

I. COURSE DESCRIPTION:

This is a continuation of Zhibiigewin I. This anishinaabe language course will continue to concentrate on the writing of the language. The double vowel method is to be used. Students will be expected to not only write and read but to speak the language by this time.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Formulate questions about a text, written or oral with 95% accuracy.

Potential Elements of the Performance:

- Write questions about a written text.
- Ask questions about a written text.
- Formulate and ask questions on an oral presentation.

2. Develop a short story from a picture or a set of pictures with 95% accuracy.

Potential Elements of the Performance:

- From a picture, develop and tell a story about the picture.
- Write and orally tell a story depicted by a set of pictures.

3. Translate into English an anishinaabe text with 95% accuracy.

Potential Elements of the Performance:

- Be able to discern that English has a reverse sentence structure and take it into account when translating anishinaabe into English.
- Translate anishinaabe words and sentences into English.

4. Translate into anishinaabe an English text with 95% accuracy.

Potential Elements of the Performance:

- Be able to discern that sometimes there is no direct one to one translation between the two languages.
- Be able to appreciate the differences of the two languages.
- Translate simple texts and oral presentations.

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5. Write and develop a short skit or a short presentation on a topic to be assigned by the instructor. The others (audience) will be able to understand all or at least 95% of the performance.

Potential Elements of the Performance:

- Use expressions appropriately.
- Speak with the intonation and flair of a speaker.
- Utter anishinaabe words and sentences with clarity.
- Write good, basic anishinaabe sentences.

6. Carry on a conversation on any given topic with a speaker with 95% accuracy.

Potential Elements of the Performance:

- Say words and sentences in the anishinaabe language.
- Understand and answer questions.

III. TOPICS:

1. General review of first semester.
2. Continue building sentences, using different verbs to build up vocabulary.
3. Continue and intensify the work on simple and compound sentences. Clausal formation.
4. Discourse analysis in anishinaabe storytelling, legends oratory.
5. Humor in the language.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

All required text/books from Zhibiigewin I

Anishinaabemowin: Zhibiigewin II.

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V. EVALUATION PROCESS/GRADING SYSTEM:

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

a. Attendance	40%
b. Writing & telling Short Story using structure of verbs	20%
c. Reading exercises using material handouts	20%
d. Final oral (any topic)	20%
Total	100%

The following semester grades will be assigned to students:

<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.	

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NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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Code No.Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- i. issue a verbal reprimand,
- ii. make an assignment of a lower grade with explanation,
- iii. require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- iv. make an automatic assignment of a failing grade,
- v. recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.