

University of Wisconsin-Milwaukee
First Semester Anishinaabemowin (Ojibwe)
AIS/Ethnic 151 Section 001 – 4 CR

Instructor: Margaret Noodin

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Office: 576 Curtin Hall

Office Hours: Mon – Thurs 9 am - noon

Schedule: 3 – 75 min. meetings

1 - 50 min. lab

Course Description

This course serves as an introduction to Anishinaabemowin which is the language used by the Ojibwe, Odawa and Potawatomi people. In this course we will focus primarily on the Ojibwe dialect but you will learn the basics of this Algonquian language in a way that will allow you to advance easily in Odawa or Potawatomi dialects if you choose.

This course is designed for beginning students with no prior knowledge of the language. Lessons will address all four skills essential for language learning: listening, speaking, reading and writing.

As we learn the language you will also learn the stories, social systems, philosophy, history and science of the people of the Anishinaabe people and their neighbors. Because Anishinaabemowin is an endangered language, it is of utmost importance that we make sure the language is learned and used. This is a beautiful language with much to teach about living in the traditional homeland of the Ojibwe, Odawa and Potawatomi. It deserves to be revitalized for future generations. Miigwetch for your help in this endeavor.

Prerequisites: None

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 first semester of Anishinaabemowin you will be introduced to the language and learn basic pronunciation and orthography so that you can begin listening, speaking, reading and writing in the language.

Foreign Language Course Requirements: You will be required to learn the basic structure of the language which is based primarily on verbs. Through in class assignments and work in the lab you will begin listening for comprehension, reading basic texts and creating simple sentences of your own.

Foreign Language Assessment: At the end of the first semester students should achieve a Mid to High Novice level 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 bio-

sphere 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

Daga Anishinaabemodaa by Pebaamibines Dennis Jones ISBN: 978-0-983002543

Our Ojibwe Grammar Vol 1 by Rick Gresczyk

The Birchbark House and The Game of Silence by Louise Erdrich

Free Resources

The Ojibwe People's online dictionary. <http://ojibwe.lib.umn.edu/>

Ojibwemodaa CD Rom

Various Recordings available through the UWM LRC

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

Grading percentages:

In-class Work	20%
Lab Work	20%
Home Work	20%
Revitalization Project	10%
Author Comparison Project	10%
Midterm – 1 st Proficiency Assessment	10%
Final – 2 nd Proficiency Assessment	10%

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' dibendaagozimin maampii
Kchi-kinomaagegamigong-Wiskonsin-Minowaakiing!**

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

Each week will involve the introduction of at least two new grammar concepts and associated vocabulary with discussion of assigned readings in historical and contemporary culture each week on Wednesday. In class time will be divided between introductory conversation, a worksheet to do in class illustrating the new concept and games or activities that allow each person to say the new words and phrases. Outside of class you should be reviewing material on your own and during lab time so that you can move forward with each week's new topics. You will receive a Niiwn Ezhichige Ikidowinan Chart to help you learn the conjugation of the 4 verb types and one of the primary aims of all class work, lab work and homework is to familiarize yourself with that chart to the point that you no longer need it. As with all language classes, you are building layers of knowledge.

Conversation in the classroom should eventually be entirely in Anishinaabemowin, but due to the lack of cognates and the need to clarify foundational concepts or explain complex cultural differences, we may use a limited amount of English this semester.

- Wk 1
- Monday
In Class Work - Greetings
Homework – Memorize basic greetings
- Tuesday
In Class Work – Weather & Seasons
Homework – Come to class ready to discuss weather in all seasons
- Wednesday – Gete-Chimookimang Kinomaagegamig / Boarding School History
In Class Work – 1825 Beginner Exercises in Ojibwe
Homework – Identify cultural perspectives in the curriculum.

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 – N'waab, N'waamdaan gego, N'waabmaa awiia
Homework – Create a one-person skit with these phrases
- Tuesday
In Class Work – Questions with yaan ending
Homework – Write a set of questions you can answer
- Wednesday – Discuss Wiigwaam – Neebin
In Class Work – Mazinaigan ezhichige ikidowinan
Homework – Write short sentences using the new phrases from the book

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 – Giin and Wiin versions of Waab
Homework – Turn the sentences you learned last week around
- Tuesday
In Class Work – Niinwi, Giinwi / Inclusive and Exclusive
Homework – Write a 3 panel comic with dialogue using Niinwi and Giinwi
- Wednesday
In Class Work – Learn and discuss the language, morning and dinner prayers

Homework – Memorize your favorite

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 – Review the 4 versions of “waab,” learn classroom words
Homework – Make a chart or illustration to help remember the 4 verb types
- Tuesday
In Class Work – Giinwa, Wiinwa – biindig, gojiing gegoo
Homework – Use “waab” with these new pronouns and nouns
- Wednesday – Discuss Wiigwaam – Dagwaging
In Class Work – Mazinaigan ezhichige ikidowinan
Homework – Write short sentences using the new phrases from the book

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 – Review clans, weather and greetings,
learn new verbs and use them type 1 – 4,
Homework – Write a short introduction to the day for next class
- Tuesday
In Class Work – Commands and Plurals
Homework – List and practice the 7 commands you use during one day
- Wednesday
In Class Work - Manoominke
Homework – Find or draw a picture that illustrates one connection the Anishinaabeg have with write and give it a caption in Anishinaabemowin.

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 6
- Monday
In Class Work – learn new verbs and use them type 1 – 4,
also Agindaasodaa – Learn to count
Homework – Write 7 sentences, each using a different verb and number
- Tuesday
In Class Work – Aaniin endaaso diba-iganek - Time
Homework – Write 7 times that have meaning for you
- Wednesday – Discuss Wiigwaam – Biboon
In Class Work – Mazinaigan ezhichige ikidowinan
Homework – Write short sentences using the new phrases from the book

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 – Past and Present, Definite and Indefinite
and learn new verbs and use them type 1 – 4,
Homework – Write 14 sentences using the 4 tenses you learned

Tuesday

In Class Work – Months and Days of the Week
Homework - Write 4 pre-1500 sentences and 4 post-1500 sentences

Wednesday

In Class Work – Learn Wisconsin and Great Lakes place names
Homework – Map a map that illustrates at least 7 of your favorite place names

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 8

Monday

In Class Work – learn new verbs and use them type 1 – 4,
also learn more classroom words
Homework - write 14 sentences describing what happens in class

Tuesday

In Class Work – Enaandeg, learn the three types of color
Homework – write a multiple choice quiz with 7 questions that is based
on color and could be given to your classmates.

Wednesday – Discuss Wiigwaam – Zeegwun

In Class Work – Mazinaigan ezhichige ikidowinan and transcription practice
Homework – practice transcription of file on D2L based on phrases from the book

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 - MIDTERM

Tuesday

In Class Work - learn new verbs and use them type 1 – 4,
Homework – make up a song using 7 different conjugated verbs

Wednesday – Discuss Gego Gagiigidoke – Neebin

In Class Work – Mazinaigan ezhichige ikidowinan
Homework – Write short sentences using the new phrases from the book

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 10

Monday

In Class Work – Learn and practice using demonstratives
Homework – Write a short lyric verse that uses demonstratives and rhymes
in Anishinaabemowin (internal or reduplicative rhyme)

Tuesday

In Class Work – Head and Shoulders, Knees and Toes
Homework – Practice saying a new set of parts as fast as possible with actions

Wednesday

In Class Work – Discuss Taaseong – All Souls Day and Fall Feasts
Homework – Summarize the events of a Fall Feast you might have using Anishinaabemowin.

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 11 Monday

In Class Work – Nd'enwemaganigog – All my relations
Homework – List the people in your life who “sound like you”

Tuesday

In Class Work - learn new verbs and use them type 1 – 4,
Homework – Summarize your “circle of action across the seasons” by writing 4 sentences about what you and your family and/or friends do each season.

Wednesday – Discuss Gego Gagiigidoke – Dagwaging

In Class Work – Mazinaigan ezhichige ikidowinan
Homework – Write short sentences using the new phrases from the book

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 12 Monday

In Class Work – Learn new ways to have fun with reduplication,
and learn new great lakes animals
Homework - Write 7 sentences about the new animals using reduplication

Tuesday

In Class Work – Talk about campus and community pow wows
Homework – Attend the UWM Fall Pow Wow and write about one action that you saw in Anishinaabemowin

Wednesday

No class - Miigwetchwigiizhigad - Thanksgiving

Wk 13 Monday

In Class Work - learn new verbs related to food and use them type 1 – 4,
Homework – Describe your favorite meal

Tuesday

In Class Work – learn new verbs related to clothing and use tem
Homework – Read and memorize 4 lines from “Wenesh waa Biiskamaan?”

Wednesday – Discuss Gego Gagiigidoke – Biboon

In Class Work – Mazinaigan ezhichige ikidowinan
Homework – Write short sentences using the new phrases from the book

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 14 Monday
 In Class Work
 Homework
 Tuesday
 In Class Work – Learn how to indicate location
 Homework – Read and memorize 4 lines from “Bindig Waabaganoojiins”
 Wednesday
 In Class Work – Discuss how the environment has “gone to sleep”
 Homework – Write about a connection between the landscape and your community in Anishinaabemowin.

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
 In Class Work – review for the final listening and writing exam
 Homework – practice transcription of file on D2L
 Tuesday
 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
 Wednesday – Discuss Gego Gagiigidoke – Zeegwun
 In Class Work – Mazinaigan ezhichige ikidowinan
 Homework – Write short sentences using the new phrases from the book

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