University of Wisconsin-Milwaukee
First Semester Anishinaabemowin (Ojibwe)
AIS/Ethnic 252 Section 001 – 4 CR

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Office Hours: Mon – Thurs 9 am - noon

Course Description

This course is a continuation of the Anishinaabemowin (Ojibwe) language series. This semester focuses on gaining competency in a range of dialects including western, central and eastern variation. As with third semester, texts will include historical and recent examples of the language.

This course is designed for students who have either completed or passed a proficiency exam for Third Semester Anishinaabemowin (Ojibwe) AIS/Ethnic 251. In this course you will continue to develop all four skills essential for language learning: listening, speaking, reading and writing.

As we learn the language you will continue to increase your knowledge of this past history and current economic and political perspective of citizens and descendants of Anishinaabe nations in the U.S. and Canada. In the second year you will be given more opportunity to visibly use the language and to engage with communities working toward revitalization. Miigwetch for your help in this endeavor.

Prerequisites: A grade of C or better in Anishinaabemowin (Ojibwe) 251 or level 4 score on placement exam or cons instr. Generates L&S credit for demonstrated equivalent preparation (12 retro cr).

Foreign Language GER - A passing grade in First through Fourth Semesters of Anishinaabemowin (Ojibwe) satisfies the L&S Language Requirement and also satisfies the university-wide Foreign Language GER

Foreign Language Objectives: In the fourth semester of Anishinaabemowin you will work with longer texts and audio samples from a wide range of dialects as you continue to improve your ability to listen, speak, read and write in the language.

Foreign Language Course Requirements: As you did in the third semester, you will practice sustaining conversations, transcribing audio samples and reading historical texts however, in the fourth semester, we will be working with texts from the Severn and Eastern dialects as well as some Potowatomi. Through in class assignments and work in the lab you will demonstrate your ability to comprehend and compose statements and stories in a range of dialects.

Foreign Language Assessment: At the end of the fourth semester students should reach a Mid to High Advanced level of fluency in all areas according to the ACTFL Proficiency Guidelines 2012 as adapted with Anishinaabemowin annotations.

Cultural Diversity GER – This course meets the Cultural Diversity GER because while learning Anishinaabemowin (Ojibwe) you will be required to analyze the language from the perspective of Anishinaabemowin speakers including continual acknowledgement of colonial legacies including boarding school, relocation and national identity. You will also learn intra-tribal variations of the language that reflect socio-economic, gender and identity differences between speakers. You will learn how language revitalization contributes to the separate social, intellectual and political identity of
American Indians who maintain dual citizenship in their native nation and the United States or Canada. Lastly, you will be given an opportunity to reflect on way that the language reflects the geo-physical biosphere of the Great Lakes which is shared by many citizens with a range of ethnic background and political perspectives.

**Cultural Diversity Objectives:** This class is designed to help you build: Knowledge of how race and ethnicity influence a person’s identity and language use; critical historical skills to understand the past and future of the language you are learning; cultural competency and practice communicating across cultural differences. As part of the UWM Shared Learning Goals you will also be invited to think about the social and environmental implications of linguistic and bio-diversity.

**Cultural Diversity Course Requirements:** Students will be responsible for understanding the cultural component of each vocabulary or grammar lesson. Students will be asked to explore the background of several Anishinaabe authors and to make comparisons between the authors and non-native authors of basic texts and how they differ linguistically but also how they reflect Anishinaabe views of the environment. Students will also complete at least one language revitalization project that will contribute to continued use of the language outside of the UWM classroom.

**Cultural Diversity Assessment:** The rubric used to assess the Cultural Diversity aspects of the course involves 5 point scoring as follows. This rubric will be used to evaluate the “Author Comparison” and “Revitalization” projects.

4 points = the student formats, completes, and hands in the assignment on time according to guidelines
4 points = the student evaluates Anishinaabe language as used by specific authors or as used within a specific setting
4 points = the student demonstrates an understanding of both the meaning of the words and the cultural context of the content
4 points = the student provides accurate citations and evaluations of sources.

**Required Texts**
Living Our Language edited by Anton Treuer
Dibaajimowinan: Anishinaabe Stories of Culture and Respect 0966582063
Gechi-Piitzijig Dbaajmowag: The Stories of Our Elders edited by Kate Roy, Evelyn Roy and Alan Corbiere

**Grading:** (Or, how do all the requirements add up to a grade?)

<table>
<thead>
<tr>
<th>Grading percentages:</th>
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<tbody>
<tr>
<td>In-class Work</td>
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<tr>
<td>Lab Work</td>
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<tr>
<td>Home Work</td>
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<tr>
<td>Revitalization Project</td>
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<tr>
<td>Author Comparison Project</td>
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<tr>
<td>Midterm – 1st Proficiency Assessment</td>
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<tr>
<td>Final – 2nd Proficiency Assessment</td>
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Grading scale:
A    93-100  B+  87-89  C+  77-79  D+  67-69
A-   90-92   B   83-86  C   73-76  D   63-66
     B-  80-82  C-  70-72  D-  60-62

Anishinaabemowin (Ojibwe) Class Policies

• Participation and attendance are important. Be sure to come on time each day when you arrive. Missed classes cannot be made up. In the event of unforeseen issues related to attendance, please contact me. Lab Work and Homework will be recorded through D2L.

• Homework will be assigned each day and may be small or more complex. You should plan to always review what you learned in class and be ready with homework completed before class begins.

• The Midterm and Final will be based on words, phrases, and grammar practiced in class.

• The most important part of this class is for Anishinaabemowin (Ojibwe) to be used – in the classroom, on campus, in Milwaukee, in Wisconsin, in all of Anishinaabe-aakiing. The Author Comparison and Revitalization projects will involve using all of what you have learned in the classroom as actively keep Anishinaabemowin in use.

N’ wii Anishinaabemomin ensa giizhigad!
N’ga Anishinaabemomin Minowaakiing
miinwaa kina Anishinaabe-akiing!
UWM Policies:

1. You should always feel free to ask for more information after class or during office hours and as the student, you are the center of our work, please be assured we want you to learn and like doing it! At the end of this course you will be given an opportunity to evaluate the course and instructor. It is your feedback during the class and after that will improve future classes or ensure that this class is offered again.

2. Providing access to a diverse student population is imbedded in the philosophy of UWM. We recognize disability as an aspect of diversity that is integral to society and to the campus community. To this end, SAC collaborates with students, faculty and staff to create an equitable and inclusive learning environment. We promote and facilitate awareness and access through training, partnerships, innovative programs and accommodations. SAC is available to provide training to departments and individuals as requested. For more information, contact the Student Accessibility Center at 229-6287 or Laurie Petersen at 414-229-5822 or lauriep@uwm.edu.

3. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. UWM remains steadfastly committed to the principles of academic freedom and to the ideal that the “fearless sifting and winnowing by which alone the truth can be found” is the core feature of an institution of higher education. This steadfast commitment requires an equally strong obligation to foster respect for the dignity and worth of each person.

4. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cell phone, texting, Facebooking, or talking while others are speaking. We appreciate your respect, attention and full participation during class because learning a language is difficult and we want to give you the best opportunity possible to succeed.

5. Accommodations will be made for absences due to religious observance and call to military duty. Please let me know in advance if you are unable to attend class for religious or military reasons.

6. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. A course marked incomplete must be completed during the next succeeding semester, excluding summer sessions and UWinterim. If the student does not remove the incomplete during this period, the report of “I” will lapse to “F”.

7. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.

8. Students may direct complaints to the head of the academic unit or department in which the complaint occurs.

9. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides.
10. For a complete statement of University policies on disabilities, incompletes, and other relevant issues, visit http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf.

11. Credit Hours

**Make it fit this class**

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 4-credit course such as this one will require a minimum of 192 (4 x 48) hours of your time. Spread across a semester this would be 12 – 14 hours per week. You may find you can spend less time some weeks, but you may also find it necessary to spend additional time on a course in order to meet the grade point goals you have set for yourself.

This is a traditional, face-to-face course, with a lab component.

In this course you will spend a minimum of
- 75 minutes in class three times a week for a total of 56.25 hours
- 50 minutes of lab work each week for a total of 12.5 hours
- 8 hours per week completing homework assignments, researching and completing projects and studying for exams for a total of 123 hours. Students keeping up with all work are likely to find that one half hour of focused, uninterrupted studying outside of class every day may be enough during regular weeks which represents only 3.5 hours of your time outside class. However, weeks with project deadlines and exams will likely require 2 to 4 hour blocks of time several days in a row for a total of up to 16 hours per week.

Note: **The moral to the story here is that consistent planned studying will help you get higher grades with less stress and worry!** The best possible way to get an A in this class and become a proficient speaker is to schedule a consistent 30 minute block of time when you can study the language without interruption each day: Perhaps with a friend also in class? Perhaps with a family member interested in the language? Just after breakfast each morning? **Studying every day (including weekends if possible) will make class work, lab work, homework, projects and exams exponentially easier.**

It is also good to set aside 20 minutes before and after every class to summarize what you learned most recently, jot down personal tips for memorization and articulate in writing questions you want to ask in the next class or during office hours.
Syllabus (Some translation is provided below for Curriculum Committee.)

Gekpii kina Anishinaabemowying pii kinomaagegamigong aayaaying. N’wii gindaasoyang shki-mazinaigangan midash ezhibiige miinwaa dibadaana aanii gaa ezhiwebag, (At this point we will speak only Anishinaabemowin in class. We’ll read texts and summarize them I writing and through discussions in class.) Ensaa giizhigad pii nkweshkodaadying, maamwi-nokiying ji-nisisotaan shki-mazinaigan midash naagaj ezhibiiyegyaa gego enendamoyin ishkwa gii noondaman. (Each day class work will consist of reading the new story aloud together to practice pronunciation and discuss new grammar points or vocabulary. Homework will consist of students writing or recording a response to one or more questions about the central plot with special attention to historic and contemporary cultural concepts as well as the literary aesthetics of the stories.) N’wii gindaasomin bkaan-Anishinaabemowaad, chi-giiwedinong biinish chi-waabanong, mewenzha miinwaa noongwa. (This semester we will be studying the range of dialects from western Manitoba to eastern Ontario and many Minnesota, Wisconsin and Michigan communities between.) Gwejitoon nakiniigeyeg maamwi Anishinaabemowaad. (By the end of the semester you will be able to hear the central similarities as well as the incredible variation in word use and style.)

Weeks 1 – 5 Varieties of Ojibwe
Wk 1 Monday
In Class Work – Pii gii Bkobiiseyaan by Andrew Medler
Homework – Aniin dash awiiyaa zegizi nambiing?

Tuesday
In Class Work – Carlisle Indian School by Andrew Medler
Homework – Zhibiiyaan gaa ezhewebag iwedi.

Wednesday
In Class Work – Menookming by Andrew Medler
Homework – Aaniin apii gii gikendaan menookming?

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Wk 2 Monday
In Class Work – Gaa-tazhi-ondaadiziyaang by Archie Mosay
Homework – Aniindi ondaadiziyan?

Tuesday
In Class Work – Dibaakonigewinini Miinawaa Anishinaabe by Jim Clark
Homework – Aniin izhighigewwad noongwa?

Wednesday
In Class Work – Wenji-ganawendamang Gidakiiminaan by Melvin Eagle
Homework – Aaniin dash ganawendamang nibiish miinwaa akii?

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Wk 3 Monday
In Class Work – Gaawiin Giwanitoosiimin Gidinwewininaan by Joe Auginaush
Homework – Aanii dash gaa kidod?

Tuesday
In Class Work – Wenji-nibwaakaad Nenabozho by Collins Oakgrove
Homework – Aanii gaa miijin Nenabozho?
Wednesday
In Class Work – Indayag by Emma Fisher
Homework – Aanii ezhi bkaanwag indaayag miinwaa nimooshag?

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Wk 4 Monday
In Class Work - Waawaabuganoojish by Scott Headbird
Homework – Aanii edaamying “ish”?
Tuesday
In Class Work – Chi-achaabaan Naanaagadawendamaan by Susan Jackson
Homework – Aaniin ge-giin naanaagadawendaman?
Wednesday
In Class Work - Ishkwaakiwan
Homework – Aanii dash ezhiwebag Ishkwaakiwan?

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Wk 5 Monday
In Class Work – Onizhishin o’ow bimaadiziwin by Hartley White
Homework – Aniin debwetaan Hartley White?
Tuesday
In Class Work – Dibiki-giizisong by Porky White
Homework – Awenen aayaawaad dibiki-giizisong?
Wednesday
In Class Work – Ogii izhinaazhishkawaan Bwaanan
Homework – Anindi onjibawaad Bwaanag?

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Weeks 6 and 7 – Saulteaux Ojibwe (Anichinaabe)
Wk 6 Monday
In Class Work – In the Bush and Water by Pat Ningewance
Homework – Aanii zaakiig mashkodeng?
Tuesday
In Class Work – Out in the Fields and Swamp by Pat Ningewance
Homework – Aanii zaakiig miskwaasining?
Wednesday
In Class Work – At the Hospital and At the Restaurant Pat Ningewance
Homework – Aanii ezhi-Anishinaabemowaad Noongaw
Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Wk 7
Monday
In Class Work – Memegwesiwag by Roger Roulette
Homework – Compare to Maude Kegg version
Tuesday
In Class Work – Maamiwan Odewe’igan by Roger Roulette
Homework – Aniin dash chitwaa dewegewaad?
Wednesday
In Class Work – Nimkiig by Roger Roulette
Homework – Aanindi onjibawaad nimkiig?

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Weeks 8 – 11 – Odawa Anishinaabemowin
Wk 8
Monday
MIDTERM
Tuesday
In Class Work – Introduction from Andrew Blackbird’s Odawa Dictionary 1899
Homework – Identify differences between Odawa and Ojibwe
Wednesday
In Class Work – Introduction from Ray Kiogima’s Dictionary 2000
Homework – Compare the two time frames –
which is more similar to Western Ojibwe?

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Wk 9
Monday
In Class Work – Gaa-zhi-naajtood Mshkiigwaatig Wgi-zhaabnignan by Katherine Joe
Homework – Dibaajimodizon.
Tuesday
In Class Work – Dbaajimotaadwin by Basil Johnston
Homework – Aanii ezhi-zhibiiged Basil?
Wednesday
In Class Work – Nagamowinan by Helen Roy
Homework – Nagmoon bezhig nagamowin.

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Taaseong – All Souls Day / Fall Feasts

Wk 10
Spring Break

Wk 11
Monday
In Class Work – Ettawagezhik Dibaajimowinan by Howard Webkamigad
Homework -
Tuesday
In Class Work – Esibanense gi bi Dagoshin by Howard Kimewon
Homework
Wednesday
In Class Work – Akiing Zagiinaw – Alphonse Pitawankwat
Homework

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Weeks 12 & 13 - Potowatomi
Wk 12
Monday
In Class Work – WNALP Mary Daniels: Why There is Daylight
Homework – Listen to UWM Digital Audio in archives
Tuesday
In Class Work – WNALP Mary Daniels: Crane Boy
Homework – Listen to UWM Digital Audio in archives
Wednesday
In Class Work – WNALP Mary Daniels: How Rabbit Lost His Tail
Homework – Transcribe a selection from UWM Digital Audio in archives

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Wk 13
Monday
In Class Work – Ogimaakwe Mitigwakiing by Simon Pokagon
Homework – Compare Ojibwe and Odawa
Tuesday
In Class Work – Stories from Jim Thunder and Billy Daniels
Homework – Compare Potowatomi from 1900 and 2000
Wednesday
In Class Work – Stories from Michael Zimmerman and Kyle Mallott
Homework – Write a short statement in Anishinaabemowin about one of the stories and note differences

Wk 14
Monday
In Class Work – Cree
Homework - Identify the morphemic cognates and similar grammar structures
Tuesday
In Class Work – Mailiseet
Homework – Identify the morphemic cognates and similar grammar structures
Wednesday
In Class Work – Myaamia Coming Out Story by Gabriel Godfrey
Homework – Identify the morphemic cognates and similar grammar structures

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

Wk 15  Monday
       Aanii ezhi-eneewewaad Ojibweg, Odawag, miinwaa Potawatomiig? Aanii ezhi minotaagwad Anishinaabemowin? (How are the dialects different? How do speakers identify with one another and also create a style that reflects their own community and interpretations?)

Tuesday
       In Class Work – review for the final listening and writing exam
       Homework – practice transcription of file on D2L

Wednesday
       In Class Work – review verb types and vocabulary for the Final
       Homework – list 7 things you know well and 7 things you find most difficult

Weekly Lab: Listen to the recordings posted and complete the online D2L quiz which may include transcription, translation or creation of your own Mp3.

FINAL  As Scheduled