

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

**Updated 1/21/16**

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 2/2/17

**4. Department/discipline:** Anishinaabe

**5. Department(s) endorsement(s):** \_\_\_\_\_

**(Signatures of the person(s) providing the endorsement are required.)**

6. Course Title: Anishinaabe Language IV

Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: ANSH

8. Course Level: 2002

9. Number of Credits: Lecture 4

Lab \_\_\_\_\_

10. Control Number (on site) 30

Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

This course will continue to build on the advanced skills presented in ANSH 2001. The focus will be upon analysis of short stories and the delivery of oral presentations in the Anishinaabe Language. (Meets MnTC goal areas 6 & 8) (Prerequisite: ANSH 2001).

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

Prerequisite(s): ANSH 2001 Anishinaabe Language III

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).

Textbook: A Concise Dictionary of Minnesota Ojibwe by John D. Nichols and Earl Nyholm, University of Minnesota Press, copyright 1995 by the Regents of the University of Minnesota.

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

- Be able to inflect complex verb forms
- Be able to inflect complex noun forms
- Be able to create complex sentences and short paragraphs
- Write a journal using more complex sentence structure and grammar

**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.

### Course Learning Outcomes

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

1. analyze complex Ojibwe grammar (A, B, C).
2. inflect complex verb forms for first, second, and third persons, singular and plural (B, C).
3. inflect complex noun forms for first, second, and third persons, singular and plural (B, C).
4. build complex Ojibwe sentences which lead to a delivery in oral presentations (A, B, C, D).
5. write complex sentences and short paragraphs in Ojibwe (A, B, C, D).
6. answer questions and speak exclusively in Ojibwe one-on-one with the instructor for approximately one hour (A, B, C, D).

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 6 & 8

### **Goal and Outcomes: Goal 6: The Humanities and Fine Arts**

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities. **(NOTE: The phrases in parentheses denote the original text that has been replaced with "the Ojibwe language.")**

#### **Students will be able to:**

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

### **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 the Ojibwe language (relations of states and societies) in its historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific (international) language 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

Does this course require additional material for specific program requirements?  
If yes, please provide.

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