

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____
2. Date submitted: _____
3. Date approved: 4/2/20 Date revised 04/02/20
4. Department/discipline: American Indian Studies
5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Introduction to Gidizhitwaawinaanin (Our Cultural Standards)
Abbreviated course title for Transcripts (25 characters or less): _____
7. Course Designator: AMIN 8. Course Level: 1001
9. Number of Credits: Lecture 1 Lab _____
10. Control Number (on site) 20 Control Number (online) _____
11. Catalog/Course description:

This one credit course provides an orientation to the American Indian Studies program by introducing students to *Gidizhitwaawinaanin*, and provides a model of learning that reflects the Ojibwe-Anishinaabe lifeway and view examining *Gidizhitwaawinaanin* in an integrative and interactive format.

The different teaching and learning methods and practices include: experiential exercises, talking circles, focused activities, collective oral and shared writing activities, all with a focus on understanding *Gidizhitwaawinaanin*.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s):
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Journal/Notebook for in and out of class writing activities
Handouts and Articles on and related to understanding *Gidizhitwaawinaanin*

14. **Course Content** (Provide an outline of major topics covered in course)

Standard (must meet 3)	Measureable Outcomes (2 for each standard)	Assessment
GIKENDAASOWIN <i>Knowing knowledge</i>	<ul style="list-style-type: none"> • Define/describe concept as it relates to their life currently, in their community, and in the world at large 	<ul style="list-style-type: none"> • Talking-circle participation • Journal reflections

	<ul style="list-style-type: none"> • Compare examples of concept • Be able to apply concept to their own life 	<ul style="list-style-type: none"> • quiz
GWAYAKWAADIZIWIN <i>Living a balanced way:</i>	<ul style="list-style-type: none"> • Define/describe concept as it relates to their life currently, in their community, and in the world at large • Recognize examples of concept • Be able to apply concept to their own life • Articulate benefits and challenges of concept 	<ul style="list-style-type: none"> • Talking-circle participation • Journal reflections • quiz
ZOONGIDE'EWIN <i>Strong hearted:</i>	<ul style="list-style-type: none"> • Define/describe concept as it relates to their life currently, in their community, and in the world at large • Recognize examples of concept • Be able to apply concept to their own life 	<ul style="list-style-type: none"> • Talking-circle participation • Journal reflections • quiz
AANGWAAMIZIWIN <i>Diligence and caution</i>	<ul style="list-style-type: none"> • Define/describe concept as it relates to their life currently, in their community, and in the world at large • Recognize examples of concept • Be able to apply concept to their own life 	<ul style="list-style-type: none"> • Talking-circle participation • Research project • Journal reflections • quiz
DEBWEWIN <i>Honesty and integrity</i>	<ul style="list-style-type: none"> • Define/describe concept as it relates to their life currently, in their community, and in the world at large • Recognize examples of concept • Be able to apply concept to their own life 	<ul style="list-style-type: none"> • Talking-circle participation • Journal reflections • exam
ZAAGI' IDIWIN <i>Loving and Caring</i>	<ul style="list-style-type: none"> • Define/describe concept as it relates to their life currently, in their community, and in the world at large • Recognize examples of concept • Be able to apply concept to their own life • Articulate benefits and challenges of concept 	<ul style="list-style-type: none"> • Talking-circle participation • Journal reflections • quiz
ZHAWENINDIWIN <i>Compassion</i>	<ul style="list-style-type: none"> • Define/describe concept as it relates to their life currently, in their community, and in the world at large • Recognize examples of concept 	<ul style="list-style-type: none"> • Talking-circle participation • Journal reflections • quiz

	<ul style="list-style-type: none"> • Be able to apply concept to their own life • Articulate benefits and challenges of concept 	
--	---	--

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Define/describe concepts (cultural standards) as they relate to their life currently, in their community, and in the world at large	A, B, D	1-7
Recognize examples of concepts	A, B, D	1-7
Analyze and evaluate examples of concepts (cultural standards)	A, C, D	1-7
Be able to apply concept (cultural standards) to their own life	A, C, D	1-7
Articulate benefits and challenges of concept	A, B, D	1-7

WINHEC Cultural Standards:

- 1. GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
- 3. ZOONGIDE'EWIN – *Strong hearted:*** To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

- 4. **AANGWAAMIZIWIN – *Diligence and caution:*** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
- 5. **DEBWEWIN – *Honesty and integrity:*** To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
- 6. **ZAAGI' IDIWIN – *Loving and Caring:*** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
- 7. **ZHAWENINDIWIN – *Compassion:*** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

 X Yes No

As part of a WINHEC Accredited program (AIS) the course meets the minimum (3) cultural standards.

03/19/19