

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

Dadibaakonigewin Approved

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: _____ Date revised 04/13/2022

4. Department/discipline: Anishinaabe Language

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

6. Course Title: Introduction to Anishinaabe Language
Abbreviated course title for Transcripts (25 characters or less): Intro to Anishinaabe Lang

7. Course Designator: ANSH 8. Course Level: 1001

9. Number of Credits: Lecture 4 Lab _____

10. Control Number (on site) 30 Control Number (online) _____

11. Catalog/Course description:

This course is the first of a two-semester sequence of Anishinaabemowin. The overall goal of this course is to develop a beginning level proficiency in Anishinaabemowin. Students will begin to develop skills in listening, writing, reading, and speaking. The course will focus on basic grammatical structure and vocabulary related to a variety of everyday tasks such as: greeting a classmate, introducing oneself, talking about the calendar, and describing people and animals. Ojibwe cultural topics related to these tasks will also be discussed such as naming ceremonies, the Ojibwe clan system, and seasonal activities. Instruction will be in both Anishinaabemowin and English with an increasing emphasis on immersion methodology. By the end of this course students will have a solid foundation on which to build further study of the Anishinaabe language.

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).

- Nichols, J. D. (1995). *A concise dictionary of Minnesota Ojibwe*. U of Minnesota Press. (Available in bookstore)
- Clark, Jim & Gresczyk, Rick. (1998). *We're in Ojibwe Country*. Eagle Works.
- Gresczyk, Rick. (1997). *Our Ojibwe grammar: Volume 1*. Eagle Works.

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

1. The double vowel writing system
2. Basic phrases used when introducing oneself
3. Verb animate intransitive (VAIs)
4. Verb inanimate intransitive (VIIs) paradigms
5. Basic grammatical structure
6. Basic morphology
7. Ojibwe clan system
8. Calendar (seasons, months, days, dates)
9. Body parts
10. Animals
11. Feelings

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 |
|--|---------------------------|---------------------------|
| Students will recognize the significance of language in Anishinaabe culture. | A, D | 1, 5 |
| Students will present short dialogues and speeches collaboratively and independently. | B | 1, 2 |
| Students will proficiently inflect VII (inanimate intransitive verbs) using prefixes and suffixes. | B, C | 1 |
| Students will proficiently inflect VAI (animate intransitive verbs) using personal prefixes. | B, C | 1 |
| Students will proficiently inflect inanimate nouns using personal prefixes and plural suffixes. | | 1 |

| | | |
|---|---------|------|
| Students will proficiently inflect animate nouns using plural and diminutive suffixes. | B, C | 1, 5 |
| Students will identify beginning (initial), middle (medial), and end (final) parts of Ojibwe verbs and nouns. | A, C, D | 1, 5 |

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): 6 & 8

Goal 6: The Humanities & Fine Arts

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

Goal 8: Global Perspective

- 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.

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

_____ Yes No

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

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