

I. COURSE DESCRIPTION:

This course will BE ACONTINUATION OF Nigamowin I. Emphasis will be on speaking (singing) the Anishinaabe language. The student will read and write daily to help with pronunciation.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Refine language skills and develop self-confidence and self-discipline in language learning through rehearsal, practice and revision.

Potential Elements of the Performance:

- Perform songs learned from classroom repertoire
- Use language from songs in everyday conversation
- Understand and respond to familiar quoins and commands

2. Demonstrate an understanding of the basic elements of translating by listening to, performing and creating basic songs.

Potential Elements of the Performance:

- Derive meaning from oral, visual and limited written stimuli and respond appropriately
- Use cognates to express needs, thought, ideas and preferences

3. Collaborate with others to create and perform new song translations in Anishinaabemowin.

Potential Elements of the Performance:

- Use established criteria to analyze the work of self and others
- Use oral language to generate written language

4. Interpret song lyrics based on clues and research information

Potential Elements of the Performance:

- Begin to use knowledge to strengthen an understanding of both languages and cultures
- Apply the growing knowledge of anishinaabemowin and the anishinaabe culture to a variety of authentic texts

5. Engage in various language experiences and incorporate language learned in other areas of this program in the creation of nigamowinan

Potential Elements of the Performance:

- Copy and transcribe familiar words or phrases and produce speech

6. Recognize language patterns learned in other sections of this program.

Potential Elements of the Performance

- Apply language learned appropriately in simple everyday conversational exchanges

III. TOPICS:

1. Review of songs learned in previous semester
2. Daily writing and reading
3. Spiritual/religious songs and translations
4. Traditional songs/chants and translations
5. Incorporating drum rhythm to contemporary songs

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- To be made available by the Native Education & Training Department – Ojibwe Language Resources

V. EVALUATION PROCESS/GRADING SYSTEM:

- Participation and Attendance 40%
- Daily singing, writing and reading 30%
- Puppet making, to go with songs 30%

Total 100%

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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 2703 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 the *Student Code of Conduct*. 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.

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.