

**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: 12/16/24 Date revised \_\_\_\_\_

4. Department/discipline: ANSH

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

6. Course Title: Language Immersion  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: ANSH 8. Course Level: 1090

9. Number of Credits: Lecture 1 Lab 0

10. Control Number (on site) 30 Control Number (online) 0

11. Catalog/Course Description:

In this course, students will develop their language proficiency through hands-on and interactive Anishinaabe language immersion activities. Classes will be conducted entirely in Anishinaabe language. This course is designed for students of all levels to support language learning in the Anishinaabe Language certificate course sequence or as a refresher course. This course may be repeated.

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

Prerequisite(s): none

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

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

1. Wild rice harvest
2. Maple syrup
3. Ceremonial language
4. Crafts
5. Maple syrup
6. Trees & plants
7. Animals
8. Weather
9. Traditional games
10. Feasts
11. Cooking and eating

## 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:

Engage in cultural activities that highlight the importance of Ojibwe language and traditions  
 Practice using Ojibwe in various real-life situations to build confidence in speaking  
 Build confidence in using Ojibwe in various real-life situations

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Apply language skills to communicate effectively in various social settings.	B	1
2. Demonstrate improved proficiency in the Anishinaabe language.	B	1
3. Analyze and interpret the cultural contexts of the language.	D	6
4. Discuss a variety of topics in Anishinaabe language .	B	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](http://www.mntransfer.org)

Goal Area(s): 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.

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

           Yes   X   No

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

**03/19/19**