

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Ojibwe III

CODE NO. : NSA126 **SEMESTER:** 3

PROGRAM: Native Community Worker Program

AUTHOR: Native Education Department

DATE: Sept./00 **PREVIOUS OUTLINE DATED:** Sept./99

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NSA120

LENGTH OF COURSE: 16 weeks

TOTAL CREDIT HOURS:

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Code No.**I. COURSE DESCRIPTION:**

This course is designed to teach the basic vocabulary of the Ojibwe language. The student will also learn grammatical structure, using 7 person, personal pronouns and verbs. Drills and flashcards will be used for re-enforcement.

Emphasis will be on oral practice and use of vocabulary. Once the individual has mastered the correct usage and pronunciation of the language, the culture will be emphasized.

The goals of this course are to motivate and stimulate oral and written expression in Ojibwe language and to promote its use on a daily basis. The course will promote pride in Native culture as language is the basis of our way of life. Students will acquire an understanding of their cultural heritage, thereby, fostering pride and developing a positive self-image. The Anishinaabe Bimaadzin Kinoomadwinan teachings of the Medicine Wheel guide will be used.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Encourage and promote the understanding and use of the Ojibwe Language now and for future generations.

Potential Elements of the Performance:

- In class discussions, worksheets and books
- Generated materials such as the Medicine Wheel, Stone Paintings, Clan Systems will encourage and promote the Ojibwe language in the workplace and community

2. Be a role model for people in your community promoting the Ojibwe culture and language as an important aspect of a balanced lifestyle.

Potential Elements of the Performance:

- Utilizing past Ojibwe I and II information, students will promote the importance of language

3. Write simple sentences, understand the structure and should be able to speak and pronounce basic everyday conversational Ojibwe

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Code No.Potential Elements of the Performance:

- Utilize reading and speaking using conversational Ojibwe booklets to help carry daily conversations in class and community.

4. Read and understand basic Ojibwe dictionaries

Potential Elements of the Performance:

- Students will utilize materials to help carry and promote Anishnaabemowin

III. TOPICS:

The course content will be taken from the Medicine Wheel teachings (Anishinaabe Bimaadzwin).

In the traditional way, the whole curriculum is taught the Anishinaabe 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 presents the Native language as a culturally-based program.

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

The circle is divided into the four seasons.

- the curriculum content is also divided into seasons
- curriculum will be geared to the community's dialect lifestyle activities and community events.

7 Person Pronouns

Verb Structures: (A 1 verbs) (II verbs) (TA verbs) (TI verbs)

Structure of Ojibwe language - nouns, verbs, pronouns, adverbs, and commands.

Building block approach to learning the Ojibwe Language - using Kidwenan Booklet and tape.

Seven Grandfather teachings: how language and culture are one, to which we apply our daily lives in today's world.

Using the Mishomis Book as a guide for Cultural and Language

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lessons. The topics will instill positive Native pride, self-esteem and worth in the students. Anihinaabe Way of life thinking and values are the way for survival in these times and are to be shared with Non-Native for the good of all.

Guest speakers - elders from the community are invited to class to share their knowledge about language and traditions.

Completing group projects - writing and practicing Gchi-miigwech prayer in the Ojibwe language. This will require commitment among the students. This will be personal for each student.

Resources, materials, charts, illustrations will be on display, that will help link culture, history and language together.

Activities, exercises and review for each Ojibwe language lesson.

Reinforcement of Medicine Wheel Teachings - words in Ojibwe, student will be required to know the Seven Grandfather teachings.

Practice language lessons in small groups: share ideas, and to give encouragement to each other using the language.

Resource

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- 1) Kidwenan - Isadore Toulouse
- 2) Anishnaabe Naadmaadwin Mzina'igan
- 3) Mishomis Book - Chapters 9 - 11 - 12 - 13 - 14 - 15

Which can be purchased from the Campus Bookstore.

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ASSIGNMENTS:

Mid Term and Final Test:

These are written tests translating vocabulary taught to date and translating using listening skills.

Attendance and Participation (25%)

Participation will be based on oral and written performance in grammar, pronunciation, recollection of words in conversational exchanges. For example during warm ups students will be asked questions in connection with specific words.

Survey Activity:

1. Students will conduct a survey outside the classroom to collect information.

Write a short description of a topic 6 short sentences to their finding.

Before the bisits, students should discuss what information they wish to gather and compile a list of questions.

Who wrote the book? What is the name of the book?

The student will have to write the information in Ojibwe.

Do an oral report to the class.

2. Interpreting Headline Information

This is an oral assignment. Students are given one newspaper headline.

Students will then write 4 short sentences in Ojibwe. Students will write down various things about the headline.

The students will make an oral presentation to class as to what their headline is about. It has to describe the story and who the characters are.

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

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<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual - Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office, Room E1204, Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

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Code No.**Plagiarism:**

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Substitute course information is available in the Registrar's office.

ALL assignments are to be handed in on the due date. Any late assignments will be penalized 1% per day.

ALL students must attend 60% of the classes to obtain a passing grade.

PLAGIARISM: "THE OFFERING OF ANOTHER'S ARTISTIC OR LITERARY WORK AS ONE'S OWN" - Webster's Dictionary. IT IS THEFT! IT COULD RESULT IN "0"! DON'T DO IT!

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.