OJB -201  
Objibwa Language III  
3 credits

I. **Catalog Description:** Continuation of OJB 101 and 102 with emphasis on more advanced speaking and comprehension. Student knowledge of vocabulary and structure of the language will be supplemented by more extensive work with written Ojibwe. Immersion method.

II. **Prerequisites, pre-/co-requisites, co-requisites, recommended:** OJB 102

III. **Rationale for Course Level:** This course is a 200 level class. This class covers the basic of Objibwa language with focus of this class on advanced vocabulary and more advanced sentences.

IV. **Suggested Textbooks:**
The following book(s) are recommended but not required:
Eastern Ojibwe – Chippewa – Ottawa Dictionary, Rhodes
A Concise Dictionary of Minnesota Ojibwe, Nichols and Nyholm;
Nishnaabemdaa Pane – Let’s Talk Indian Always (revised edition), prepared by: Corbiere, Melvina., et al. for the Ojibwe Cultural Foundation - this unpublished language booklet will be provided by the instructor.
These books will help for self-study and as a resource in compiling one’s own small library of Ojibwe language reference materials.
Handouts and lecture notes (the student’s responsibility) will be used as testing material.

V. **Student Learning Course Objectives:**

**Institutional Learning Goals:**

Students will:

1. Demonstrate competency in reading, writing, oral communication, and numerical literacy
2. Consider multiple perspectives from the diversity of human experience
3. Apply aspects of Anishinaabe culture and traditional values.

**Student learning outcomes:**

1. The student(s) will demonstrate oral competency in the Ojibwe articulation of the distinctive phonetic sounds – as written in the ‘Anishnaabemowin Sound Chart’.
2. The student(s) will demonstrate written competency using a standard writing system, the ‘Fiero Writing System’ that is presently being used and accepted – as a standard writing system – by most of the Ojibwe language instructors.
3. The student(s) will comprehend Ojibwe with active participate (through immersion) in interactive classroom Ojibwe language exercises.
4. The student(s) will translate basic every day Ojibwe vocabulary words.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions: self; students and syllabus. Review Ojibwe I &amp; II</td>
</tr>
<tr>
<td>2</td>
<td>Introduce tree (nomenclature and types – concentrate on the indigenous to the area).</td>
</tr>
<tr>
<td>3</td>
<td>Tools (common and special types).</td>
</tr>
<tr>
<td>4</td>
<td>Modes of transportation.</td>
</tr>
<tr>
<td>5</td>
<td>Geographical terms.</td>
</tr>
<tr>
<td>6-7</td>
<td>Types of careers/jobs. Different races of people.</td>
</tr>
<tr>
<td>8</td>
<td>Introduce musical instruments. Review the 1st. half of the semester. Midterm test (may be optional).</td>
</tr>
<tr>
<td>9</td>
<td>Introduce different types of chores (house work/yard work).</td>
</tr>
<tr>
<td>10</td>
<td>Introduce more extensive commands (2-4 worded phrases).</td>
</tr>
<tr>
<td>11</td>
<td>Types of illnesses (physical, mental, emotional).</td>
</tr>
<tr>
<td>12</td>
<td>Introduce cyclical gathering and harvesting terms.</td>
</tr>
<tr>
<td>13</td>
<td>Introduce more house parts.</td>
</tr>
<tr>
<td>14</td>
<td>Introduce other ways of counting.</td>
</tr>
<tr>
<td>15</td>
<td>Introduce basic hunting and fishing terminology. Review for final</td>
</tr>
<tr>
<td>16</td>
<td>FINALS (must be taken to pass)</td>
</tr>
</tbody>
</table>
Suggested Course Evaluation:

The student(s) evaluation will/may include: attendance*; homework assignments; in-class participation; quizzes (verbal or written); midterm tests (subject to change); a final exam and/or by any other design as assigned by the instructor.

*Attendance: ........ 25 pts. (2 abs. are allowed with no point reduction; 5 pts. will be deducted per abs., starting with the 3rd abs.).
Quizzes/tests: ..........30 pts.
Midterm: ..................15 pts.
Class participation ...  5 pts.
Final exam ............25 pts. (must be taken to pass)
Total points ........... 100 pts. (cumulative)

Grading Scale:
Grades will be given as letter grades. Letter grades and numerical equivalents are given below.

93 –100% A 80 – 82% B- 66 – 68% D+ F- Earned/ Non-attendance
90 – 92% A- 76 – 79% C+ 62 – 65% D
86 – 89% B+ 73 – 75% C 60 – 61% D-
83 – 85% B 69 – 72% C- 59 & below F

Bibliography

Eastern Ojibwe – Chippewa – Ottawa Dictionary, Rhodes

A Concise Dictionary of Minnesota Ojibwe, Nichols and Nyholm;

Nishnaabemdada Pane – Let’s Talk Indian Always (revised edition), prepared by: Corbiere, Melvina., et al. for the Ojibwe Cultural Foundation - this unpublished language booklet will be provided by the instructor.

Syllabus Prepared By:

(Signature of Faculty)

Typed Name of Faculty, Credentials

(Date Syllabus Created/Updated if MCS Review)

Syllabus Prepared By:
2015