

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

CICE COURSE OUTLINE

COURSE TITLE: Anishinaabemowin - Conversational

CODE NO. : NSA135 **SEMESTER:** Fall
MODIFIED CODE: NSA0135

PROGRAM: Social Services Worker Native

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MODIFIED BY: Sara Trotter, Learning Specialist CICE Program

DATE: Sept. 2011 **PREVIOUS OUTLINE DATED:** Sept. 2010

APPROVED: "Angelique Lemay" Sept/11

**Dean, School of Community Services
and Interdisciplinary Studies** **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3 Hours

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(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course will concentrate on conversation key sentences, to use at work or social setting. The double vowel method is used. The four language skills listening, speaking writing and reading will be incorporated for each lesson.. There will be a variety of activities and interaction with other students. Students will be given the opportunity to participate in an atmosphere that is both entertaining and educational, thus giving a sense of pride in learning this beautiful language and cultural. A portion of the course lessons will be the basic Medicine Wheel Teachings. Our goal is to regain and retain Anishinaabemowin and culture

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist, will demonstrate a basic ability to:

1. Accurately utilize common greetings in Anishinaabemowin.

Potential Elements of the Performance:

- Identify and correctly introduce themselves in the language with confidence and pride.
- Appropriately utilize a variety of terminology related to Anishinaabemowin greetings.
- Differentiate between the various types of greetings commonly used in conversation.

2. Identify and communicate basic Anishinaabemowin related to directional questions.

Potential Elements of the Performance:

- Accurately respond to various directional questions in Anishinaabemowin to be used in everyday dialogue.
- Demonstrate the ability to correctly differentiate between positive and negative responses.

3. Utilize appropriate terminology related to various currency denominations.

Potential Elements of the Performance:

- Recognize and demonstrate the ability to utilize words associated with money.
- Correctly identify and respond to requests associated with currency in Anishinaabemowin.
- Differentiate between positive and negative responses.

4. Utilize appropriate terminology related to food and dining.

Potential Elements of the Performance:

- Demonstrate the ability to effectively use words associated with food and dining.
- Correctly communicate and respond to conversation related to food and dining in Anishinaabemowin.
- Differentiate between past, present and future tense.

5. Correctly identify and utilize dialogue in relation to mobility.

Potential Elements of the Performance:

- Demonstrate the ability to utilize words associated with mobility.
- Correctly communicate and respond to conversation related to mobility in Anishinaabemowin.
- Differentiate between past, present and future tense.

6. Demonstrate effective utilization of terminology related to interpersonal communication.

Potential Elements of the Performance:

- Students will correctly utilize terminology associated with interpersonal communication.
- Students will be able to differentiate between past, present and future tense.
- Students will demonstrate the ability to correctly respond to a variety of interpersonal questions.

7. Communicate effectively within a First Nation community or organization using the appropriate protocol.

Potential Elements of the Performance:

- Use terminology associated with First Nations communities and organizations.
- Demonstrate the ability to accurately use language in relation to First Nation protocol.
- Students will effectively communicate and respond to questions

III. TOPICS: Lessons

1. Foods /mijjim
2. Family
3. My Stuff and money

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Handouts by *instructor and student note taking required*

V. EVALUATION PROCESS/GRADING SYSTEM:

****Assignments, testing and projects will be provided in advance to the Learning Specialist to determine the necessity and level of modification required. All modification is subject to approval from the professor.**

Attendance/Participation	40%
Oral Testing/Greetings	10%
Medicine Wheel Project	20%
Oral session-monthly	30%

Total 100%

Three themes

1st month foods

2nd month- my family

3rd month – friends and places money

4th- review of themes

Attendance: Due to the nature of this course, students must have 70% scheduled classes to obtain a passing grade for this course.

Oral Testing: Introduction of Self.

Each student will be tested orally by responding to questions Student will reply in Anishinaabemowin.

Medicine Wheel Project

Each student will create their own Medicine Wheel Project. Specifics to be provided by the instructor.

Weekly Oral Assessment

This is a weekly oral assessment, all lesson learned will be in the applied on a weekly . monthly bases.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Attendance

Due to the interactive nature of this course, students who miss more than 4 scheduled classes cannot obtain a passing grade for this course.

Student success in the course is dependent upon consistent attendance. Students will be evaluated based on in-class participation and retention of learned material.

The instructor will utilize body language to assist students in understanding in-class instruction.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.