Course Description

This course follows the Anishinaabe way of learning. Students will observe, listen, reflect and also participate in various physical activities using the basic Ojibwe language, Anishinaabemowin. Students’ participation will be encouraged, as the Ojibwe Language activities will employ auditory, visual and/or kinesthetic styles.

Students will be given a brief history lessons of the Ojibwe-Anishinaabe; the basic language structure; its vocabulary; its worldview; basic cultural protocols; storytelling; total physical response activities; appreciating the philosophy of mino-bimaadiziwin (good life), and native contemporary issues.

Students will use the basic forms of the Anishinaabe language along with examining relationships of the Ojibwe language to various culturally relevant concepts. Students are allowed to bring their personal recording devices. The University of Guelph and Anishinaabe protocols will be respected and will be followed by everyone during all classes.

Anishinaabe Teaching Philosophy:

Each person has their own unique learning style. There are various levels of educational achievements and personal knowledge that people have and that needs to be taken into consideration. People come from different backgrounds; the key is to be flexible and mindful of the learning process and varying learning styles.

The Anishinaabe learning of observing, feeling, knowing and participating will be utilized throughout the duration of this course. Lessons will be based on the needs of the students as all educational processes are learner-centered. This type of educational philosophy is referred to as andragogy. Students will become aware of a concept; they will struggle with their feelings about it; will build and establish a knowledge base and will act on or behave in a manner which is consistent with their learning.
**Prerequisite(s)**

n/a

**Learning Outcomes**

Students will experience an Ojibwe worldview through auditory, visual and/or kinesthetic form of the Ojibwe language, often spoken throughout the course.  
Students will engage in the various Ojibwe language activities, through listening, speaking, interactive practice, and also in written form.  
Students will develop an appreciation and understanding of Ojibwe language, as well as cultural teachings presented throughout the course.

**Zoom / Remote Learning**

Remote teaching includes the *thoughtful and intentional* use of evidence-based pedagogies in technology-enhanced instruction. Often the content from a traditional face-to-face course is transposed to be delivered in a digital format; however, more appropriately, this is an approach that allows instructors to think about course design and effective redesign opportunities for the use of new tools. New technologies may be used to create course assets, activities, student engagement opportunities, and innovative assessments while keeping instructional goals and learning outcomes at the forefront.  
Remote teaching is facilitated through educational technologies, largely the institution’s learning management system (LMS), synchronous tools, videos, and other external tools that can connect to the LMS. Generally, materials are presented in a lecture format, similar to that of a face-to-face class, with the virtual environment serving as a repository of course materials and hosting platform to engaging activities. To those unfamiliar with online learning, remote instruction might appear to be synonymous to online and blended forms of learning; however, online courses and blended courses are fundamentally different and designed with the delivery mode in mind.

**Required Text(s)**

Ningewance, Patricia. *Talking Gookum’s Language*.

**Method of Evaluation**

All assignments will involve the use of the Ojibwe language

**Presentation**

40% (Presentation # 1: 20%; Presentation # 2: 20%)

**Assignments**

40%

**Final Exam / Project**

20%

**Evaluation Breakdown**

**Presentation # 1 (20%) February 22nd, 24th & 26th, 2021**

*Awenen Niin (Who am I?):*

Students will prepare a five-minute presentation, or monologue, on their introduction of self. Students have the creative freedom to express themselves through their vocal skills, addressing themselves to his/her peers of their name, where are/is you/they/she/he from; what/who did/didn’t you see.

**Presentation # 2 (20%) March 22nd, 24th & 26th, 2021**

*Izhichigewin (The Doing):*

Students will prepare a five-minute presentation, or monologue, on a day’s event, whether it is current, past or may be future; must have at least 15-20 sentences, statements, majority of the Ojibwe vocabulary is strongly encouraged. Student will be able to use their creative abilities to share/prepare a little short story, monologue about themselves; what was/is/will be involved; who was/is/will be involved; what has/did/will happen(ed); how did it happen; what was the weather like today, this morning, yesterday, or this evening, tomorrow; was family involved; etc.

**Assignments (40%) January 18th & 25th, February 1st & 8th, March 1st, 8th, 15th & 29th, 2021**

Students will be encouraged to complete assignments throughout this Fall 2020 course, engaging with fellow student-peers, with family members and/or friends/relations

**Final Exam / Final Project (20%)**

**How To Contact Me:**

Email: wassaykm@uoguelph.ca

**Virtual Office:**
Course Schedule and Readings:

Monday, January 11th, 2021
*Introduction*

Wednesday, January 13th & Friday, January 15th, 2021
**Lesson 1: Introduction**

Monday, January 18th, Wednesday, January 20th & Friday, January 22nd, 2021
**Lesson 2: Playing Cards**
*Assignment #1 (5%)*

Monday, January 25th, Wednesday, January 27th & Friday, January 29th, 2021
**Lesson 3: Being Weathered In**
*Assignment #2 (5%)*

Monday, February 1st, Wednesday, February 3rd & Friday, Friday 5th, 2021
**Lesson 4: In the Classroom**
*Assignment #3 (5%)*

Monday, February 8th, Wednesday, February 10th & Friday, February 12th, 2021
**REVIEW Lesson 1-4**
*Assignment #4 (5%)*

February 15th – February 19th, 2021
*Reading Week*

February 22nd, 24th & 26th, 2021
*Presentation #1 – (20%)*

Monday, March 1st, Wednesday, March 3rd & Friday, March 5th
**Lesson 5: Friends**
*Assignment #5 (5%)*

Monday, March 8th, Wednesday, March 10th & Friday, March 12th, 2021
**Lesson 6: At Home with Family**
*Assignment #6 (5%)*

Monday, March 15th, Wednesday, March 17th & Friday, March 19th, 2021
**Lesson 7: Visiting Gookum**
*Assignment #7 (5%)*

March 22nd, 24th & 26th, 2021
*Presentation #2 - (20%)*

Monday, March 29th & Wednesday, March 31st, 2021
**Lesson 8: On the Phone**
*Assignment #8 (5%)*

Friday, April 2nd, 2021
NO CLASS

Monday, April 5th & Wednesday, April 7th, 2021
**REVIEW: Lessons 1-4 & 5-8**

Friday, April 9th, 2021
*Concludes*