03/19/19

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

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: __3/19/19_______ Date revised__________________________

4. Department/discipline: Anishinaabe

5. Department(s) endorsement(s):________________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: _______Anishinaabe Language for the Classroom______________
   Abbreviated course title for Transcripts (25 characters or less):__________________

7. Course Designator: _______ANSH________ 8. Course Level: __2010________

9. Number of Credits: Lecture _______3_______ Lab_______

10. Control Number (on site) _______30_______ Control Number (online)__________

11. Catalog/Course description:

   This course is designed to provide pre-service teachers with the requisite knowledge to facilitate an Anishinaabe language-learning environment. Methodology and best practices for teaching an endangered language will be explored. The course will cover general and specialized language for teaching Anishinaabe language in an educational setting. Students will explore ways to incorporate the use of foreign language standards and curriculum content standards into an Anishinaabe language curriculum. Vocabulary and grammar for classroom management, elementary content areas, and traditional Anishinaabe harvest practices will be the language focus of this course. Students will develop and compile lesson plans and curriculum for a final portfolio that can be used in the classroom. (prerequisite: ANSH 1001).

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

   Prerequisite(s): ANSH 1001 Introduction to Anishinaabe Language
   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).


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

- VAI, VTI, and VTA positive and prohibitive command forms
- First, second, and third person verb forms
- Science vocabulary
- Math vocabulary
- Reading vocabulary
- Seasonal vocabulary
- Lesson planning with Ojibwe language objectives
- Songs and games for classroom management and language learning
- Curriculum development

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.)

Course Learning Outcomes will fulfill the identified competencies.

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, select, and analyze Ojibwe language resources for classroom use.</td>
<td>(A, C)</td>
<td>1</td>
</tr>
<tr>
<td>Develop and present Ojibwe language lesson plans.</td>
<td>(A, B, C)</td>
<td>2</td>
</tr>
<tr>
<td>Inflect Ojibwe verbs for forms frequently used in the classroom (commands; first, second, and third person forms).</td>
<td>(B, C)</td>
<td></td>
</tr>
<tr>
<td>Select, adapt, and create Ojibwe language curricular materials.</td>
<td>(A, B, D)</td>
<td>1</td>
</tr>
<tr>
<td>Build Ojibwe language vocabulary in the Elementary content areas.</td>
<td>(A, B, D)</td>
<td></td>
</tr>
</tbody>
</table>

**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. **DEBWWEWIN – 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](http://www.mntransfer.org)

   Goal Area(s): 8

   Goal 8: Global Perspective

   Goal: To increase students’ understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

   Students will be able to:

   - Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
   - Demonstrate knowledge of cultural, social, religious and linguistic differences.
   - Analyze specific international problems, illustrating the cultural, economic and political differences that affect their solution.
   - Understand the role of a world citizen and the responsibility world citizens share for their common global future.

   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?**

   Yes  No

   Provide the required documentation to show course meets required licensing/certification standards.

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