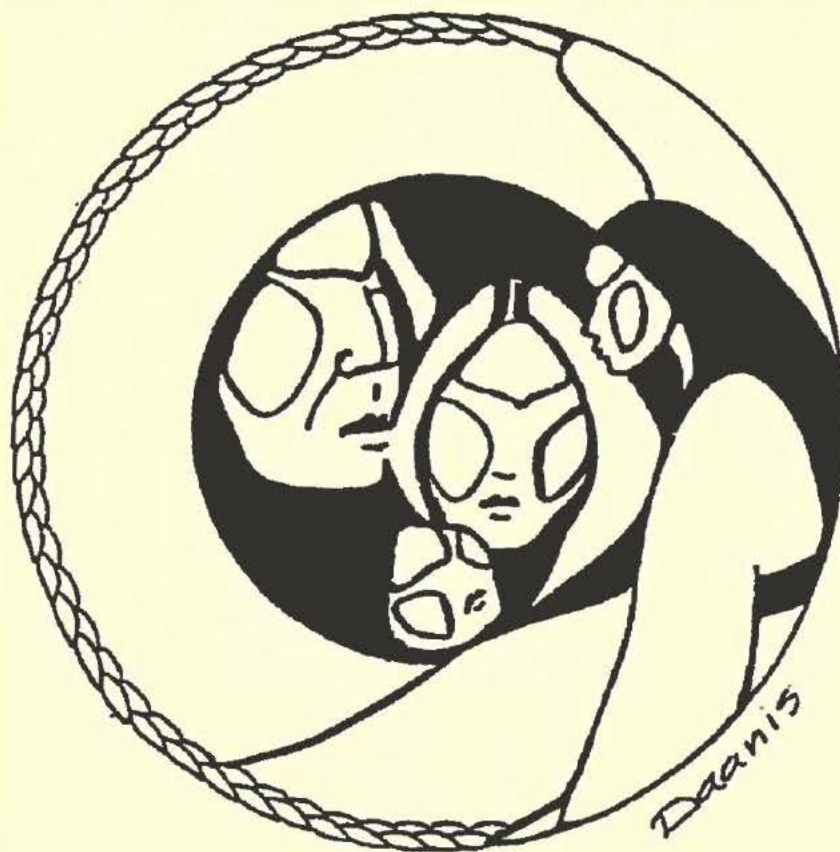




**Native Language Instructors' Program
Faculty and Staff Handbook
July 1993**

Name: _____

Address: _____

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June 1993

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Native Language Instructors' Program, School of Education, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario, Canada. P7B 5E1
© 1993 Telephone: (807) 343-8542 or (807) 343-8198

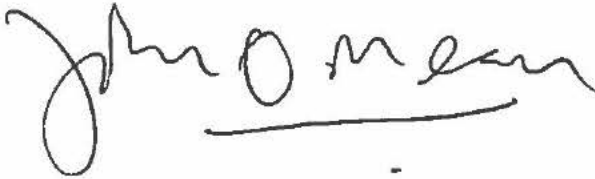


Introduction

Lakehead is developing a much recognized national presence and academic reputation in Native Language Studies. I am very pleased that you are planning to accept our invitation to join our Summer Program, and in so doing, will contribute to our growth in many ways. In order to give you an even better understanding of some of the activities in the NLIP Program, and in the University as a whole, we prepared the *Handbook for NLIP Faculty and Staff*. It provides a quick overview of our program and the scope of their activities.

I wish you much success in the 1993 NLIP summer session.

John O'Meara, Acting Coordinator
Native Language Instructors' Program (NLIP)



Administrative Faculty and Staff

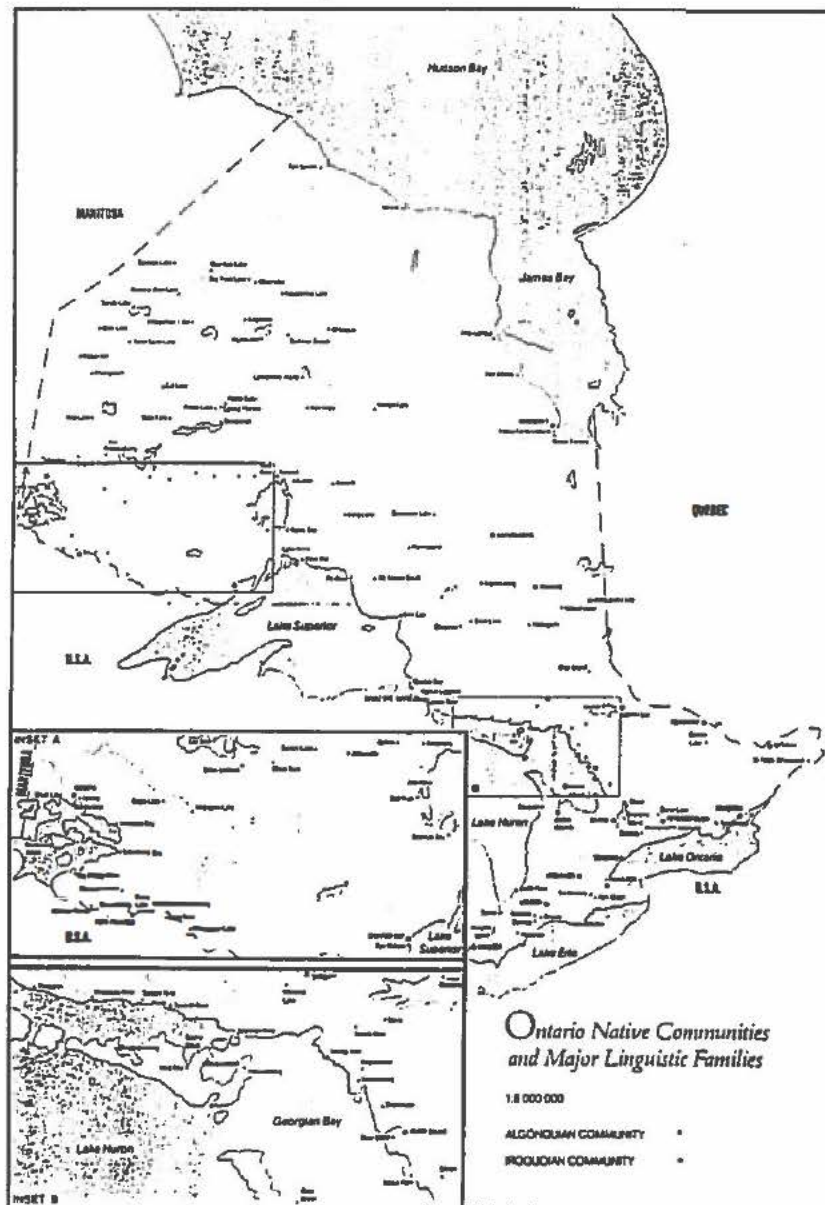
Dr. Alan Bowd	Director, School of Education	BL 1014
David Bates	Chairman, Continuing Teacher Education Program	BL 1016A
John O'Meara	Acting Coordinator, NLIP	BL 1002A
Sonya Bruyere	Secretary, NLIP	BL 1002C
Judy Turrie	Secretary, NLIP	BL 1002
Chris Kakegamic	Principal, NLIP Summer School	BL 1004
Gordon Bruyere	Coordinator, Native Student Support Program	SC 0004A



The Program

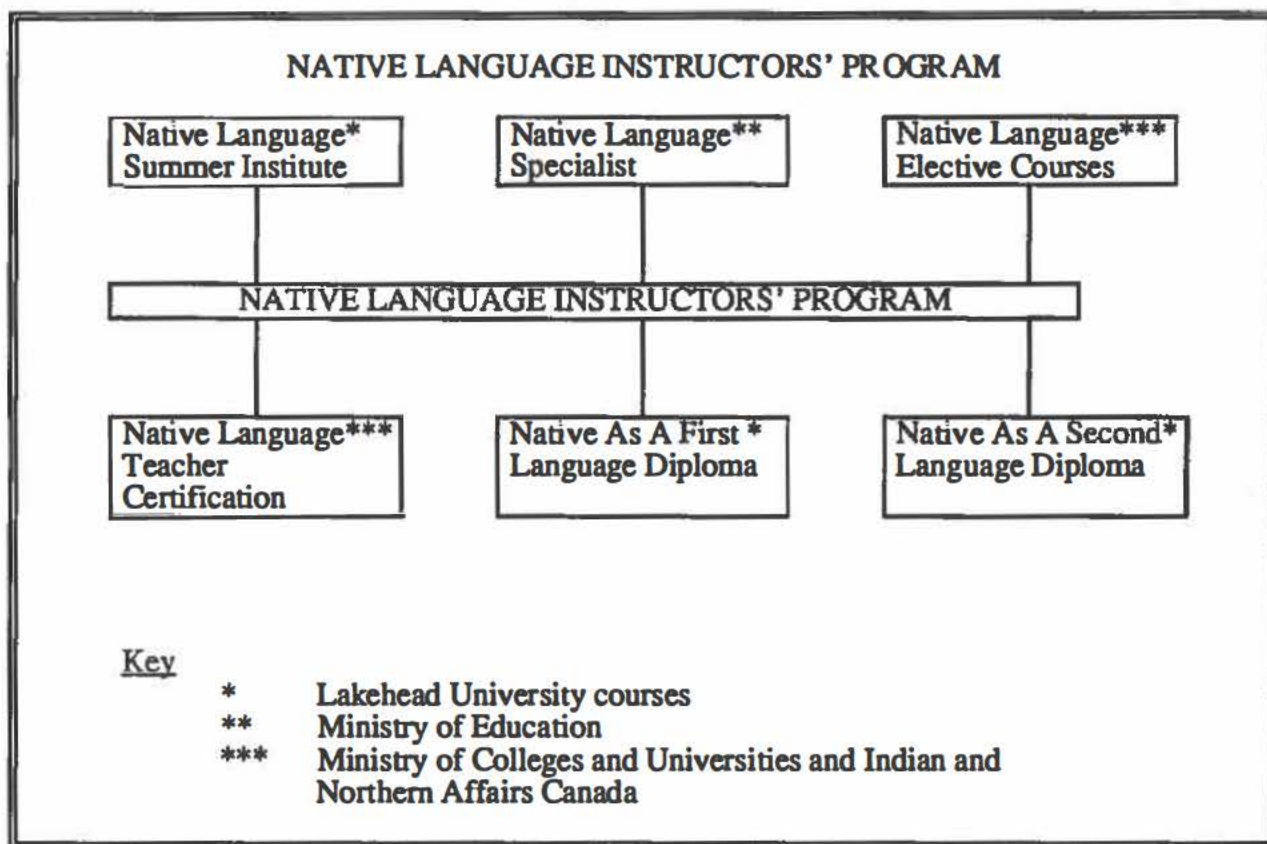
Lakehead University, in the heartland of Ojibwe country, offers a selection of Native Language courses and programs through the co-operative efforts of Languages and Education. Native Language studies are proving to be of growing interest to students of every age, Native and non-Native alike. While some 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.

Canadian people have a rich heritage in the Native Languages of this country. Until recently this heritage has remained largely unappreciated. 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 study 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's 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 receive training in teaching 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 train 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 training in Native language enrichment and literacy skills. 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 3511
 NL 3531

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 5 and end on July 23, 1993

Diploma in Native As A Second Language 3 weeks
Courses start on July 5 and end on July 23, 1993

Institute Courses 3 weeks
Courses start on July 5 and end on July 23, 1993

Native Language Teacher Certification 4 weeks
Courses start on July 5 and end on July 30, 1993

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 - Chuck Fiero and Reta Sands
AL 1232 - Chuck Fiero and Lena White
AL 2213 - John O'Meara and Lena White

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. Academic Regulations

Reference should be made to Section III of the Calendar. These are the academic regulations under which all courses operate and contain information of marking, re-appraisal, attendance, and withdrawal.

Each sessional lecturer will be required to complete a class mark sheet for the students enrolled, at the end of the course. The forms will be provided during the latter part of the course. The Mark Sheet must be in the Native Language Instructors' Program by Friday, July 23, 1993 for NASL/NAFL/Institute courses and, Friday, July 30, 1993 for NLTC courses.

To assist you in this task, the University's grading system is as follows:

A+	90 - 100%	
A	80 - 89%	
B+	70 - 79%	
C	60 - 69%	
D	50 - 59%	
E	40 - 49%	Supplemental examinations allowed
F	01 - 39%	Failure
F	0%	Academic dishonesty

* Final marks ending in the numeral 9 are to be avoided.

While the university does not mandate evaluation procedures to be used, 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. Mark distribution should reflect the range of natural abilities found in classes. The value of quality education should not be eroded.

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, the Bora Laskin Building, and the Ryan Building are available through Sonya Bruyere in BL1002C.

XII. Identification Cards

Photo equipment and staff from records will be available to process identification cards on July 2, 1993 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: July 2, 1993
Time: 10:00 a.m. - 2:30 p.m.
Location: BL 2009

Agenda

10:00 a.m. - 11:00

1. Welcome
2. Introductions
3. Review of NLTC Faculty Handbook
4. Chairperson of each discipline meeting will provide general comments regarding the afternoon session.

11:00 a.m. - 12:00 p.m.

Discipline Team Meetings

Purpose: to share and discuss course outlines to ensure continuity from year to year.

Materials required: bring course outlines for each of your courses

Language (BL 2009)

Charles Fiero
Reta Sands
John O'Meara*
Lena White
Randy Valentine
Tom Beardy
Chris Kakegamic
Ernestine Buswa

Foundations (BL 2005)

Gary Hannam*
Dawna LeBlanc
Steve Chase
Isadore Toulouse
Lynn Crookham

Methods (BL 2008)

Jeanne Grubin
Violet Shawanda
Brian Maznevski*
Jean Shawana
Angela Moore
Barb Elwert

* denotes chairperson for the meeting.

12:00 - 1:00 p.m. Lunch.

1:00 p.m. - 1:45 p.m. Student Group Team Meetings
Purpose: To share and discuss objectives, assignments, evaluation, and course outlines.

**NLTC Year One
BL 2005**

Jeanne Grubin
Gary Hannam*
Chuck Fiero
Reta Sands

**NLTC Year Two
BL 2005**

Lynn Crookham
Chuck Fiero
Brian Maznevski*
Lena White

**NLTC Year Three
BL 2008**

Steve Chase
Barb Elwert
John O'Meara*
Lena White
Isadore Toulouse

**NAFL/NASL
BL 2008**

John O'Meara*
Angela Moore
Randy Valentine
Isadore Toulouse
Barb Elwert

1:45 p.m. - 2:00 p.m. **Practicum Associates (BL 2009)**

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

Gary Hannam
Chris Kakegamic*

Ernestine Buswa
Jean Shawana
Violet Shawanda

* denotes chair of the meeting.

2:00 p.m. - 4:30 p.m. Free planning Time

Date: July 3, 1993

Time: 4:30 p.m. - 10:00 p.m.

4:30 p.m. - 5:00 p.m. **Introduction of Faculty to Student Body**

Will be held prior to the Welcome Feast at Lake Tamblyn.

5:00 p.m.

Welcome Feast
(tickets: adults \$10.00, child \$5.00)

XIV. Registration and Orientation of Students

Registration for all NLIP students is from 10:00 a.m. to 2:00 p.m. on Friday, July 2, 1993 and 12:00 noon to 3:00 p.m. on Saturday, July 3, 1993 in the Agora.

Orientation sessions will be provided on Friday, July 2, 1993. This will include tours, video presentations of student teaching, etc. More specific details will be available shortly.

XV. Staff Meetings

Monday, July 26, 1992

4:45 p.m. - 6:00 p.m.

place to be announced

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 summer school. Please refer to Appendix C6. Your cooperation in assisting the students is appreciated.

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 John O'Meara.

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 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 3511 - Literature: The Oral Tradition
Prerequisite: One of Ojibwe 2231 or 3001, Algonquian 2231
Problems and methods of collection and analysis. Research and guided projects in oral literature.
Seminar 3 hours

NL 3531 - Composition
Expository and creative writing, research and guided project.

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 an 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 languages 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 - Each student will teach a minimum of four times during the first three weeks of classes. This includes a pre-conference, evaluation, and post-conference with an advisor.
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. Students choose two workshops to participate in. The workshops are 3 hours duration for a total of fifteen hours. Topics include: Native Arts and Crafts, Making Support Materials, Research Skills in NSL, Planning Units, Developing Cultural Materials For The NSL Class.

APPENDIX C

Timetables

C.1 Native Language Teacher Certification (Algonquian) Timetable July 1993

	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	RB-3024 ED 1351 AA J. Grubin	RB-3025 ED 1571 AB G. Hannam	RB-3026 ED 1572 AA L. Crookham	RB-3044 ED 1352 AB B. Maznevski	RB-3046 ED 1353 AA I. Toulouse	RB-3049 ED 1573 AB S. Chase
9:30-10:30	RB-3024 ED 1351 AA J. Grubin	RB-3025 ED 1571 AB G. Hannam	RB-3026 ED 1572 AA L. Crookham	RB-3044 ED 1352 AB B. Maznevski	ED 0390	ED 0390
10:30-11:30	ED 0190	ED 0190	RB 3026 AI 1232 AA C. Fiero	RB-3044 AL 1232 AB L. White	RB-3046 ED 1353 AA I. Toulouse	RB-3049 ED 1573 AB S. Chase
11:30-12:30	RB-3024 ED 1571 AA G. Hannam	RB-3025 AL 1212 AB R. Sands	ED 0290	ED 0290	RB-3046 ED 1573 AA S. Chase	RB-3049 ED 1353 AB B. Elwert
12:30-1:30 LUNCH						
1:30-2:30	RB-3024 ED 1571 AA G. Hannam	RB-3025 AL 1212 AB R. Sands	RB-3026 AL 1232 AA C. Fiero	RB-3044 AL 1232 AB L. White	RB-3046 AL 2213 AA J. O'Meara	RB-3049 AL 2213 AB L. White
2:30-3:30	RB-3024 AI 1212 AA C. Fiero	RB-3025 ED 1351 AB J. Grubin	RB-3026 ED 1352 AA B. Maznevski	RB-3044 ED 1572 AB L. Crookham	RB-3046 AL 2213 AA J. O'Meara	RB-3049 AL 2213 AB L. White
3:30-4:30	RB-3024 AI 1212 AA C. Fiero	RB-3025 ED 1351 AB J. Grubin	RB-3026 ED 1352 AA B. Maznevski	RB-3044 ED 1572 AB L. Crookham	RB-3046 ED 1573 AA S. Chase	RB-3049 ED 1353 AB B. Elwert

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

Class	Associate Advisors	Room
Year Three - 9:30 a.m. - 10:30 a.m. Western Ojibwe A Western Ojibwe B Central/Eastern Ojibwe Cree Planning		BL 1030 BL 1033 BL 1036 BL 2001 BL 2009
Year One - 10:30 a.m. - 11:30 a.m. Western Ojibwe A Western Ojibwe B Central/Eastern Ojibwe Cree Planning		BL 1030 BL 1033 BL 1036 BL 2001 BL 2009
Year Two - 11:30 a.m. - 12:30 a.m. Western Ojibwe A Western Ojibwe B Central/Eastern Ojibwe Cree Planning		BL 1030 BL 1033 BL 1036 BL 2001 BL 2009

* Practicum assignments will be available during Orientation

C.3 Practicum 0190, 0290, 0390 Workshop Sessions

	BL 1030	BL 1033	BL 1036	BL 2009	BL 2001	BL 2019
8:30 a.m. - 11:30 a.m.	1A Native Arts & Crafts F. McDonald	2A Herbal Medicine E. Achneepineskum	3A Medicine Wheel J. Shawana	4A Art & Drama in Media B. Maznevski	5A The Drum V. Shawanda R. DePerry	6A Bookmaking J. Grubin
11:30 a.m. - 1:00 p.m.	L	U	N	C	H	
1:00 p.m. - 4:00 p.m.	1A Native Arts & Crafts F. McDonald	2A Herbal Medicine E. Achneepineskum	3A Medicine Wheel J. Shawana	4A Art & Drama in Media B. Maznevski	5B The Drum V. Shawanda R. DePerry	6A Bookmaking J. Grubin

Workshop 1A and 1B Native Arts and Crafts

Instructor: Freda McDonald

This workshop introduces the student to various traditional arts and crafts. The students will prepare materials and make crafts. Students will listen to stories and anecdotes from the past. Teaching ideas will be shared, specifically, various strategies for integrating Native arts and crafts into the Native Language curriculum.

Workshop 2A and 2B Herbal Medicine

Instructor: Elizabeth Achneepineskum

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.

Workshop 3A and 3B Curriculum Development: Teachings of the Medicine Wheel

Instructor: Jean Shawana

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 Art and Drama in Media

Instructor: Brian Maznevski

This workshop will introduce students to the use of art and drama in media for Native Language Teaching. Students will have hands-on experience and participate in group activities. Students will develop several materials for the Native Language classroom.

Workshop 5A and 5B The Drum

Instructors: Violet Shawanda and Russell DePerry

The students will each construct a traditional hoop hand-drum. The workshop will include the origin of how the drum came to the Ojibwe, its traditional teachings, and ideas that can be incorporated into the study units in a Native Language classroom.

Maximum Number of Participants: 16

Workshop 6A and 6B Bookmaking/Adapting Existing Material

Instructor: Jeanne Grubin

Students will learn how to adapt existing materials for Native Language teaching. They will also learn techniques for the preparation of various types of booklets which can be used for teaching. Students will develop material for the Native Language classroom.

C.4 Native As A First/Second Language Diploma Timetable July 1993

	NAFL II	NAFL IV	NASL IV
8:30-9:30	RB-3051 AL 1230 AA J. O'Meara	RB-3051 AL 2231 AA J. O'Meara	BL-2006 AL 2233 AA R. Valentine
9:30-10:30	RB-3051 AL 1230 AA J. O'Meara	RB-3051 AL 2231 AA J. O'Meara	BL-2006 AL 2233 AA R. Valentine
10:30-11:30	RB-3051 ED 1452 AA A. Moore	RB-3051 ED 1454 AA A. Moore	BL-2006 ED 1354 AA B. Elwert
11:30-12:30	RB-3051 ED 1571 AA G. Hannam	BL-2006 ED 1574 AA I. Toulouse	BL-2006 ED 1574 AA I. Toulouse
12:30-1:30			
1:30-2:30	RB-3024 ED 1571 AA G. Hannam	BL-2006 ED 1574 AA I. Toulouse	BL-2006 ED 1574 AA I. Toulouse
2:30-3:30	RB-3024 ED 1452 AA A. Moore	RB-3051 ED 1454 AA A. Moore	BL-2006 ED 1354 AA B. Elwert
3:30-4:30			

C.5 Institute Timetable July 1993

10:30 - 12:30 July 5 - 23	RB-2032 NL 3531 T.B.A.
1:30 - 3:30 July 5 - 23	RB 2032 NL 3511 R. Valentine
6:00 - 9:00 July 5 - 16	RB 3024 OJ 1010 C. Kakegamic
6:00 - 9:00 July 19 - 30	RB 3024 OJ 1012 C. Kakegamic
6:00 - 9:00 July 5 - 16	RB 3047 OJ 2011 T. Beardy
6:00 - 9:00 July 19 - 30	RB 3047 OJ 3011 T. Beardy

**C.6 Native Language Instructors' Program
Faculty Workroom Timetable
July 1992**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7 S. Chase R. Sands	8 L. Crookham R. Valentine	9 B. Elwert J. O'Meara L. White	10 R. Valentine A. Moore I. Toulouse	11 B. Maznevski J. O'Meara
12 G. Hannam J. O'Meara	13 J. Shawana S. Chase C. Fiero	14 V. Shawanda E. Buswa G. Hannam	15 I. Toulouse B. Maznevski	16 J. Grubin J. O'Meara	17 B. Elwert V. Shawanda	18 B. Maznevski G. Hannam
19 G. Hannam J. O'Meara	20 R. Sands A. Moore J. Shawana	21 J. Grubin L. White	22 R. Valentine B. Maznevski	23 C. Fiero I. Toulouse E. Buswa	24	25
26	27	28	29	30	31	

* BL 2009
7:00 p.m. - 9:00 p.m.
Key available from NLIP Secretary in room BL 1002

APPENDIX D

Faculty and Staff

1993 NLIP Faculty and Staff

Steve Chase 	Lynn Crookham 
Tom Beardy 	Jeanne Grubin 
Elizabeth Achneepineskum 	Gary Hannam 
Russell DePerry 	Randy Valentine 
Barb Elwert 	Chris Kakegamic 
Chuck Fiero 	Freda McDonald 

Brian Maznevski 	Violet Shawanda 
Angela Moore 	Jean Shawana 
John O'Meara School of Education, Lakehead University Thunder Bay, Ontario P7B 5E1 (807) 343-8054	Isadore Toulouse 
Dave Peleschak 	Lena White 
Reta Sands 	

APPENDIX E

Calendars 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					
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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					
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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 1993

Mon

Tue

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Thur - 1

Fri - 2

Sat - 3

Sun - 4

July 1993

Mon-5

Tue-6

Wed-7

Thur-8

Fri-9

Sat-10

Sun-11

July 1993

Mon-12

Tue-13

Wed-14

Thur-15

Fri-16

Sat-17

Sun-18

July 1993

Mon-19

Tue-20

Wed-21

Thur-22

Fri-23

Sat-24

Sun-25

Mon-26

Tue-27

Wed-28

Thur-29

Fri-30

Sat-31

Sun-1

August 1993

Mon-2

Tue-3

Wed-4

Thur-5

Fri-6

Sat-7

Sun-8

Important Numbers

Native Support Services	(807) 343-8085
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Lakehead University	(807) 343-8110
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Counselling	(807) 343-8018
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Security	(807) 343-8569
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N.L.I.P.	(807) 343-8198
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Fire	()911
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Police	()911
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Ambulance	()911
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Poison Control	()911
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Department Name	Course Number	Term & Section	Estimated Enrollment for Session Covered

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

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

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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

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Study Guide (if recommended)

Title, Author, Publisher	ISBN
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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.

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INSTRUCTOR _____ Date Sent _____	CHAIRMAN _____ Date _____

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LAKEHEAD UNIVERSITY
SCHOOL OF EDUCATION
MEMORANDUM

To: All Faculty and Staff
School of Education

From: John Bonofiglio
Audio/Visual Services

Subject: Audio/Visual Services

A new Audio/Visual Office has been set up in BL-2004B. As an instructor/coordinator, in order that you may have access to this room, a key will be available from the Library and from the main office. The Audio/Visual storage room located on the main floor BL-1023 has been re-arranged. Half of the room will be utilized as an audio/visual storage area and the rest will remain as regular storage.

Booking sheets will be posted in each of the rooms. Please take the time to sign the appropriate sheet, indicating your name, the time of usage and the room number where the equipment will be used. If you require assistance with your audio/visual demand, please fill out an Audio/Visual Service Request Form, available in the mail room or leave a note in my mail box which is located outside my office in BL-2004B, or in the mailroom.

Students wishing to obtain Audio/Visual equipment or services will be required to procure a signed authorization from their instructor prior to having access to the equipment.

The Audio/Visual Technician's Hours Will Be:

Monday to Friday 8:30 a.m. - 12:00 p.m.

The Technician will also provide services such as:

- Film/Video ordering and purchase
- Tape duplication, (Audio and Video)
- Purchase of Audio/Visual software and hardware
- Setup and retrieval of equipment in classrooms.

Assistance will also be provided for the planning of Audio/Visual aids relating to lecture preparations, research projects and meetings.

Please feel free to communicate any concerns or ideas that you may have. I am available at #8857 between 8:30 and 12:00 or at #8021/8267 during the remainder of the day.


JOHN BONOFIGLIO
C:\WP51\DAI\Y\AUDIO-VI\MEM