



Native Language Instructors' Program
Faculty and Staff Handbook
July 1994

Name: _____

Address: _____

Contents

Introduction	1
Administrative Faculty and Staff	1
I. The Program	2
Map of Native Language Families in Ontario	2
Program Goals	3
1. Native Language Teacher Certification Program	4
1.1 The Algonquian Courses	4
2. Native As A Second Language Diploma	4
3. Native As A First Language Diploma	4
4. Native Language Summer Institute	5
5. Native As A Second Language (Algonquian) Part I	5
II. Rights and Responsibilities of Sessional Lecturers	6
III. Dates for Summer Session	6
IV. Cancelled Classes	6
V. Schedule of Classes	6
VI. Course Outline	7
VII. Course Materials	7
VIII. Printing	8
IX. Academic Regulations	8
X. Course Evaluation	8
XI. Keys	9
XII. Identification Cards	9
XIII. Orientation for Faculty and Staff	9
XIV. Registration and Orientation for Students	10
XV. Staff Meetings	10
XVI. Faculty Workroom Responsibilities	10
XVII. Timetables	11
XVIII. Accommodations and Meals	11
Appendices	
Appendix A Language Course Descriptions	12
Appendix B Education Course Descriptions	14

Appendix C Timetables

C.1 NLTC Algonquian Timetable	16
C.2 Practicum 0190, 0290, 0390 Timetable	16
C.3 Practicum 0190, 0290, 0390 Workshop Sessions	17
C.4 NAFL/NASL Diploma Timetable	18
C.5 Institute Timetable	18
C.6 Faculty Workroom Timetable	19
Appendix D Faculty and Staff	20
Appendix E Calendars	22
Important Numbers	31
Personal Numbers	32
Notes	33
Lakehead University Map	37
Book Order Form	

June 1994

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 1994

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 1994

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 1994

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 1994

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 1994

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

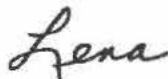
Introduction

Boozhoo / Aanii!

We, at Lakehead University, have the privilege of developing a much recognized national presence and academic reputation in Native language education. On behalf of the Administrative Faculty and Staff, we are pleased that you will be joining our Summer NLIP team, and in doing so, will contribute to the growth and success of the Program. One elder, Suzanne Dube Awashish, of Obedjiwan, said, "*The mother tongue is an instrument of survival for Native peoples, through his language one can discover a whole philosophy, a way of thinking, a way of seeing and of living.*" It is with your commitment, dedication, love, caring and support that keeps our student teachers do the work with perseverance and joy, because you are there to facilitate these learning processes. To give you a quick overview of our program and the scope of its activities in the NLIP Program, including the University as a whole, we prepared a ***NLIP Faculty and Staff Handbook***.

We wish you success, health and happiness in the 1994 NLIP summer session.

In the Spirit of Anishnaabe languages!



Lena Odjig White,
Coordinator
Native Language Instructors' Program (NLIP)

Administrative Faculty and Staff

Professor David Bates
Dr. Mary Clare Coutland
Lena Odjig White
Sonya Bruyere
Judy Turrie
Florrie Sutherland
Virgil Nahdee

Director, School of Education
Chair, Continuing Teacher Education Program
Coordinator, NLIP
Secretary, NLIP
Secretary, NLIP
Principal, NLIP Summer School
Native Student Counsellor,
Native Student Support Services

BL-10 14
BL-10 16C
BL-1002B
BL-1002C
BL-1002
BL-1002
SC-1002



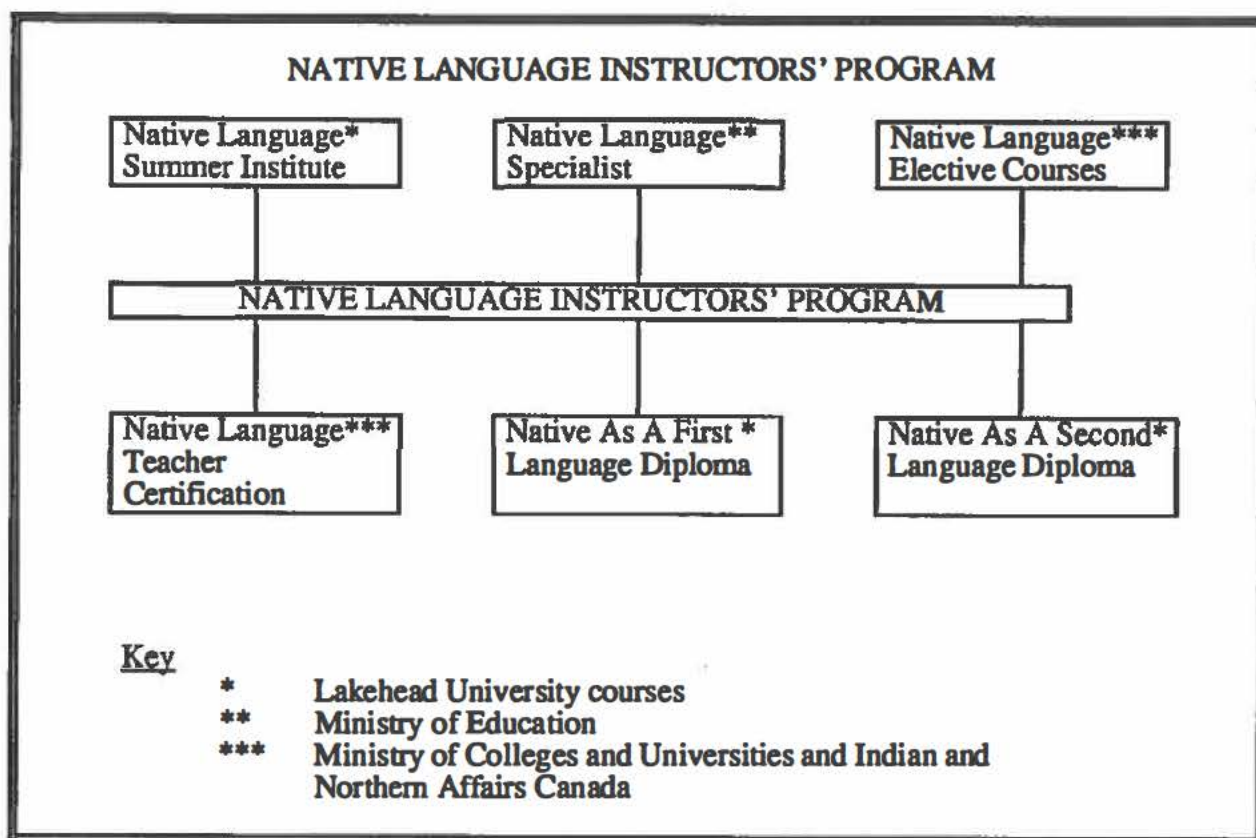
The Program

Lakehead University, in the heartland of Ojibwe country, offers a selection of Native Language courses and programs through the co-operative efforts of Languages and Education. Native Language studies are proving to be of growing interest to students of every age, Native and non-Native alike. While some students come to Lakehead especially to study in a Native Language program, others find that the study of Native Language complements their chosen programs in other fields.

We have a rich heritage in the Native Languages of this country, and recently, there has been a surge of interest in this heritage. We, at Lakehead University feel privileged and proud to share in the building of the new academic tradition that will emerge as we pursue goals of excellence in Native language learning and teaching.

Program Goals

- to **MAINTAIN** the vitality of Native Languages among members of the Native Language community, by providing opportunities for its study and creative use in the academic setting;
- to **DEVELOP** new functions and skills, in the use of Native Languages through research, teaching and materials production;
- to **INTRODUCE** a Native Language to those who wish to learn it through introductory and developmental courses in Cree and Ojibwe.



1. Native Language Teacher Certification Program

The purpose of the Native Language Teacher Certification Program is to increase the number of Native language teachers through summer programs which will prepare them to instruct in Native as a second language. It is a three summer program of four weeks duration. Students in this program will learn how to teach Native as a second language to children whose first language is English. Native language teachers who have an understanding of the structure of the Native language, pedagogical principles, methods and techniques for teaching Native as a second language will promote and maintain the teaching of Native languages. Course requirements are met through a combination of courses and student teaching.

1.1 The Algonquian Courses (Refer to Appendices A & B for course descriptions)

Native Language Teacher Certification Program (NLTC) Algonquian

Year One	Al 1212	Ed 1571	Ed 1351	Ed 0190
Year Two	Al 1232	Ed 1572	Ed 1352	Ed 0290
Year Three	Al 2213	Ed 1573	Ed 1353	Ed 0390

Courses in the Algonquian Series are for fluent speakers of Cree, Ojibwe, and Delaware. Also included are related languages of Montagnais, Nascapi, Potawatami, Micmac, Malecite, and Saulteaux.

The intent of the Algonquian Series of courses is: to coach the student to acquire the skills of reading his/her language with comfort and comprehension, and of writing it with ease and consistency in the generally recognized orthography of his/her dialect area; to lead the student inductively to an understanding of and appreciation for the structural terms necessary to the language teaching task in the elementary and secondary schools in Ontario. These are two parallel series of courses designed to meet the language needs of the student. The Northern Series is designed for students from areas of Ontario where the language is written in syllabics. All Cree students enroll in this group, as well as Ojibwe speakers from "non-road-access" communities of Northern Ontario. The Southern Series is designed for students from areas of Ontario where the language is written in the Roman alphabet. All Delaware students enroll in this group as well as Ojibwe speakers from "road-access" communities of southern and near Northern communities.

2. Native As A Second Language Diploma

This is a four summer program to educate candidates in teaching Native as a second language. This program prepares candidates to teach students whose first language is English. The courses in the first three years of the program are exactly the same as the courses for Native Teacher Certification Program except for the Practicum. Education 1598 and Education 1599, year one and year two respectively, are supervised practica during the winter months.

Course work (Refer to Appendix A & B for course descriptions)

Year One	Al 1212	Ed 1571	Ed 1351	
Year Two	Al 1232	Ed 1572	Ed 1352	Ed 1598
Year Three	Al 2213	Ed 1573	Ed 1353	Ed 1599
Year Four	Al 2233	Ed 1574	Ed 1354	

3. Native As A First Language Diploma

This is a four summer program. It provides Native language enrichment and literacy skills development. Course requirements are met through a combination of courses and winter practica. Each course is offered periodically, at least once every four years.

Course work (Refer to Appendices A & B for course descriptions)

Year One	Al 1210	Ed 1451	Ed 1571	
Year Two	Al 1230	Ed 1452	Ed 1572	Ed 1598
Year Three	Al 2211	Ed 1453	Ed 1573	Ed 1599
Year Four	Al 2231	Ed 1454	Ed 1574	

4. Native Language Summer Institute

These courses are offered for degree programs and for graduates of all the first and second language programs. First language courses are designed for the student who wishes to extend his/her knowledge and do research in the area of his/her specialty as well as to any person similarly qualified. Second language courses are for students that want to learn an Algonquian language.

Summer Courses (Refer to Appendices A & B for course descriptions)

First Language NL 3251
 NL 3551

Second Language OJ 1010
 OJ 1012
 OJ 2011
 OJ 3011

5. Native As A Second Language (Algonquian) Part I

Course work (Refer to Appendices A & B for course descriptions)

Prerequisite or co-requisites: AL 1210 and 1230 or AL 1212 and 1232 and O.T.C. or Temporary Letter of Standing.

An introduction to the field of Native Language education through the development of a conceptual framework and the acquisition and practice of second language teaching skills. The course will address Algonquian Structure, Professional Growth, Language Acquisition theory and practice and a Professional Practicum.

II. Rights and Responsibilities of Sessional Lecturers

The following article from the current agreement between the Board of Governors and the Faculty Associations outlines the rights and responsibilities of all sessional lecturers.

- 23.03.01 A Sessional Lecturer is expected to foster a learning environment that is conducive to scholarly learning, to treat students fairly and ethically, and to be conscientious in the preparation, organization, and revision of his/her course materials.
- 23.03.02 At the commencement of each course, a Sessional Lecturer shall prepare requirements, assignments, evaluation procedures, and any other relevant material, and shall file a copy of this written information with his/her Chairperson. A Sessional Lecturer shall be available to students for academic counseling as required.
- 23.03.03 A Sessional Lecturer shall notify students and his/her Chairperson as far in advance as is practicable of the rescheduling of any instructional activity. Rescheduling shall occur only in exceptional circumstance beyond the reasonable control of the Sessional Lecturer or when prior arrangements have been made with the students and the Chairperson.
- 23.03.04 A Sessional Lecturer shall evaluate students' performance and shall supervise, when appropriate, students' research, practical work, these, and major papers, and shall set and mark any supplemental examination(s) for his/her assigned course(s).
- 23.03.05 A Sessional Lecturer shall supervise the work of teaching and laboratory assistants assigned to him/her.
- 23.03.06 A Sessional Lecturer shall comply with the procedures approved by Senate for reviewing students' marks and grades and with reporting deadlines communicated to him/her by the Dean.
- 23.03.07 A Sessional Lecturer shall attend Registration if required and shall arrange for the adequate supervision of his/her examinations.

III. Dates for Summer Session

Diploma in Native As A First Language 3 weeks
Courses start on July 4 and end on July 22, 1994

Diploma in Native As A Second Language 3 weeks
Courses start on July 4 and end on July 22, 1994

Institute Courses 3 weeks
Courses start on July 4 and end on July 22, 1994

Native Language Teacher Certification 4 weeks
Courses start on July 4 and end on July 28, 1994

IV. Cancelled Classes

Classes cancelled due to illness, etc. should be re-scheduled at a time convenient to the instructor and students.

V. Schedule of Classes

Classes begin on the half hour and end twenty minutes past the hour.

VI. Course Outline

A course outline is required in the Native Language Instructors' Program office before your course begins. The course outline should contain the following information:

- (a) course description from the calendar (refer to Appendices A & B)
- (b) course objectives
- (c) course content
- (d) course assignments
- (e) course evaluation scheme
- (f) course schedule (dates/content/readings)

A **must** for every course outline. Each course outline, in addition to the above, should include the following:

Incomplete Standing:

It is the responsibility of the student to complete all work in accordance with the time schedule communicated by the instructor at the beginning of the course. If for some reason the student is unable to complete the course requirements on time, it is his/her responsibility to apply in writing for an extension. If granted, the students will receive an Incomplete grade and the University policy with respect to such grades will apply. If the student makes no formal application for an extension, the instructor will submit a grade based on a zero grade for the uncompleted portion of the work. This grade will hold unless a Change of Mark form is submitted by the instructor and approved by the Chairperson and Director.

In courses where there are two sections, it is important that content and evaluation be similar. Please collaborate with your other half to ensure reasonable similarity. Courses thus affected:

AL 1212 - Joanne LaBelle and Reta Sands
AL 1232 - Rubina Naogizic and Reta Sands

For these classes, marks and averages should be reasonably close. Please keep in touch about this.

Since promptness and regular attendance are required of teachers, NLIP encourages formation of these professional habits. Please record attendance and punctuality for each class you teach. You may wish to build this in, in some way, to your evaluation scheme.

Note: Students who fail to appear for any student teaching assignment (without prior permission) will automatically fail their student teaching component (i.e. ED 0190, ED 0290, or ED 0390).

VII. Course Materials

If you anticipate needing any materials with which to teach your course(s), please inform the NLIP office as soon as possible so that these may be ordered. In addition, if you plan to use a textbook in your course(s), please fill out the enclosed book order form with all possible information included and return it. If you have written, or plan to write your own text material, send a camera-ready copy by May 15. It will be printed and placed in the L.U. Book Shop for your students.

VIII. Printing

The School of Education has guidelines regarding the printing of course materials. Course outlines, activity/worksheets, tests and exams will be printed. Handouts such as journal articles or book chapters will not. Bring your printing to the NLIP Secretary and she will complete a requisition, then send to the Print Shop. This service takes a minimum of one full day.

One venda card is provided for your personal use during the course.

IX REPORTING OF FINAL MARKS: Academic Regulations

1. Please submit your completed Class Marks Sheets for the students enrolled at the end of the course(s). The Marks Sheet must be in the Native Language Instructors' Program by Friday, July 22, 1994 for NASL/NAFL/Institute courses and, Friday, July 28, 1994 for NLTC courses.
2. No '9's please: i.e. number 39, 49, 59, 69, 79, 89, 99 marks - lower the mark to an __8, or raise it to a __0 so that your evaluation is clear and there is less fuss over borderline marks.
3. **GRADING SYSTEM:**

A+	90 - 100%
A	80 - 89%
B	70 - 79%
C	60 - 69%
D	50 - 59%
E	40 - 49% Failed
F	01 - 39% Failed
F	0% Academic Dishonesty
4. **0:** this mark is assigned for academic dishonesty ONLY.
5. For students on a class list but who have attended little or not at all - assign a low mark but not 0, e.g. 1
6. **WD = Withdrawn**, is assigned by the Registrar's Office.
7. Please complete the sections at the bottom of the last page of the Marks Sheets for **Total Number of Students, Class Average, and Distribution of Grades**. Also, please remember to sign all pages.

It is anticipated that faculty members will utilize an appropriate variety of assessment strategies to ensure students have adequately mastered both course content and its practical application. Marks distribution should reflect the range of natural abilities found in classes. The value of quality education should be maintained.

X. Course Evaluation

The Senate of Lakehead University has adapted an evaluation form for use by students at the end of each course. These forms will be distributed during the final week of classes. After the submission of marks they will be processed and returned to you.

XI. Keys

Keys for classrooms and the Bora Laskin Building, are available through Judy Turrie in BL1002. If you have problems with accessing classrooms in the Braun and Centennial Buildings, please contact the Security Office at 8569.

XII. Identification Cards

Photo equipment and staff from records will be available to process identification cards on July 4, 1994 in the Agora. The card must be taken to the library to be bar coded. This is required before faculty have library privileges.

XIII. Orientation for Faculty and Staff

Date: Sunday, July 3, 1994
Time: 1:00 p.m. - 4:00 p.m.
Location: Bora Laskin Building

Agenda

1:00 p.m. - 2:00 p.m.

General Meeting (BL2009)

1. Welcome and Introductions
2. Review of NLIP Faculty and Staff Handbook
3. Discussion and General Comments from Faculty

2:00 p.m. - 3:00 p.m.

Discipline Team Meetings

Purpose: to share and discuss courses and course outlines to ensure continuity from year to year. Remember to bring your course outlines for each of your courses.

Language (BL2009)

*Randy Valentine
Joanne LaBelle
Charles Fiero
Reta Sands
Rubina Naogizic
Angela Moore
Alice Williams
Tom Beardy
Laura James

Foundations Methods (BL2005)

*Gary Hannam
Steve Chase
Isadore Toulouse
Shirley Williams

(BL2008)

*Jeanne Grubin
Brian Maznevski
Muriel Sawyer
Violet Shawanda
Jean Shawana
Ernestine Buswa
Ron Kelly
Susan Sandau

* denotes Chairperson for the meeting.

3:00 p.m. - 4:00 p.m.

NLIP Group Team Meetings (concurrent sessions of Group "A" and Group "B")

GROUP "A"**NLTC AND NAFL/NASL Group Teams:**

Purpose: To share and discuss objectives, course content, assignments, and evaluation strategies.

**NLTC Year One
BL2005**

*Jeanne Grubin
Gary Hannam
Reta Sands
Joanne LaBelle

**NLTC Year Two
BL2005**

*Reta Sands
Rubina Naogizic
Brian Maznevski
Shirley Williams

**NLTC Year Three
BL2008**

*Isadore Toulouse
Steve Chase
Charles Fiero
Muriel Sawyer

**NAFL/NASL
BL2008**

*Randy Valentine
Angela Moore
Isadore Toulouse
Muriel Sawyer
Alice Williams

GROUP "B" Associate Teachers

Purpose: To review Practicum Teaching Handbook, Student Teaching Schedules, Student Evaluation Forms, and answer any queries.

**PRACTICUM 0190, 0290, 0390
(BL 2009)**

*Florrie Sutherland, Principal
Ernestine Buswa
Violet Shawanda
Susan Sandau

Jean Shawana
Ron Kelly

* denotes Chairperson for the meeting.

4:00 p.m. - 5:30 p.m.

Welcome and Reception

- place to be announced.

A gathering to meet old friends and meet new ones, to get acquainted and meet new faculty. Refreshments will be served.

XIV. Registration and Orientation of Students

Registration for all NLIP students is from 12:00 noon to 4:00 p.m. on Sunday, July 3, 1994 in the Bora Laskin Building. Late Registration will be held on July 4, 1994.

Due to the way the July Calendar month "holiday weekends" fall this year, "Canada Day Holiday weekend and the "Civic Holiday weekend", we had to schedule classes to start on Monday, July 4, 1994.

XV. Faculty and Staff Meetings

Wednesday, July 13, 1994 4:45 p.m. -

place to be announced.

Wednesday, July 20, 1994 4:45 p.m. -

BL 2005 (Evaluation meeting)

XVI. Faculty Workroom Responsibilities

BL 2009 is a study/work room for all NLIP students daily from 7:00 p.m. to 9:00 p.m. An additional responsibility each faculty member is required to assist students a minimum of two evenings during the

XVII. Timetables

Timetables are provided in Appendices C1 - C6. In year one, year two and year three of the NLTC Program, Section AA will include Western Ojibwe, and most northern and Cree students, Section AB will include Central and Eastern Ojibwe.

Tapes of each student's speech are available from the NLIP Office. Students have already been assigned to classes on the basis of the above divisions. Linguists may switch students around within classes for purposes of homogeneity with the approval of Lena White.

XVIII. Accommodations and Meals

Townhouses are available in the Lakehead University Residence complex for faculty and staff. Ensure that your choice of accommodation is reserved by calling Sonya at (807) 343-8542 or Judy at (807) 343-8198.

APPENDICES

APPENDIX A

Language Course Descriptions

Algonquian 1210 - Written Algonquian Structure Part I

Prerequisite: Fluency in an Algonquian Language

An introduction to the Algonquian Language structure and syllabic orthographic principles through the study of examples from the various Algonquian Languages represented by class members.

Lectures 3 hours, Laboratory 2 hours

Algonquian 1212 - Oral Algonquian Part I

Prerequisite: Fluency in an Algonquian language

Introduction to the analysis of spoken Algonquian languages, their structure and orthographic principles, through the study of examples from the various Algonquian languages represented by other class members.

Lectures 3 hours, Laboratory 2 hours

Algonquian 1230 - Written Algonquian Part II

Prerequisite: Algonquian 1210

Continuation of the structural study of the Algonquian languages by the inductive approach. Reading of selected syllabic texts from various language areas and syllabic traditions for comparison purposes.

Proofreading and correcting of unedited text. Advanced work in syllabics.

Lectures 3 hours, Laboratory 2 hours

Algonquian 1232 - Oral Algonquian Part II

Prerequisite: Fluency in an Algonquian language

Structural study of Algonquian languages with emphasis on conversation patterns. Students will also read selected texts and participate in selected activities requiring a standard orthography.

Lectures 3 hours, Laboratory 2 hours

Algonquian 2211 - Written Algonquian Structure Part III

Prerequisite: Algonquian 1210 & 1230

continuation of the structural study of Algonquian Languages with the student assuming increasing responsibility for independent analysis. Contrasting phonemic and morphophonemic conventions.

Introduction to Roman orthography.

Lectures 3 hours, Laboratory 2 hours

Algonquian 2213 - Oral Algonquian Part III

Prerequisite: Algonquian 1212 & 1232

Continued study of Algonquian language structure, with students assuming increasing responsibility for independent analysis of speech patterns. Application of orthographic principles in proofreading and correcting of unedited text.

Lectures 3 hours, Laboratory 2 hours.

Algonquian 2231 - Written Algonquian Structure Part IV

Prerequisite: Algonquian 1210 & 1230

Preparation of Algonquian structural descriptions. Summary of considerations in standardizing an orthography. Guided individual transcription project.

Lectures 3 hours, Laboratory 2 hours

Algonquian 2233 - Oral Algonquian Part IV

Prerequisite: Algonquian 1212 & 1232

Guided individual or small group work on selected algonquian structural and orthographic projects relating to the development of written materials of increasing difficulty in the student's own language.

Lectures 3 hours, Laboratory 2 hours.

Ojibwe 1010 - Introduction to Ojibwe I

Introduction to basic Ojibwe phonetics, grammar and conversation.
Lectures 3 hours, Laboratory 2 hours (First Term)

Ojibwe 1012 - Introduction to Ojibwe II

Prerequisite Ojibwe 1010

Development of conversational skills and practice in writing.
Lectures 3 hours, Laboratory 2 hours (Second Term)

Ojibwe 2011 - Field Study

Special project to be pursued as a practicum on location.
Lectures 3 hours, Laboratory 2 hours

Ojibwe 3011 - Ojibwe Immersion

Development of all language skills on location.
Lectures 3 hours, Laboratory 2 hours

NL 3251 - Translation: Old and Contemporary Expression

Prerequisite: Fluency in an Algonquian language
Specific problems of translation.
Seminar 3 hours

NL 3551 - Literature

Prerequisite: NL 3511 or NL 3531
Specific problems of creative writing.
Seminar 3 hours

APPENDIX B

Education Course Descriptions

Education 1351 - NASL Methods, Part I

An introduction to the general principles of second language teaching, stressing development of listening comprehension and speaking skills. Structural and communicative approaches will focus at the lesson level. Micro-teaching will provide practice in the teaching methods under study.

Education 1352 - NASL Methods, Part II

A continuation of the topics of Part I, with the focus broadened to the unit level. The practicum will encourage originality within the bounds of second language teaching criteria, in the preparation of teaching units.

Education 1353 - NASL Methods, Part III

Consolidation and extension of the principles and techniques presented in Parts I and II with emphasis on reading and writing skills and the relation of the NASL program to the school and community. Focus will be on planning a full year's program. A supervised practicum will provide opportunity to apply skills being learned by teaching a class on one of the following levels: elementary, secondary, adult.

Education 1354 - NASL Methods, Part IV

An examination of the psychology of second language learning as it relates to other content learning, literacy, analytic skills and literature appreciation. a supervised practicum will provide opportunity to teach a class at a level other than the one taught in Part III.

Education 1451 - NAFL Methods Part I

Objectives and methods in kindergarten and primary Native Language arts, with attention to the four language skills of listening, speaking, reading, and writing. Demonstration and practice of lesson segments will provide experience in the use of the methods under study.

Education 1452 - NAFL Methods Part II

Objectives and methods in Native language arts for the junior and intermediate grades, with attention to the four language skills. Teaching skills involving the methods under study will be practiced in peer teaching situations.

Education 1453 - NAFL Methods Part III

Building a Native Language arts program through the grades: goals, strategies, and content. Attention will be given to the relationship of Native Language to the total school curriculum, in both elementary and secondary school programs. A practicum will provide opportunity to apply skills being learned by teaching a class at one of the following levels: elementary, secondary, adult.

Education 1454 - NAFL Methods Part IV

Topics appropriate to student needs will be selected from such concerns as: evaluation, remediation, enrichment, adult literacy instruction, translation skills, reading transfer, oral language development, creative writing. A supervised practicum will guide students in teaching a class at a level other than the one undertaken in Part III.

Education 1571 - Introduction to Teaching

A survey of teacher ethics, classroom management skills and record keeping and planning procedures, with special attention to the relationship of core language teachers to the total school experience. Identification and use of standard classroom materials and equipment will form part of the course.

Education 1572 - The Development of the Child

An examination of the physical, mental and emotional characteristics of children and youth through elementary and secondary school years, with emphasis on the implications in language teacher interaction. The practicum will entail production of language teaching material suitable to each age group.

Education 1573 - Current Issues in (Native) Language Education

Background for this course will be laid by surveying the policies of educational agencies and professional organizations, the regulations of the Ontario Ministry of Education and other sources of help for the language teacher. Students will identify common problems facing language teachers and identify appropriate solutions to these problems. The practicum will require the completion of a curriculum project that identifies and meets the needs of the local school and relates to Ministry guidelines.

Education 1574 - Approaches to Bilingual Education

An examination of bilingual education, its strengths and weaknesses, problems and opportunities. Factors in language maintenance and in the selection of bilingual education models will be studied. Each student will prepare curriculum material suitable for one of the models.

Education 0190 - Education 0290 - Education 0390

This series of courses deal with planning and implementation of NSL. At each level, there are four parts:

- 1. Student Teaching** - During the first three weeks of classes, each student will teach a minimum of four times. Please note that each *First year student* will observe the first class and teach a minimum of three times. This includes a pre-conference, evaluation and post-conference with an Associate Teacher.
- 2. Planning Session** - Students participate in the preparation of lesson plans, unit plans, and long range plans. These sessions are one hour in length during the first three weeks of classes.
- 3. Assembly** - In this half hour, students meet together as a group for presentations pertaining to their professional life as a teacher. These lectures take place during the fourth week of classes.
- 4. Workshops** - Workshops take place during the fourth week of classes. Each student is required to choose and participate in two workshops. Each workshop is 15 hours duration for a total of 30 hours. Topics include: Native Arts and Crafts, The Role of Traditional Teachings in the Home and School, Curriculum and the Medicine Wheel, Adapting Existing Materials: Innovative Approaches, Music and Drama in the Classroom, Teaching NSL to Adult Classes and Herbal Medicine.

APPENDIX C

Timetables

C.1 Native Language Teacher Certification (Algonquian) Timetable July 1994

	NLTC (AI I) (Western)	NLTC (AI I) (Cent/East)	NLTC AI II (Western)	NLTC AI II (Cent/East)	NLTC AI III (Western)	NLTC AI III (Cent/East)
8:30-9:30	BL-2001 AL 1212 AA J. Labelle	BL-2005 ED 1351 AB J. Grubin	BL-2019 ED 1572 AA S. Williams	BL-2009 ED 1352 AB B. Maznevski	BL-2008 ED 1573 AA S. Chase	BL-1022A AL 2213 AB C. Fiero
9:30-10:30	BL-2001 AL 1212 AA J. LaBelle	BL-2005 ED 1351 AB J. Grubin	BL-2019 ED 1572 AA S. William	BL-2009 AL 1232 AB R. Sands	ED 0390	ED 0390
10:30-11:30	ED 0190	ED 0190	BL-2019 AL 1232 AA R. Naogizic	BL-2009 AL 1232 AB R. Sands	BL-2008 AL 2213 AA C. Fiero	BL-1022A ED 1573 AB S. Chase
11:30-12:30	BL-2001 ED 1571 AA G. Hannam	BL-2005 AL 1212 AB R. Sands	ED 0290	ED 0290	BL-2008 AL 2213 AA C. Fiero	BL-1022A ED 1573 AB S. Chase
12:30-1:30 LUNCH						
1:30-2:30	BL-2001 ED 1571 AA G. Hannam	BL-2005 AL 1212 AB R. Sands	BL-2019 AL 1232 AA R. Naogizic	BL-2009 ED 1352 AB B. Maznevski	BL-2008 ED 1573 AA S. Chase	BL-1022A AL 2213 AB C. Fiero
2:30-3:30	BL-2001 ED 1351 AA J. Grubin	BL-2005 ED 1571 AB G. Hannam	BL-2019 ED 1352 AA B. Maznevski	BL-2009 ED 1572 AB S. Williams	BL-2008 ED 1353 AA I. Toulouse	BL-1022A ED 1353 AB M. Sawyer
3:30-4:30	BL-2001 ED 1351 AA J. Grubin	BL-2005 ED 1571 AB G. Hannam	BL-2019 ED 1352 AA B. Maznevski	BL-2009 ED 1572 AB S. Williams	BL-2008 ED 1353 AA I. Toulouse	BL-1022A ED 1353 AB M. Sawyer

C.2 Practicum 0190, 0290, 0390 Student Teaching *

Class	Associate Advisors	Room
Year Three - 9:30 a.m. - 10:30 a.m. Central/Eastern Ojibwe: Group A Central/Eastern Ojibwe: Group B Cree Western Ojibwe: Group A Western Ojibwe: Group B Planning	Violet Shawanda Jean Shawana Susan Sandau Ernestine Buswa Ron Kelly	BL 1024 BL 1030 BL 1033 BL 1034 BL 1036 BL 2008/BL 1022A
Year One - 10:30 a.m. - 11:30 a.m. Central/Eastern Ojibwe: Group A Central/Eastern Ojibwe: Group B Cree Western Ojibwe: Group A Western Ojibwe: Group B Planning	Violet Shawanda Jean Shawana Susan Sandau Ernestine Buswa Ron Kelly	BL 1024 BL 1030 BL 1033 BL 1034 BL 1036 BL 2008/BL 1022A
Year Two - 11:30 a.m. - 12:30 a.m. Central/Eastern Ojibwe: Group A Central/Eastern Ojibwe: Group B Cree Western Ojibwe: Group A Western Ojibwe: Group B Planning	Violet Shawanda Jean Shawana Susan Sandau Ernestine Buswa Ron Kelly	BL 1024 BL 1030 BL 1033 BL 1034 BL 1036 BL 2008/BL 1022A

* Practicum assignments will be available during Orientation

C.3 Practicum 0190, 0290, 0390 Workshop Sessions

Workshops 1A, 2A, 3A, 4A, 5A, 6A, 7A Monday, July 25 9:00 a.m. - 12:30 p.m. Lunch 1:30 p.m. - 4:30 p.m. 7:00 p.m. - 9:00 p.m.	Workshops 1B, 2B, 3B, 4B, 5B, 6B, 7B Wednesday, July 27 9:00 a.m. - 12:30 p.m. Lunch 1:30 p.m. - 4:30 p.m. 7:00 p.m. - 9:00 p.m.
Tuesday, July 26 9:00 A.m. - 12:30 p.m. Lunch 1:30 p.m. 4:30 p.m.	Thursday, July 28 9:00 A.m. - 12:30 p.m. Lunch 1:30 p.m. 4:30 p.m.
Workshop A: 15 hours)	Workshop B: 15 hours)

Workshop 1A and 1B - Native Arts and Crafts

Instructor: Elizabeth Achneepineskum

(Room BL 1030)

This workshop introduces the student to various traditional arts and crafts. The students will prepare materials and make crafts. Teaching ideas and various strategies will be shared for integrating Native arts and crafts into the Native language curriculum.

Workshop 2A and 2B - The Role of Traditional Teachings in the Home and School

Instructor: Kathleen Greene

(Room BL 1033)

Traditional teachings presented will provide a better understanding of our lifelong journey in human development from childhood to our elder years, and more significantly what role these teachings and values have in the education of our children, our work, and the school system.

Workshop 3A and 3B - Curriculum and the Medicine Wheel

Instructor: Jean Shawana

(Room BL 1036)

This workshop introduces students to strategies for developing curriculum material based upon the teachings of the Medicine Wheel. Students will develop plans which they can use for their own teaching situation. The emphasis will be on the promotion of Native Language education through the teachings of the Medicine Wheel.

Workshop 4A and 4B - Adapting Existing Materials: Innovative Approaches

Instructor: Jeanne Grubin

(Room BL 2001)

Students will learn how to adapt existing materials for Native language teaching. They will learn techniques for the preparation of various types of materials, such as, games, charts, booklets which can be used to facilitate the teaching of the Native language.

Workshop 5A and 5B - Music and Drama in the Classroom

Instructor: Brian Maznevski

(Room BL 2005)

This workshop will introduce students to teaching activities involving music and drama. Students will be given the opportunity to create their own songs, participate in skits and group activities.

Workshop 6A and 6B - Teaching NSL to Adult Classes

Instructor: Violet Shawanda

(Room BL 2008)

This workshop will enable students to practice various instructional techniques useful for teaching Native language to adult classes in their own communities. They will receive help in designing their programs, planning strategies and teaching tips. Students will also develop their own basic "starter" package.

Workshop 7A and 7B - Herbal Medicine

Instructor: Ernestine Buswa

(Room BL 2009)

This workshop will take students into the woods to collect samples of herbal medicines. The procedures for storing and the various uses of the herbs will be shared. Students will develop unit and lesson plans integrating the information on herbal medicine in a Native language classroom.

C.4 Native As A First/Second Language Diploma Timetable July 1994

	NAFL I	NASL IV
8:30-9:30	BB-2001 AL 1210 A. Moore	CB-4048 ED 1574 I. Toulouse
9:30-10:30	BB-2001 AL 1210 A. Moore	CB-4048 ED 1574 I. Toulouse
10:30-11:30		BB-2001 ED 1354 M. Sawyer
11:30-12:30	BL 2001 ED 1571 G. Hannam	BB-2001 ED 1354 M. Sawyer
12:30-1:30		
1:30-2:30	BL2001 ED 1571 G. Hannam	BB-2001 AL 2233 R. Valentine
2:30-3:30	BL2001 ED 1451 J. Grubin	BB-2001 AL 2233 R. Valentine
3:30-4:30	BL2001 ED 1451 J. Grubin	

C.5 Institute Timetable July 1994

9:30 - 11:30 July 4 - 22	BB-2007 NL 3551 R. Valentine
1:30 - 3:30 July 4 - 22	BB-2007 NL 3251 A. Williams
6:00 - 9:00 July 4 - 15	BL 1024 OJ 1010 T. Beardy
6:00 - 9:00 July 18 - 29	BL 1024 OJ 1012 T. Beardy
6:00 - 9:00 July 4 - 15	BL 2019 OJ 2011 L. James
6:00 - 9:00 July 18 - 29	BL 2019 OJ 3011 L. James

**C.6 Native Language Instructors' Program
Faculty Workroom Timetable 7 p.m. - 9 p.m.
July 1994**

ROOM BL 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 S. Chase L. White	6 J. LaBelle J. Grubin	7 S. Williams A. Moore	8 M. Sawyer R. Sands	9 B. Maznevski L. White
10 G. Hannam L. White	11 F. Sutherland I. Toulouse	12 C. Fiero R. Naogizic	13 A. Williams J. Grubin	14 S. Chase R. Sands	15 R. Valentine J. LaBelle	16 B. Maznevski A. Moore
17 G. Hannam C. Fiero	18 M. Sawyer A. Williams	19 I. Toulouse F. Sutherland	20 R. Naogizic S. Williams	21 R. Valentine L. White	22	23
25	26	27	27	28	29	30

NOTE: The Associate Teachers, Jean Shawana, Ernestine Buswa, Violet Shawanda, Ron Kelly and Susan Sandau will be involved with conference sessions with their student teachers in the evenings as scheduled by them.

* BL 2009

7:00 p.m. - 9:00 p.m.

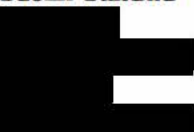
Key available from NLIP Secretary in room BL 1002

APPENDIX D

Faculty and Staff

1994 NLIP Faculty and Staff

Steve Chase 	Alice Williams 
Tom Beardy 	Jeanne Grubin 
Elizabeth Achneepineskum 	Gary Hannam 
Kathleen Greene 	Randy Valentine 
Shirley Williams 	Ronald Kelly 
Chuck Fiero 	Muriel Sawyer 

Brian Maznevski 	Violet Shawanda 
Angela Moore 	Jean Shawana 
Ernestine Buswa 	Isadore Toulouse 
Rubina Naogizic 	Lena White Lakehead University 955 Oliver Rd. Thunder Bay, Ontario P7B 5E1 (807) 343-8003
Reta Sands 	Florrie Sutherland 
Susan Sandau 	Laura James 
Joanne Labelle 	

APPENDIX E

Calendars, Numbers and Notes

WEEKLY CALENDAR

Week One

8:30-9:20					
9:30-10:20					
10:30-11:20					
11:30-12:20					
12:30-1:20					
1:30-2:20					
2:30-3:20					
3:30-4:20					
4:30-5:20					
5:30-6:20					
6:30-7:20					
7:30-8:20					
8:30-9:20					
9:30-10:20					

Notes:

WEEKLY CALENDAR

Week Two

8:30-9:20					
9:30-10:20					
10:30-11:20					
11:30-12:20					
12:30-1:20					
1:30-2:20					
2:30-3:20					
3:30-4:20					
4:30-5:20					
5:30-6:20					
6:30-7:20					
7:30-8:20					
8:30-9:20					
9:30-10:20					

Notes:

WEEKLY CALENDAR

Week Three

8:30-9:20					
9:30-10:20					
10:30-11:20					
11:30-12:20					
12:30-1:20					
1:30-2:20					
2:30-3:20					
3:30-4:20					
4:30-5:20					
5:30-6:20					
6:30-7:20					
7:30-8:20					
8:30-9:20					
9:30-10:20					

Notes:

WEEKLY CALENDAR

Week Four

8:30-9:20					
9:30-10:20					
10:30-11:20					
11:30-12:20					
12:30-1:20					
1:30-2:20					
2:30-3:20					
3:30-4:20					
4:30-5:20					
5:30-6:20					
6:30-7:20					
7:30-8:20					
8:30-9:20					
9:30-10:20					

Notes:

July 1994

Mon

Tue

Wed

Thur

Fri - 1

Sat - 2

Sun - 3

July 1994

Mon-4

Tue-5

Wed-6

Thur-7

Fri-8

Sat-9

Sun-10

July 1994

Mon-11

Tue-12

Wed-13

Thur-14

Fri-15

Sat-16

Sun-17

July 1994

Mon-18

Tue-19

Wed-20

Thur-21

Fri-22

Sat-23

Sun-24

July 1994

Mon-25

Tue-26

Wed-27

Thur-28

Fri-29

Sat-30

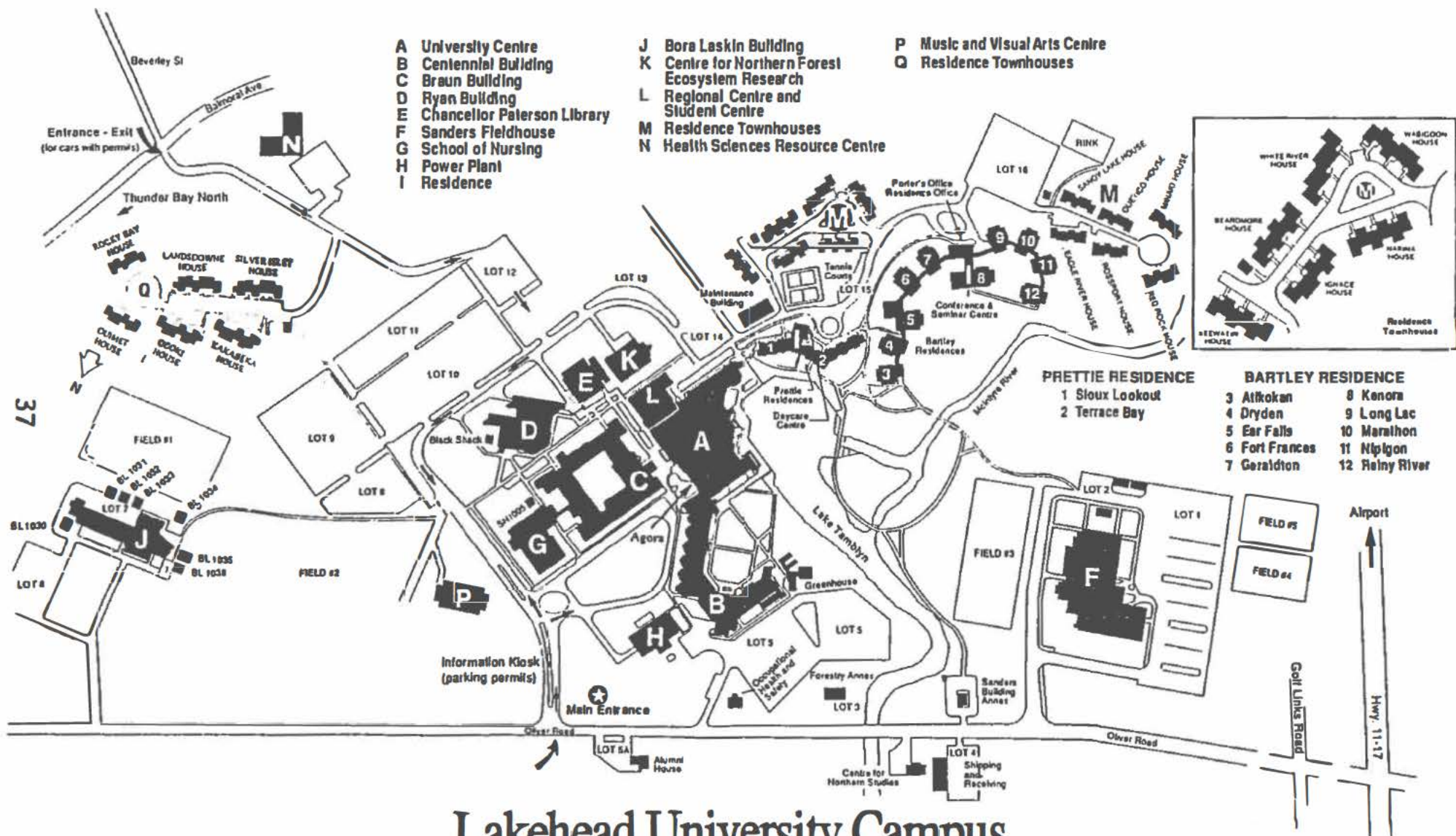
Sun-31

Important Numbers	
Native Support Services	(807) 343-8085
Lakehead University	(807) 343-8110
Counselling	(807) 343-8018
Security	(807) 343-8569
N.L.I.P.	(807) 343-8198
Fire	()911
Police	()911
Ambulance	()911
Poison Control	()911
	()
	()
	()
	()
	()
	()
	()
	()
	()
	()
	()
	()
	()

PERSONAL PHONE DIRECTORY
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()
()

NOTES

NOTES



Please Print

[illegible]

Department Name	Course Number	Term & Section	Estimated Enrollment for Session Covered

BOOK # 1 ALL TERM [] FALL [] WINTER []

Title		ISBN	
Author(s)	Publisher	Required Y N	Recommended Y N

BOOK # 2 ALL TERM [] FALL [] WINTER []

Title		ISEN	
Author(s)	Publisher	Required Y N	Recommended Y N

BOOK # 3 ALL TERM [] FALL [] WINTER []

Title		ISBN	
Author(s)	Publisher	Required Y N	Recommended Y N

THERE IS ADDITIONAL SPACE FOR MORE TEXTS ON BACK

Study Guide (if recommended)

Title, Author, Publisher	ISBN

L.U. PRINT SHOP REQUESTS Originals & Print Requisitions - to Bookstore

Lab Manual	# of copies	Revised/New/Not Revised
Notes/Peripherals	# of copies	Revised/New/Not Revised

NOTE: *Textbook is understood to include only those books which all students taking the course should purchase. If there is a choice of books involved (ie. an either/or option), please be sure to so indicate on this order form.
*If there are other titles that you would like the Bookstore to stock as reference, please list them on a separate sheet of paper.
*Instructors should write to the publishers personally for desk copies.
*All book order are firm and cannot be cancelled once the order has been placed. Departments will be financially responsible for cancelled orders.

THIS ORDER FORM IS AUTHORIZED BY:	
INSTRUCTOR _____ Date Sent _____	CHAIRMAN _____ Date _____

BOOKSTORE-USE-ONLY					
Date Rec'd	FL	Entry Computer	Course	Publisher	Dept. Confirmation

*****IF YOU ARE REQUESTING MORE THAN THREE (3) TEXTS, USE THE BACK OF THIS FORM*****

L. U. ALUMNI BOOKSTORE TEXTBOOK ORDER FORM

Please Print

Bkst. Use

N	U	RR
---	---	----

Department Name	Course Number	Term & Section	Estimated Enrollment for Session Covered	

BOOK # 1 ALL TERM [] FALL [] WINTER []

Title		ISBN	
Author(s)	Publisher	Required Y N	Recommended Y N

BOOK # 2 ALL TERM [] FALL [] WINTER []

Title		ISBN	
Author(s)	Publisher	Required Y N	Recommended Y N

BOOK # 3 ALL TERM [] FALL [] WINTER []

Title		ISBN	
Author(s)	Publisher	Required Y N	Recommended Y N

THERE IS ADDITIONAL SPACE FOR MORE TEXTS ON BACK

Study Guide (if recommended)

Title, Author, Publisher	ISBN

L.U. PRINT SHOP REQUESTS Originals & Print Requisitions - to Bookstore

Lab Manual	# of copies	Revised/New/Not Revised
Notes/Peripherals	# of copies	Revised/New/Not Revised

NOTE: *Textbook is understood to include only those books which all students taking the course should purchase. If there is a choice of books involved (ie. an either/or option), please be sure to so indicate on this order form.
 *If there are other titles that you would like the Bookstore to stock as reference, please list them on a separate sheet of paper.
 *Instructors should write to the publishers personally for desk copies.
 *All book order are firm and cannot be cancelled once the order has been placed. Departments will be financially responsible for cancelled orders.

THIS ORDER FORM IS AUTHORIZED BY:	
INSTRUCTOR _____ Date Sent _____	CHAIRMAN _____ Date _____

BOOKSTORE-USE-ONLY					
Date Rec'd	FL	Entry Computer	Course	Publisher	Dept. Confirmation

*****IF YOU ARE REQUESTING MORE THAN THREE (3) TEXTS, USE THE BACK OF THIS FORM*****