



# North Central Michigan College Master Course Syllabus

## PART 1:

Course Name: Elementary Anishinaabemowin II

Course Number: NISH 112

Credit Hrs. 4      Lecture Hrs. 4      Lab Hrs. 0      Clinical Hrs. 0      Variable Hrs. 0

Total Hours of Instruction: 4      Total Contact Hours: 70.4  
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

### Course Description:

A continuation of NISH 111, with increased emphasis on conversational ability. Classes are conducted in Anishinaabemowin, with a minimum of English.

Prerequisite(s): NISH 111 or instructor approval

Co-requisite(s): None

### Course Objectives:

- Pronounce combinations of words and sentences.
- Pronounce conjugated words from sight.
- Use increased vocabulary to meet the other objectives with emphasis on tenses and nouns.
- Write compound sentences.
- Recognize and speak conjugated words in complex sentences.
- Participate in conversation that includes compound noun and verbally conjugated sentences.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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## **PART 2:**

### **Course Objectives and Linked Lumina DQP Outcomes**

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Pronounce combinations of words and sentences. (DQP 2,3)
- Pronounce conjugated words from sight. (DQP 2,3)
- Use increased vocabulary to meet the other objectives with emphasis on tenses and nouns. (DQP 2,3)
- Write compound sentences. (DQP 2,3)
- Recognize and speak conjugated words in complex sentences. (DQP 2,3)
- Participate in conversation that includes compound noun and verbally conjugated sentences. (DQP 2,3)



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## **Suggested Methods of Instruction:**

This course will be taught with seminar style with learner engaged activities.

## **Suggested Methods of Assessment and Evaluation:**

Tests, Quizzes, Individual Oral Presentation, and Conversational Group Project

## **Adopted Text at Time of Course Adoption/Revision:**

Eastern Ojibwa-Chippewa-Ottawa Dictionary, Richard A. Rhodes

A Concise Dictionary of Minnesota Ojibwe, John D. Nichols and Earl Nyholm

## **Topics Covered During the Semester:**

*Sequence of topics and time allowance are at the discretion of the instructor*

- Week 2 Learn the double vowel method of phonetic spelling.
- Week 4 Learn to pronounce sounds and words unique to Anishinaabemowin.
- Week 6 Learn to pronounce new words from sight. Individual Oral Presentation
- Week 8 Learn sufficient vocabulary to meet the other objectives, emphasis will be on verbs and conjugations.
- Week 10 Learn to write and read simple sentences.
- Week 12 Learn to recognize words and simple sentences by sound.
- Week 14 Be able to participate in simple conversations. Conversational Group Project
- Week 16 Final

Part 1 & Part 2 approved by CRDAP on: 05 01 15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



# North Central Michigan College Master Course Syllabus

## **PART 3:**

**LUMINA DQP OUTCOMES** – Use this reference sheet for **PART 2** of Master Course Syllabus.

### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012