

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: NIGAMOWIN I
CODE NO. : NLG106-6 **SEMESTER:** One
PROGRAM: ANISHINAABEMOWIN PROGRAM
AUTHOR: NATIVE EDUCATION AND TRAINING
DATE: Sept/04 **PREVIOUS OUTLINE DATED:** N/A
APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	SIX (6)	
PREREQUISITE(S):	None	
HOURS/WEEK:	SIX (6)	

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Human Services
(705) 759-2554, Ext. 690

I. COURSE DESCRIPTION:

Nigamowin I represents an introduction to songs and singing as learning aids. Learning will occur through songs that are both contemporary and traditional.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Use singing skills to learn the Anishinaabemowin sound system.

Potential Elements of the Performance:

- Students will be able to repeat short songs accurately and expressively in the Anishinaabemowin language.

2. Acquire and utilize new vocabulary learned from Anishinaabemowin songs.

Potential Elements of the Performance:

- Students will demonstrate the ability to learn and use phrases/sentences to use in everyday conversation.

3. Comprehend short authentic sentences/passages found in Anishinaabemowin songs.

Potential Elements of the Performance:

- Students will be able to identify words, sentences and phrases found on prerecorded tapes.
- Students will be able to translate and understand words found in Anishinaabemowin songs.

4. Appreciate and appropriately use contemporary and traditional songs.

Potential Elements of the Performance:

- Students will be able to develop short songs and chants for hand drum songs.

5. Extract meaning and knowledge from the role of tradition and ritual in the art of singing and chanting.

Potential Elements of the Performance:

- Students will demonstrate the ability to begin to act appropriately in limited social/cultural situations.
- Students will recognize some aspects of other cultures represented

in one's own environment.

6. Demonstrate respect for differences in personal and cultural perspectives.

Potential Elements of the Performance:

- Students will be able to recognize ways in which language reflects culture.
- Students will begin to recognize differences and similarities between's one's own language and culture and other languages and cultures.

III. TOPICS:

1. Introduction songs – contemporary
2. Songs with feelings/emotions
3. Patriotic, holiday songs
4. Children's songs
5. Traditional songs and chants, Hand drum songs

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Eastern Ojibwa-Chippewa-Ottawa Dictionary – *Richard A. Rhodes*
- Various hand-out materials supplied by Native Education and Training Department

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students in post-secondary courses:

Participation and Attendance	50%
Song presentation final exam drum/ children's song /holiday song	50%
TOTAL:	100%

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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:

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 your professor and/or the Special Needs office. Visit Room E1101 or call Extension 493 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 post-secondary institutions.

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.

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.

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

Attendance

Attendance is a critical component for the successful completion of this course. Students will be evaluated on attendance and classroom participation.

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.