

University of Wisconsin-Milwaukee
First Semester Anishinaabemowin (Ojibwe)
AIS/Ethnic 152 Section 001 – 4 CR

Instructor: Margaret Noodin

Email: noodin@uwm.edu

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 students who have either completed or passed a proficiency exam for First Semester Anishinaabemowin (Ojibwe) AIS/Ethnic 151. 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 this place. It deserves to be revitalized for future generations. Miigwetch for your help in this endeavor.

Prerequisites: A grade of C or better in Anishinaabemowin (Ojibwe) 151 or level 2 score on placement exam or cons instr. Generates L&S credit for demonstrated equivalent preparation (4 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 second semester of Anishinaabemowin you will continue to practice pronunciation and orthography. You will also add to your vocabulary and knowledge of verb forms so that you can listen, speak, read and write in the language.

Foreign Language Course Requirements: You will be required to learn more about the structure of the language and how words, phrases and stories are constructed. Through in class assignments and work in the lab you will begin listening for comprehension, reading basic texts and creating longer texts of your own.

Foreign Language Assessment: At the end of the second semester students should achieve a Mid to High Intermediate 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 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

Ambe Ojibwemodaa Endaayaang by Jessie Clark and Rick Gresczyk
Traveling with Ojibwe by Jim Clark and Rick Gresczyk
The Porcupine Year and Chickadee by Louise Erdrich

Free Digital 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'ga gindaasominan dibaajimowinan miinwaa adizokaanan.**

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 may still be using the Niiwn Ezhichige Ikidowinan Chart to help you verify the conjugation of the 4 verb types but by the end of this semester you should no longer need it for conversation or written work. As with all language classes, you are building layers of knowledge.

This semester we'll have a new story each week which will be part of class the following Monday when we attempt to retell it as a group, create an impromptu performance based on it, or role play the story. We'll also occasionally do class work or homework that will be gifted to the Milwaukee Indian Community School for future use in the classroom. The lack of available reading materials is one of the main reasons students do not learn as much as they might in elementary settings.

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 – Aaniindi words with an emphasis on lakes, woods and rivers
Homework – Describe the yard of the oldest person in your family

Tuesday

In Class Work – Gaazhak Wiikwan
Homework – practice reading the story

Wednesday

In Class Work – Ezhi-Biboon Dibaajimoyaang
Homework – Write a micro story you would only tell in winter

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 – Last week's story performed, more words about food
Homework – describe the preparation and flavor of your favorite food

Tuesday

In Class Work – Ozhaawashkwaa Waawanoon
Homework - practice reading the story

Wednesday – Discuss Gaag Biboonigad – Night Hunting – Bears and Heart Berries

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 - Last week's story performed, more classroom phrases
Homework – translate the best advise you ever received from a teacher

Tuesday

In Class Work – Kina Gego G’maatookinaa
Homework - practice reading the story

Wednesday

In Class Work – Zhoozhooshkwaade – Skating, Sliding, Hockey and Snow Snake
Homework – Make a snow snake (and we’ll see if we can have a contest)

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 - Last week’s story Performed, gikendaan verbs
Homework – write a paragraph in the language that shows you know “how to know”

Tuesday

In Class Work – Wenabozho miinwa Manoomin
Homework - practice reading the story

Wednesday – Discuss Gaag Biboonigad – Prayer Feathers – The Capture

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 - Last week’s story Performed. Etymology of vehicles.
Homework – Find or create images that illustrate the definition of vehicles

Tuesday

In Class Work – Ikwesense, Mishaaboos miiwaa Kaak
Homework - practice reading the story

Wednesday

In Class Work – Discuss some of the industries of the tribes in Wisconsin:
Psagagke, Mashkiigiminag, Giigoonke etc. . .
Homework – Create a lesson in Anishinaabemowin for ICS about one of these

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 - Last week’s story performed. Discuss “enendamo” words and ways of thinking
Homework – spill some milk or pop on a dark piece of paper and decide what it looks like

Tuesday

In Class Work - Doodooshabo gaa Ziigwebsing gii Zhinaagwod
Homework - practice reading the story

Wednesday – Discuss Gaag Biboonigad – Pushing On - Aadizookaanag

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 - Last week's story performed. Aanii dash baapiying?
Discuss humor and some phrases that "don't translate"
Homework - Use a few of the "Anishinaabe only" phrases you learned
- Tuesday
In Class Work - Gego Bgidinaake Miimii Chimibzowad Chidaaban
Homework – practice reading the story
- Wednesday
In Class Work – Discuss the exclamations in the story for the week
Homework – Create a 4 block cartoon using only exclamations

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 - Last week's story Performed. Aanii ezhi-aayaayin?
Homework – Write 7 sentences that define "healthy"
- Tuesday
In Class Work - Kina Gego Gii Anjisemigad
Homework – practice reading the story
- Wednesday – Discuss Gaag Biboonigad – Cry of the Dove – The Woman's Lodge
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 9
- Monday - MIDTERM
- Tuesday
In Class Work – Manajitodaa – Nibii, Mashkiki, Bimaadizijig
Homework – Write about seven people or things you respect
- Wednesday – Discuss Gijigijigaaneshiin – The Hunting Spirit – The Way It Happened
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 Spring Break

- Wk 11 Monday
In Class Work – Week 9 story performed. Zaagi miinwaa Sagaji-

Homework – Write about the verb “love” and places where the world opens

Tuesday

In Class Work - Kweshko shkodedabananse gii shkitod

Homework – Practice reading the story

Wednesday – Discuss Gijigijigaaneshiin – The Chase – The Strange Family

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 - Last week’s story performed. Aakade miinwaa Ginaadizi

Homework – Write about the difference between bravery and insanity

Tuesday

In Class Work - Miimii maakaan ghiz’zod nimosh

Homework - practice reading the story

Wednesday

In Class Work – Indian Country Today, NCAI, Turtle Talk

Homework – Translate a current news story from a native news source

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 - Last week’s story performed. Goojing chigaaming.

Homework – Visit the UWM School of Freshwater Science and summarize one current research project

Tuesday

In Class Work - E-Kchi Nos Pane

Homework

Wednesday – Discuss Gijigijigaaneshiin– A Desperate Matter – Uncle Quill

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 – Write a “gashe” version of E-Kchi Nos Pane together

Homework - Write a letter to one of your parents or an adult who cared for you

Tuesday

In Class Work - Minjikaawan

Homework – practice reading the story

Wednesday –

In Class Work – Okomas, Mishomisag miinwa Ogimaag

Homework – Write a short bio of one American Indian community leader

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 Gijigijigaaneshiin – Makoons – The Wind

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