

**University of Wisconsin-Milwaukee**  
**First Semester Anishinaabemowin (Ojibwe)**  
**AIS/Ethnic 252 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 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 Potawatomi. 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 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**

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?)

Grading percentages:

In-class Work	20%
Lab Work	20%
Home Work	20%
Revitalization Project	10%
Author Comparison Project	10%
Midterm – 1 <sup>st</sup> Proficiency Assessment	10%
Final – 2 <sup>nd</sup> 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 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](mailto: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-mazinaiganan miidash ezhibiige miinwaa dibaadaan 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.) Ensa giizhigad pii nkwehkodaadying, maamwi-nokiiying ji-nisidotaan shki-mazinaigan miidash naagaj ezhibiigeyan 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-giiwedining 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 nakiniigegeg 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 – Zhibiiaan 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 edaamyng “ish”?

Tuesday

In Class Work – Chi-achaabaan Naanaagadawendamaan by Susan Jackson

Homework – Aaniin ge-giin naanaagadawendaman?

Wednesday

In Class Work - Ishkwaakiiwan

Homework – Aanii dash ezhiwebag Ishkwaakiiwan?

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 – Ogi izhinaazhishkawaan Bwaanag

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-enewewaad 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