** French as Second Language : Introduction ¹ (3cr.)
- GPS1030E** Personal and Professional Development (3cr.)
- HIS1011E** History of Aboriginal Peoples (3cr.)
- MTL1005E** Strategic Reading for Adults in University-Level Education (3 cr.)
- SCL1601E** Learning to Live with Stress (3cr.)
- SOC2310E** Aboriginal Culture (3cr.)
- TSO1114E** Use of Documentary Resources in Social Work (3cr.)

Or any other course chosen from the UQAT course bank, with the approval of the program administrator.

COURSES DESCRIPTION

ANG1125 Spelling

Objectives

Increase the student's basic competencies in spelling. Increase the student's competency in relation to the system of general rules for the spelling of words. Increase the student's competency in morphology in relation to the system of agreements in groups of words and in the verbal system (conjugation). Understand use the donor-receiver approach for agreements. Increase meta-linguistic competency by developing effective review strategies to detect, analyze, interpret and correct mistakes related to the non-application of rules, in the production and editing of texts. Effectively use grammar and the dictionary to optimize output in terms of production and editing of texts.

Content

Review of the main difficulties with spelling. Spellings of words at the beginning, middle, and end. Spellings of words influenced by pronunciation. Spelling of double consonants, count and uncountable nouns, pluralisation of nouns. Spelling of homonyms and paronyms. Spelling of variants in English of certain sounds, etc. Hyphens in

¹ In order to most appropriately meet the educational needs of the Anglophone and Francophone clientele in the program, the second language courses differ from each other.

compound words. Spelling symbols and abbreviations. System of agreements in groups of words: pronouns, the determiner, the adjective, the verb and the past participle. Verbal system: conjugation and past participle. Text editing strategies. Receiver-donor approach. Effective use of grammar and of the dictionary.

COM1102E Oral Communication

Objectives

Becoming familiar with theoretical concepts related to preparation, performance and evaluation of oral exposés. Recognizing difficulties inherent to oral communication. Consolidating and developing skills necessary to speak in all circumstances in order to expose theses, elude obstacles, sell one's personality with elegance, persuade, convince, etc.

Content

Definition of oral communication. The oral communication process. Content and relation. Functions of interpersonal communication. Types of oral communications (with exchanges: dialogue, interview, group meeting, discussion, exposé-participation; without exchanges: oral exposé, monologue, stand-up comic, etc.). Preparation for oral exposé: choosing subjects, analyzing respondents, looking for documentation, developing theses and antitheses, structuring oral presentations (plan, material support, etc).

EDU2530E Workshop on Cognitive Efficiency

Objectives

Bringing students to actualize their intellectual potential and enhance their cognitive efficiency; to know more about cognitive and affective processes at play in new and complex knowledge acquisition and personal and professional problem-solving; to learn how to control and adjust those processes (learning strategy, problem solving strategies, cognitive, affective and meta-cognitive strategies); and to discover and experiment efficient ways of studying and intellectual work methods.

Content

Human brain and intellectual functioning: cognitive, meta-cognitive, affective and motivational processes, their impact on learning and problem-solving (needs, motivation, perception, memory, data processing, decision-making, application). Intelligence and efficiency: intelligence education and intellectual potential actualization. Designation, self-image, feeling of competence, and motivation to overcome challenges. Impulsiveness control, and emotional and intellectual block management. Organization, planning, time management, resources management. Attention, concentration and memory functioning, and

memorization strategies. Data perception and observation and data organization strategies. Problem-solving processes and strategies applied to university learning.

FLSA110E French as Second Language: Introduction²

Objectives

To acquire and develop French vocabulary and idioms. Develop the necessary abilities to interact in French, for 30 seconds, in simple everyday situations. To be introduced to linguistic structures. To learn well-known expressions related to basic needs or utility purposes. To develop the competency for the writing of words (25) and memorized expressions in answer to requests and immediate needs. To develop a competency for the comprehension of short texts.

Content

Acquire basic communication formulas. Communication strategy to be able to introduce oneself. Answering and interrogation techniques to obtain/give basic information (address, date, schedule, price). Acquire polite forms and useful expressions to signal incomprehension, for repetition request, to present excuses, to express thanks. Recognition of words used for different printed types (invitations, posters, ads). Introduction to the singular and plural rule; to numeral, contracted, qualifying and non-qualifying adjectives; personal pronouns; to the verbs être, avoir and those finishing in «er». Phrase formulation in the interrogative form.

GPS1030E Personal and Professional Development Objectives

Acquire the tools and develop the strategies necessary for success in a university career, and for achieving balance in life. Become an active, responsible and accomplished learner. Develop a professional identity. Develop the strengths and abilities necessary for being a student and a future community leader.

Content

Analysis of the strategies the student uses to achieve success in school and in their personal life. Development of skills for: accepting personal responsibility; discovering self-motivation; self-management; employing interdependence; gaining self-awareness; adopting lifelong learning; developing emotional intelligence and believing in themselves. Development of the student's ability to

² In order to most appropriately meet the educational needs of the anglophone and francophone clienteles in the program, the second language, courses differ from each other.

think critically, through comparison of different ways of doing things, or different ways of thinking. Development of decision-making competencies. Learning effective career choice and career development methods.

HIS1011E History of Aboriginal Peoples

Objectives

Learn and understand the major changes which occurred in Aboriginal history in Canada and Quebec. Become familiar with different sources (archeological sources, archives, ethnological observations, oral sources) to enable the reconstruction of a historical framework, and understand their unique methodological limits. Develop a historical perspective and critical judgment.

Stimulate curiosity with respect to contemporary issues, and understand their historical origins.

Content

Evolution of Aboriginal historiography. Archeological presence in the Americas, in Quebec and in the Temiscabitian region. The Aboriginal way of life in Quebec before contact with Europeans. Relations between Aboriginal and non-Aboriginal people in North America through the centuries, up to 1970: first contact, strategic alliances in the 17th and 18th centuries, Euro-Canadian territorial expansion in the 19th century and its consequences for Aboriginal people, Canadian imperialism, the ideology of racial superiority and its consequences for Aboriginal people (territorial, adaptive, legal and social). The origins of 20th century land claims.

MTL1005E Strategic Reading for Adults in University-Level Education

Objectives

Develop more effective and efficient reading strategies, in the context of university classes. Learn how to self-assess as a reader. Identify strengths and challenges as a reader. Understand the processes involved in the comprehension of a text. Become familiar with the various reading strategies, methods and techniques within the framework of practise guided by the instructor, using texts representative of the type and level of reading required at university.

Content

Reading comprehension model: process involved in the act of reading, feeling of competency, different types of texts (expository, descriptive, persuasive, narrative, etc.). Reading strategies: selecting relevant information, summarizing and organizing information.

SCL1601E Learning to Live with Stress

Objectives

Learn to live with stress for the improvement of quality of life according to the following process. Become familiar with the different approaches to stress management. At a cognitive level, understand a few models which explain the phenomenon of stress, both personal and organizational. At an emotional level, be aware of attitudes towards stress, of physiological and psychosocial reactions, and adaptation strategies. On a psychomotor level, experiment with different physical and mental strategies useful to improving adaptation strategies with respect to the stresses of life.

Content

The phenomenon of stress in terms of physiological, psychological and social dynamics: theoretical models, demands for adaptation and the capacity to deal with stress, external stressors, internal stressors, positive and negative stress, its effects on the body, interactions between stress and health, stress and work, irrational beliefs, quality of life, ability to manage stress. Concrete ways to combat the damaging effects of stress: mental techniques leading to the relaxation response, physical conditioning, simple muscle relaxation and bio-feedback techniques.

SOC2310E Aboriginal Culture

Objectives

Identify traditional and contemporary Aboriginal ways of life in the Abitibi-Témiscamingue and Northern Quebec regions. Define and distinguish between terms related to Aboriginal cultures. Analyze intercultural relationships in relation to Aboriginal identity. Develop attitudes of open-mindedness and understanding with regard to cultural differences. Be conscious of myths and prejudices in order to understand Aboriginal people and develop relationships with them.

Content

Definition of the major Aboriginal cultures and linguistic families in Quebec, Abitibi-Témiscamingue and Northern Quebec; traditional and contemporary life; beliefs and values; rites and ceremonies; lifestyles of families including children, women, men and elders; food; arts and crafts; music; spirituality and religion; hunting, fishing and agriculture; traditional teachings (transmission of knowledge); the sharing circle and the holistic approach (health, four elements of nature and of the human being - physical and psychological soul, body, spirit and heart); myths and prejudices; Aboriginal identity (definition of identity), the need to belong and the reinforcement of Aboriginal identity, as well as the role of the notion of identity in cross-cultural relationships.

TSO1114E Utilization of Documentary Resources in Social Work

Objectives

Acquire research skills in the social sciences in general, and in the social work field specifically, learn to search library databases and the internet. Judge the quality of gathered information and of its pertinence in the process of documentary research. Acquire skills to summarize documentary information and integrate it into the literature review and into the body of an argument.

Content

The steps of documentary research. Libraries, virtual libraries and resource centres. Use of reference materials, thesauruses, indices, and abstracts as well as specialized bibliographies. Online databases and periodicals. Internet search engines. Analysis of the relevance and quality of information. Sifting through and summarizing documentation. The integration of documentary information in a literature review and into the body of an argument.



*Earth is round. The
 leaves around in a
 whorls of the air,
 clouds are round. The
 sun and the moon, both are
 round and round
 the seasons go: spring,
 summer, fall and
 winter. The Cree, their
 faces are round. Our wise
 man's hearth,
 from nature, becomes
 a wise elders knew
 a lack of respect for
 humans*



FOR INFORMATION

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