

PHILOSOPHY/GOALS:

Language is recognized as the principal means by which culture is accumulated, shared, and transmitted from one generation to another. Language expresses the uniqueness of a group's way of life.

Author Unknown

Winners never quit; others never win.

Author Unknown

PHILOSOPHY:

This course is an intermediate course in conversation and pronunciation using classroom participation through dialogues. It is geared for students who have a basic knowledge of Ojibway and who want to further develop that knowledge for personal use or in working with Native people. It is a continuation of Ojibwe (NSA118). Concepts learned in NSA118 will be elaborated.

The course will primarily focus on intensive practice in conversation and will include a study of the grammar of the language. Along with daily use and understanding of the language, cultural aspects will be emphasized.

When available, resource people will be invited from local reserves in order for students to be exposed to the different dialects of the language. Also, a field trip to a cultural event may be included as part of the course.

REQUIRED COURSE MATERIAL:

An Ojibway Word Resource Book. Editors: John Nichols, Earl Nyhalm - a reference book may be purchased for **alt four** semesters.

COURSE FORMAT:

Students will meet for two hours per week of in-class instruction and one hour per week of lab work in the Learning Assistance Centre. Weekly small group tutorials may also be arranged.

NOTE: Should you require further one-on-one assistance, please do not hesitate to consult instructor (You can reach me at the College). Peer tutoring is also available in the Learning Assistance Centre. You may contact them personally to make arrangements.

METHODS OF ASSESSMENT:

1. CLASS PARTICIPATION (value 40%)

The participation mark will be based on oral performance in grammar, pronunciation, recollection of words in conversation seminars. **For** example, during warm-ups, students will be asked questions in connection with specific words, meanings, feelings, weather, time of day and days.

Due to the nature of the language it is essential that students attend class regularly. Attendance and participation will be monitored and records will be kept.

2. WRITTEN ASSIGNMENTS &. TESTS (value 20%)

Written Assignments will consist of exercises, puzzles, quizzes, and dictation.

3. SEMINAR (value 10%)

Students will be required to research and present stories (creative or true experiences), games, legends, plays, or songs using Ojibway vocabulary. Students are encouraged to develop visual aids to illustrate items/events such as the pipe, teepee, drum, traditional values, sweetgrass, ceremonies, etc., accompanied by a story.

The purpose of the presentation is to expose students to the concept that language is a gift and a special way of looking at the native world view through the culture. The experience of an oral presentation should give the student a sense of pride and confidence in his/her Ojibway language skills.

The duration of the presentation should be approximately ten minutes, followed by discussion. Topics will be chosen in class and the presentation dates will be scheduled. This assignment will be done in groups.

4. FINAL EVALUATION (value 30%)

There will be a final exam during the last week of the Program worth 30% of your total mark, at the end of the term.

COURSE OUTLINE

The course content will be taken from the Medicine Wheel teachings.

In the traditional way, the whole curriculum is taught the Anjshnaabe Way, Circle of Life, Medicine Wheel Way. The aspiration of the Medicine Wheel teachings brings together the holistic approach to the language including the life cycle. This brings the Native language as being a culturally-based program.

Everything of creation is presented in the Medicine Wheel. In all of Creation, there is a cause and effect. The Medicine Wheel depicts how these things of Creation interact.

The circle is divided into the four seasons. Unit plans are inserted into the divided sections of each season.

At a glance, the Medicine Wheel shows the long range plans for the school year.

All of the contents of a unit should be geared to the community's dialect, lifestyle, activities and community events.

From the suggested table of contents, the teacher will insert where and when he/she will teach the certain units. Also, the teacher will decide how much of the unit should be taught, i.e. The Calendar - Giisook is inserted only once. However, the teacher takes the first few minutes of everyday of the school year to do season, date, and weather; Seven Grandfathers - Initially for primary, two - Respect, Love may be taught. Then one or two more would be taught periodically; Special Days - is inserted only once, but instructors will teach Thanksgiving, Halloween - All Souls Day, Remembrance Day in the Fall.

The examples of unit plans and lessons developed by the curriculum writing team, will enhance present programs, instill positive Native pride, self-esteem and worth in the students. Knowing fully well, that the Anishnabe Way of Life: thinking and values are the way for survival in these times and to be shared with the Non-Native for the good of all.

COURSE NAME: Intermediate Ojibway III (NSA126)
INSTRUCTOR; Margaret Toulouse

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EVALUATION METHOD:

Class Participation	40%
Written Assignments ^ Tests	20%
Seminar	10%
Final Evaluation	30%
TOTAL	100%

The following grade symbols will be used in recording final grades:

A+	=	90%	-	100%	Consistently Outstanding
A	=	80%	-	89%	Outstanding
B	=	70%	-	79%	Above Average
C	=	60%	-	59%	Satisfactory
Below 60%					Repeat (The student has not achieved the objectives of the course;
and, the course					MUST be repeated.)