

**University of Wisconsin-Milwaukee**  
**Ezhi-Kinomaageying: Anishinaabe Curriculum**  
**360 Section 001 – 3 CR**  
**Schedule: 2 – 75 min. meetings**

**Instructor: Margaret Noodin**  
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**Office: 576 Curtin Hall**  
**Office Hours: Mon – Thurs 9 am - noon**

### **Course Description**

This course is designed to offer proficient speakers of Anishinaabemowin a chance to broaden their knowledge of the language and consider effective instructional methods. Students in this course may have a focus on socio-linguistics, revitalization or education. Whether the intention is to help others learn the language professionally as part of your career or informally in the home or community, this course will result in a portfolio of curriculum. Throughout the course students will study the history of Anishinaabe language instruction, social and political movements and policies that impacted instruction and contemporary trends. All conversations in class will be held in Anishinaabemowin.

**Prerequisites:** Proficiency in Anishinaabemowin (see AIS 151 – AIS 252 or meet with instructor for approval).

Open to Undergraduate and Graduate students.

### **Required Texts**

1. Texts available free on D2L: (others will be added as identified and needed)
  - a. James, Edwin. Ojibue Spelling Book. Boston: Printed for the American Board of Commissioners for Foreign Missions by Crocker and Brewster, 1846.
  - b. Gallaudet, Thomas Hopkins and Horace Hooker. The Practical Spelling Book with Reading Lessons. Hartford: William J. Hamersley Publisher, 1866.
  - c. E-gii-maawaji'idiwaad anishinaabeg e-gii-gagwe-mikamowaad bezhig naasaab anishinaabebii'igewin.:A Common Anishinaabemowin Writing System report edited by Pat Ningewance
  - d. Selections from 'You're So Fat!': Exploring Ojibwe Discourse by Roger Spielmann
  - e. Johnston, John. Letters and Dictionary from Fort Wayne. Detroit, 1809 – 1814
  - f. Purism vs. compromise in language revitalization and language revival by Dorian, Nancy C in Language in Society, 1994, Vol.23(4), pp.479-494
  - g. Short reading lessons in the Ojibwa language translated by Rev. P. Dougherty 1805
2. Texts to be purchased by students:
  - a. Bringing Our Languages Home: Language Revitalization for Families by Leanne Hinton

- b. Anishinaabemowin E-zhi-kidong Nikeyaa Giigidong: The Anishinaabe Language the Way it is Said When Spoken by Caroline Helen Roy Fuhst
- c. Anishinaubae Thesaurus Basil H. Johnston

**Objectives for this course are:**

- 1) For you to learn the basic varieties of orthography and their histories.
- 2) For you to consider the rhetorical and epistemological patterns of Anishinaabemowin.
- 3) For you to learn more about the contemporary settings in which Anishinaabemowin is used.
- 4) To create a set of material related both to your own scholarship and Anishinaabemowin.

**Grading:**

Grading percentages:

In-class Work	15%
Home Work	15%
Midterm Essay	20%
Final Essay	20%
Final Curriculum Portfolio	30%

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

Points will be given for the following:

1. Daily participation in class (students will be expected to use Anishinaabemowin in class)
  2. Completion of homework related to readings
  3. Midterm and Final essays summarizing critical thinking on the topics presented. Essays will need to be written in Anishinaabemowin.
  4. Final Curriculum Portfolic
- 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.
  - Critical Essays and Projects will be summative and creative. They should demonstrate how you are using Anishinaabemowin in a new way.

## UWM Addendums:

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

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

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 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

In this traditional, or face-to-face course, you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

Notes

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.

## **Syllabus**

Wk 1 Tues Topic – History of Anishinaabe Literacy

Thurs Topic – Historical and Contemporary Anishinaabe Diasporas

Wk 2 Tues Topic – Early Algonquin Corpus Linguistics

Thurs Topic- Recent Algonquin Corpus Linguistics

Wk 3 Tues Topic – Early Algonquin Socio-Linguistics

Thurs Topic- Recent Algonquin Socio-Linguistics

Wk 4 Tues Topic – Orthography – Fiero Double-vowel and other Roman Alphabets

Thurs Topic- Orthography – Syllabics – Ojibwe and Oji-Cree Variation

Wk 5 Tues Topic – Early Dictionaries

Thurs Topic- Recent Dictionaries and Vocabulary Apps

Wk 6 Tues Topic – A survey of Grammars

Thurs Topic- Critical Comparison of Romance vs. Algonquian Language Structure

Midterm Essay Due

Wk 7 Tues Topic - 1800s Anishinaabe Curriculum

Thurs Topic – 1900s Anishinaabe Curriculum

Wk 8 Tues Topic – Religious vs. Secular Curriculum

Thurs Topic – Early Ethnographic Studies as a Source of Curriculum

Wk 9 Tues Topic – AIM Era Curriculum: The Impact of the  
American Indian Religious Freedom Act

Thurs Topic – End of the Century Changes: The Impact of the  
Native Languages Act

Wk 10 Tues Topics - Immersions Weekends, Programs and Schools

Thurs Topic – The Trends in Language Camps and Conferences

Wk 11 Tues Topic - Anishinaabe Curriculum in the Social Sciences

Thurs Topic – Anishinaabe Curriculu in STEM Fields

Wk 12 Tues Topic – Writing for the Arts

Thurs Topic – Writing Related to First Nations Politics

Final Essay Due

Wk 13 Tues Topic – ACTFL and Other Language Assessment Rubrics

Thurs Topic – Designing Longitudinal Surveys for Success

Wk 14 Tues Topic – Revitalization Through a School System

Thurs Topic – Revitalization as Community Action

Wk 15 – Tues and Thurs will be spent sharing student portfolios and talking about next steps in Anishinaabemowin Revitalization.

Final Portfolio Due