

Anishinaabe Language, Culture and Community: 81526

NAS 101-02 Fall 2009

Day / Time: Monday and Wednesday 1:00-2:40 PM **Location:** Thomas Fine Arts Bldg. 315

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Office: 112D Whitman Hall / 227-1504

Office hours: Monday & Wednesday: 3 - 6 PM; Tuesday & Thursday 1- 4 PM.

(Appointments are best)

Required Course Material

1. Ojibwe Structure Reference Booklet by Lena White

Suggested Course Material

2. Audio/video recorders

Course Description: Lecture/Outdoors

Speak conversational Ojibwe through basic language instruction. Instruction will take with some activity at the Center for Native American Studies (CNAS) fire site. The lessons will consist of basic and conversational Ojibwe learned through speaking and minimal writing from a system called Accelerated Second Language Acquisition© and the application Ojibwe specific Medicine Wheel teachings. The long-term goal is to develop Ojibwe language speakers.

Background Information

The emphasis is to develop speakers because Ojibwe is considered an endangered indigenous language. In the Upper Peninsula (UP) we have one fluent Pottawatomini person in his sixties. The remaining fluent speakers are all transplants from Canada ranging in age from the mid-eighties to the seventies, sixties and finally, the youngest; the class instructor.

How we will Accomplish Objectives

The Ojibwe Medicine Wheel approach along with the Accelerated Second Language Acquisition ©™(ASLA) approach is applied. This method has broad application as a tool for language instruction across diverse languages and age groups. Dr. S. Neyooxet Greymorning, an Arapaho, developed this approach to specifically bring second language learners to a level of language competency while accommodating language instructors working with limited resources and time. Through the application of sight, sound, smell, touch and hearing, and the application of the Ojibwe Medicine Wheel, the student will notice their acceleration in the learning and speaking of Ojibwe terms and phrases. The Ojibwe world view and phraseology will be seen and heard, explored further and its significance in the Ojibwe language. Some basic writing skills will be introduced. Technology and WEBCT applications are utilized and encouraged.

Everyone is welcome. Speaking ability in Ojibwe or in any other indigenous language is not required. The only prerequisite is passion for the speaking, singing, reading or writing in the Ojibwe language. Indigenous language speakers are welcome to share their speaking skills. Instruction is in English and Ojibwe. The double vowel or Friere writing system employed in the Ojibwe Structure Reference Booklet will serve as a learning guide.

Required Assignments

The student will create one Ojibwe language project that can be uploaded onto the Center for Native American Studies (CNAS) www.nmu.edu/cnas website. This project can be in any media. This project is designed to teaching others. The goal is to keep the Ojibwe language alive, vibrant and spoken in the community. It should be accessible to anyone at any time. These creations must be bilingual-English and Ojibwe. It must be accompanied by a help guide-again bilingual. These creations can drama, music, dance, storytelling, development, Native American science, medicine, herbs, engineering and more. Innovative projects are encouraged. Project ideas must be approved by the instructor. An abstract of the project (English) must accompany the project.

The student will retain all rights to their project. Release forms will need to be signed by all people involved in your project. This requirement is for internet upload.

Assessment

<i>Description</i>	<i>Points</i>
Four quizzes (25 pts ea)	100
Reflections (8 @ 20 pts ea)	160
Project/Presentation	90
- Proposal/Outline-15 pts	
- Project/Presentation-75 pts	
Oral Participation	130
Attendance	20
Total Possible	500
[Extra Credit]	_____
Grand Total	_____

Scale

A	95-100%	475-500
A-	90-93%	450-474
B+	87-89%	435-449
B	84-86%	420-434
B-	80-83%	400-419
C+	77-79%	385-399
C	74-76%	370-384
C-	70-73%	350-369
D+	67-69%	335-349
D	64-66%	320-334
D-	60-63%	300-319

All Within the Class Will Contribute

Each student will have the support of the other. Peer support is critical. Each student is encouraged to collaborate and practice the language. It is critical that both genders speak and hear from each as the language is gender specific. The student will switch from speaking and learning between a male and female voice. Singing exercises will form a significant component of the class.

Expectations

By the end of the course, the student will be able to speak 60 phrases from either English to Ojibwe or Ojibwe

to English, plus demonstrating cognition of 60 new phrases.

- Follow and give simple instructions (ie. Sit down, stand up, follow, lead, move here)
- Demonstrate basic communication skills
- Talk about familiar topics using simple words and non-verbal cues to understand the language.
- Demonstrate an appreciation and understanding of aspects of Nishinaabe (Native American) culture.
- Distinguish simple oral messages that pertain to rules of speaking.

Though it should go without saying, plagiarism (cheating, using someone else's work as your own, failing to give credit when quoting or paraphrasing from a source other than your own mind, etc.) is unacceptable. University policy on plagiarism warrants anything from academic probation to expulsion. It is an automatic "F" on any assignment as a class violation. On top of all that, it is illegal, stupid, and you can do the work yourself—otherwise you would not be here.

Schedule [subject to change]:

Week 1; Review of Course Material and Content, Student Expectations

UNIT 1 Interrogatives.

Aaniish.

Wegonesh

Aapiish

Aanii dash?

Aaniish Ezhi-kidang

Personal Pronoun Interrogatives

Niin dash?

Kiin dash

Wiin Dash?

Niinwi Dash?

Kiinwi dash?

Kiinwa dash?

Wiinwa dash?

Particles: Na/naa? The question particle is used with questions that are typically answered with *yes* or *no*

and appears after the first word in a sentence.

Niin na?

Kiin na?

Wiin na?

Kiinwi na?

Kiinwa na?

Wiinwa na?

Kenn na?

Consonant – Vowel Syllable Chart p.ii, by Lena White

- Class recitation
- Class sing the Consonant – Vowel Chart
- Repeat as necessary

NOUN CLASSES pp. 4, 5 by Lena White

- **Diminutive:** This noun indicates **smallness** – always ends in “- ns.”
- Endings.....**ens, aans, oons, iins.**
- Wiigwaamens, jiimaanens, gaazhgens, daabaanes
- Doopwaans, miikaans, nibaagaans, naagaans.
- Nimoons, mitikoons, waaboozoons, biiwaabkoon
- Bezhighoogzhiins, weziins, ziibiins, ninjiins.
- **Locative:** This noun indicates **location**. It always ends in “ng.”
- Pabwining, wiigwaaming, jiimaaning, ishpeming, minising.
- Oodenaang, neyapkaang, gizidaang.
- Shkodeng, mideng.
- Wiikwemikong, gichi-wiikwedong, giizhikong.
- Biing, bezhighoogzhiing, siniing, kendaasiing, mishkodekiing.

Pejorative*: A derogatory term. It always ends in “sh.”

- Endings: **ish, osh, wish, aash.**
- Daabaanish, nimoshish, gookooshish,
- Ninwish, kwewish, mishkodewish.
- Ngidgosh, deyish, shtigwaanish.
- Neyaash, diiyash, mishkimdash

*Note: sometimes used as a “**loving**” term or “**joking**” term for close friends and family.

UNIT 2. NOUN + DIMINUTIVE + LOCATION p.6

- Wiikwaanesing,
- Wiikwemkoonsing
- Ziibiinsing
- Jiimaanensing
- Daabaanensing
- Doopwaansing
- Midowejonsing
- aazhibikoonsing
- **NOUN + DIMINUTIVE + PEJORATIVE P. 7**
- Daabaanenzhish, wiikwaanenzhish, ziibiinzhish, daabaanenzhish
- **NOUN + DIMINUTIVE + PEJORATIVE + LOCATIVE P. 8**
- Ziibiinshing, doopwaanshing, wiikwaanenshing.

UNIT 3. COLORS

- Ezaa’aandek, ezhaashkwak, meskwak, emiinaandek, emakadeyaandek, ewaapskak, ekiiyaandek, ewaabaandek

UNIT 4. DIRECTIONS

- Waabanang, zhaawanang, epingishmok, giuwedinong, naanaagowiing, Ishpeming.

UNIT 5. DOTEEMS

- Makwa, waawaashkesh, mishiikenh, chichak, ginoozhenh,

Unit 6. MEDICINE SYMBOLISM

- Wiingash, kiizhig, semaa, mashkodebak.

Unit 7. FOUR ELEMENTS

- Nibi, biinaamchigan, asin, aki.

UNIT 8. FOUR SEASONS

- Minokoomi, niibin, dgwagi, nboon.

UNIT 9. SEASONAL ACTIVITY VOCABULARY

- Ziizbaakwodkedaa, gitigedaa, zgaknigedaa, niigedaa.

UNIT 10. SEASON/CULTURAL APPLICATION VOCABULARY

- Maawnjididaa, wiisnidaa, naadmaadaa, pwaginigaadaa, ngaamdaa, aagimakedaa, deyegeadaa, jingdamwak.

UNIT 11. ARTISAN VOCABULARY

- Gaaway, pikindaagan, pakazhayin, mitike, shkigwaasan, giigoonhken, bigidwaan, niigen, zhiitaan, sapiiken, moonshkwen, monapaniin, zgaknigewin, bashminsigen, miiken, miskomnaken, odeminken, zhaapbiignigen, goodoon, baasan, odawayen, meshtoonmaagen, zhitoon.

UNIT 12. INTRODUCTION TO SEASONAL AND CULTURAL COVERSATION

- Aambe, nahaw, aahaw, miigwech,
- Aambe gitikedaa epiichi-nibwochidiing.
- Aambe odenang
- Aambe koojiing
- Aambe biindik
- Aambe mememtiwaki
- Aambe maawnjididaa jiigbiik
- Obigisidaa
- Boodwedaa
- Ba-aagamikedaa
- Bi-gidnisen
- Kiintam niigaaniin
- Kiintamwaa
- Wiintam da-maajaa
- Wiintamwaa
- Wiintamwaa da-niigaaniiyok
- Niintam
- Niintam nga-ziizbakwodke
- Masen
- Masek
- Maji-gadesen
- Maji-gadesek
- Maji-gadesedaa

UNIT 13. ANIMATE/INANIMATE

- Bemaadziimgak,
- Bemaadziimgasnog

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ADA Statement

If you have a need for disability related accommodations or services, please inform the Coordinator of Disability Services at Hedgcock 2001, telephone number 906-227-1700. Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation and in accordance with federal, state, and university guidelines.