

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: _____ Date revised 4/22/25

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 for Transcripts (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) 25

11. Catalog/Course description:

This course intermediate Anishinaabemowin course is the second of a two-semester sequence. Students will continue to build upon their intermediate knowledge of the Anishinaabe language and strengthen their skills in listening, writing, reading, and speaking to an Intermediate low level of proficiency (ACTFL). The course will focus on more complex grammatical structure and vocabulary related to various tasks such as: beginning a new year, communicating information about family members and relationships, describing traditional winter and spring harvest practices, telling a traditional winter story, etc. Anishinaabe cultural topics will be discussed as they arise in classroom situations. Instruction will be in Anishinaabemowin and English, with an increasing emphasis on immersion methodology.

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

Prerequisite(s): ANSH 2001 Anishinaabe Language III or instructor permission

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).

Instructor choice

Suggested text:

Nichols, John D. and Nyholm, Earl (1995). A Concise Dictionary of Minnesota Ojibwe.
University of Minnesota Press

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

1. Winter storytelling
2. Traditional tobacco harvest and use
3. Maple syrup harvest

4. Family
 - a. VAI (verb animate intransitive)
 - b. VII (verb inanimate intransitive)
 - c. VTI (verb transitive inanimate)
 - d. VTA (verb transitive animate)
 - e. Ojibwe morphology

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
1. Recognize the significance of storytelling practices and winter and spring activities in Anishinaabe culture.	A, D	1, 2
2. Communicate using the language creatively in straightforward social situations, particularly in relation to family structures. (ACTFL intermediate low speaking).	B	1, 5
3. Create statements and formulate questions based on familiar material (ACTFL intermediate low writing).	A, B	1
4. Understand some information from sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. (ACTFL intermediate low listening).	B, C	1
5. Understand information conveyed in simple,	A, B	3

predictable texts dealing with a limited number of personal and social needs. (ACTFL intermediate low reading)		
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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 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

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

 X Yes No

This course is part of a WINHEC accredited program and meets the minimum (3) cultural standards.

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