



Native Language Instructors' Program
Faculty and Staff Handbook
July, 1998

Name: _____
Address: _____

Introduction

Boozhoo!

I welcome you to our summer NLIP team. Our student teachers rely on your commitment and dedication to help them become teachers like yourselves because it is with this commitment and guidance on your part that enables them to become successful teachers.

Good luck in the 1998 NLIP summer session!

Wanda White
Coordinator, NLIP

Administrative Faculty and Staff

Dr. Fentey Scott
Wanda White
Sonya Matson
John O'Meara
Florrie Sutherland
Karina Skov

Acting Dean, Faculty of Education
Coordinator, NLIP
Secretary, NLIP

Principal, NLIP Summer School
Coordinator, Odaminowin Day Camp
Native Student Counsellor,
Native Student Support Services

BL-1014
BL-1007D
BL-1007C
BL-1007B
BL-1007
BL-1007
SC-1002



LAKEHEAD UNIVERSITY
FACULTY OF EDUCATION

MEMORANDUM

TO: ALL FACULTY
FROM: David Bates, Dean
DATE: August 1997
SUBJECT: **SECRETARIAL ASSIGNMENTS**

The following policy with respect to work priorities and demands placed on secretaries is intended to provide as much support as possible for Faculty needs.

- ☆ The priority for completion of work by secretaries is:
 - 1ST: ADMINISTRATION** (reception, responding to inquiries from students and the public, phones, letters, filing, records, etc.)
 - 2ND: TEACHING** (course outlines, teaching materials, examinations, etc.)
 - 3RD: SCHOLARLY WORK AND RESEARCH** (conference papers, journal articles, abstracts, proposals). Your research typing work may have to wait a while to be done, depending on other demands on the secretary. They all try to respond as well as they can. Smaller jobs are easier to accommodate than large ones.
- ☆ Your files may be on the hard disk of your secretary's computer, but the office computers are not for faculty use. Please use another computer on campus or your personal computer if you want to work on your files. You should keep disk copies of all your files for your own security.
- ☆ Faxes must be sent by **your secretary**; personal faxes must be identified as being personal and the cover page will be held.
- ☆ Please don't ask secretaries to type book manuscripts or to perform the role of a research assistant by transcribing/recording data (qualitative or quantitative). Such tasks should be paid for as extra contract work out of a research grant (or from other sources) by the faculty member concerned.
- ☆ Secretaries' normal working hours by collective agreement are 8:30 am to 4:30 pm. Faculty may **NOT** request secretaries to complete work outside these hours. **Overtime may only be authorized by the Dean.**
- ☆ Secretaries are entitled to two breaks and a lunch break. Please respect this time and do not expect staff to work through their lunch or coffee breaks.
- ☆ Secretaries are not expected to do photocopying for faculty. You are responsible for your own photocopying.

There are two kinds of demands which are sometimes placed on secretaries which can be avoided: **EXCESSIVE DEMANDS** (in terms of time expected to be expended on a single task), and **LAST-MINUTE DEMANDS** (in which ongoing work is expected to be put aside so that a faculty member's personal deadline can be met). Your continued cooperation and understanding with respect to these policies - which are of benefit to the Faculty as a whole - is appreciated.

NOTE: Faculty assignments to secretaries are on the reverse.

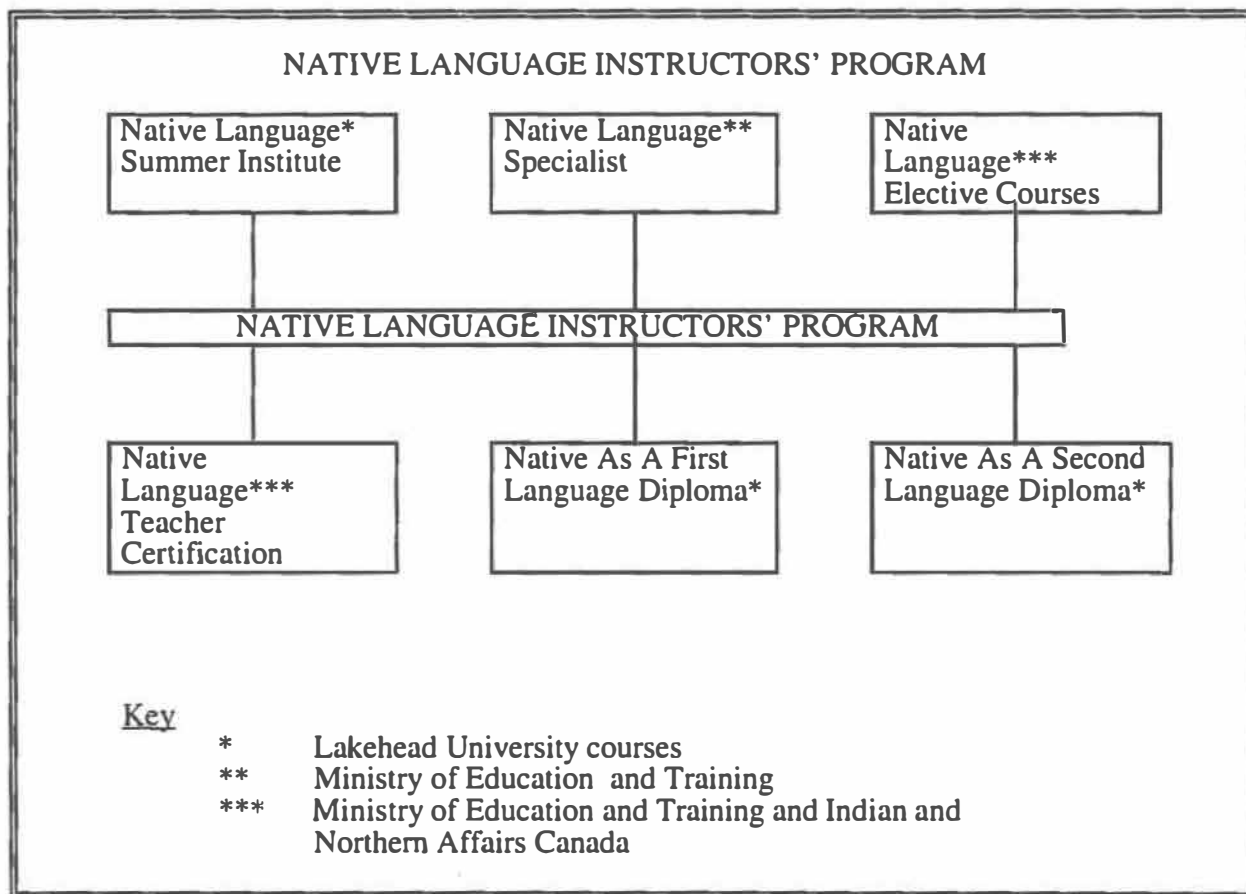
The Program

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 3531
 NL 3711

Second Language OJ 1010
 OJ 1012
 CR 1010
 CR 1012

5. ED 4743 - Native As A Second Language (Algonquian) Part I: Additional Qualification

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

Prerequisite or co-requisites: O.T.C. or Certificate of Qualification (Limited/Restricted).

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 Not offered

Diploma in Native As A Second Language 3 weeks
Courses start on July 13 and end on July 31, 1998

Institute Courses 3 weeks
Courses start on July 13 and end on July 31, 1998

Ojibwe/Cree Courses 6 weeks
Courses start on July 6 and end on August 17, 1998

Native Language Teacher Certification 4 weeks
Courses start on July 6 and end on July 31, 1998

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. As a courtesy to the instructor of the next class, please try to adhere to these times.

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. For example:

AL 1212 AA Western and AL 1212 AB Central/Eastern
AL 1232 AA Western and AL 1232 AB Central/Eastern

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 June 1. It will be printed and placed in the L.U. Book Shop for your students. If you require a T.V. & VCR for your class, you must book this at least 2 days prior to the date required. See Sonya for more details.

VIII. Printing

The Faculty of Education has guidelines regarding the printing of course materials. Course outlines, activity/worksheets, tests and exams will be printed in the print shop. 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. If prior typing is required, allow an additional 24 hours notice to have a finished copy for printing.

One venda card is provided for your course during the program.

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 31, 1999.**
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 if an evaluation is scheduled. After the submission of marks they will be processed and returned to you.

XI. Classrooms

If you have problems with accessing classrooms, please contact the Security Office at 8569. Please ensure the students pick up after themselves before leaving the classroom. It is your responsibility to ensure cleanliness in the classrooms. Don't forget, they are in there for the majority of the day.

XII. Identification Cards

Photo equipment and staff will be available to process identification cards on July 6, 1998 in the main library. This is required before faculty have library privileges.

XIII. Registration and Orientation of Students

Monday, July 6

10:00 a.m. - 2:00 p.m.

Registration

Location: Agora

Tuesday, July 7

9:00 a.m. - 10:00 a.m.

Assembly - Bora Laskin Auditorium

10:00 a.m. - 12:00 p.m.

Orientation

Friday, July 10 & Saturday, July 11 Room TBA

9:00 a.m. - 4:00 p.m.

Sault College Workshops with Sam Senecal

XIV. Orientation for Faculty and Staff

Date: Friday, July 10, 1998

Time: 10:00 a.m. - 11:30 a.m.

Location: BL 1024

Agenda

10:00 - 10:30 a.m.

General Meeting

BL 1024

1. Welcome and Introductions
2. Review of NLIP Faculty and Staff Handbook
3. Discussion and sharing of information

10:30 - 11:00 a.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

BL 1024

Randy Valentine
Lena White
Angela Moore
Reta Sands
Tom Beardy
John O'Meara

Foundations

BL 1024

Gary Hannam
Helen Wassegijig
Isadore Toulouse
Georgina Nahwegahbo
Shirley Williams

Methods

BL 1024

Steve Chase
Rubina Naogizic
Donna Fiddler
Violet Shawanda
Florrie Sutherland
Ron Kelly
Susan Sandau
Tony McQuilter

11:00 - 11:30 a.m.

NLTC AND NASL/NAFL Group Teams:

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

GROUP "A"

NLTC Year One / NLTC Year Two

Faculty teaching Year One and Year Two courses.

GROUP "B"

NLTC Year Three / NASL Year Four /NAFL

Faculty teaching Year Three and Year Four courses, and faculty teaching Native As a First Language courses.

GROUP "C"

Associate Teachers

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

PRACTICUM 0190, 0290, 0390

Florrie Sutherland, Principal and Associate Teachers.
Florrie will be Chairperson for the meeting.

XV. Faculty and Staff Meetings

Thursday, July 16, 1998	4:45 p.m.	BL 2034
Tuesday, July 20, 1998	4:45 p.m.	BL 2034
Wednesday, July 29, 1998	4:45 p.m.	BL 2034 (Evaluation)

XVI. Faculty Workroom Responsibilities

BL 2031 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 session. **During the weekends, the workroom will be available to students between 9:00 and 11:00 a.m.**

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 students, Section AB will include Central and Eastern Ojibwe. Section AC will include Cree and Syllabics students.

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 and inform NLIP coordinator.

XVIII. Accommodations and Meals

Just a reminder that cooking in the DORMS is NOT allowed. Any room changes must be done through the residence office.

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)

Cree 1010 - Introduction to Cree I

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

Cree 1012 - Introduction to Cree II

Prerequisite Cree 1010
Development of conversational skills and practice in writing.
Lectures 3 hours, Laboratory 2 hours (Second Term)

NL 3711 - Native American Applied Linguistics

Introduction to problems and research methods.

NL 3531 - Composition

Expository and creative writing, research and guided project.

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** - 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 first week of classes. Each NLTC student is required to participate as part of the ED 0190, ED 0290, and ED 0390 Practicum component and is part of the grade evaluation for that course.

C.1 Native Language Teacher Certification (Algonquian) Timetable July 1998

	NLTC (Cree)	NLTC YR 1 (Western)	NLTC YR 1 (Cent/East)	NLTC YR 2 (Western)	NLTC YR 2 (Cent/East)	NLTC YR 3 (Western)	NLTC YR 3 (Cent/East)
8:30-9:20	RB-3027 AL 1212 AC A. Moore	RB-3046 AL 1212 AA T. Beardy	RB-3026 ED 1351 AB S. Chase	RB-3044 ED 1572 AA S. Williams	RB-3024 ED 1352 AB L. White	RB-2044 ED 1353 I. Toulouse	RB-2044 ED 1353 I. Toulouse
9:30-10:20	RB-3027 AL 1212 AC A. Moore	RB-3046 AL 1212 AA T. Beardy	RB-3026 ED 1351 AB S. Chase	RB-3044 ED 1572 AA S. Williams	RB-3024 ED 1352 AB L. White	RB-2044 ED 0390 T. McQuilter	RB-2044 ED 0390 T. McQuilter
10:30-11:20	RB-3027 AL 1232 AC A. Moore	RB-3046 ED 0190 T. McQuilter	RB-3046 ED 0190 T. McQuilter	RB-3044 AL 1232 AA T. Beardy	RB-3024 AL 1232 AB R. Sands	RB-2044 ED 1573 H. Wassegijig	RB-2044 ED 1573 H. Wassegijig
11:30-12:20		RB-3046 ED 1351 AA S. Chase	RB-3026 ED 1571 AB G. Hannam	RB-3044 ED 0290 T. McQuilter	RB-3044 ED 0290 T. McQuilter	RB-2044 ED 1573 H. Wassegijig	RB-2044 ED 1573 H. Wassegijig
12:30-1:30	LUNCH						
1:30-2:20	RB-3027 AL 1232 AC A. Moore	RB-3046 ED 1351 AA S. Chase	RB-3026 ED 1571 AB G. Hannam	RB-3044 AL 1232 AA T. Beardy	RB-3024 AL 1232 AB R. Sands	RB-2044 AL 2213 AA J. O'Meara	RB-2042 AL 2213 AB L. White
2:30-3:20		RB-3046 ED 1571 AA G. Hannam	RB-3026 AL 1212 AB R. Sands	RB-3044 ED 1352 AA R. Naogizic	RB-3024 ED 1572 AB S. Williams	RB-2044 AL 2213 AA J. O'Meara	RB-2042 AL 2213 AB L. White
3:30-4:20		RB-3046 ED 1571 AA G. Hannam	RB-3026 AL 1212 AB R. Sands	RB-3044 ED 1352 AA R. Naogizic	RB-3024 ED 1572 AB S. Williams	RB-2044 ED 1353 I. Toulouse	RB-2044 ED 1353 I. Toulouse

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

Class	Associate Teachers	Room
Year Three - 9:30 a.m. - 10:30 a.m. Central/Eastern Ojibwe Cree/Syllabics Western Ojibwe Western Ojibwe & Oji-Cree Planning	Violet Shawanda Susan Sandau Donna Fiddler Ron Kelly Tony McQuilter	BL 2032 BL 2027 BL 2039 BL 2030 RB 3044
Year One - 10:30 a.m. - 11:30 a.m. Central/Eastern Ojibwe Cree/Syllabics Western Ojibwe Western Ojibwe & Oji-Cree Planning	Violet Shawanda Susan Sandau Donna Fiddler Ron Kelly Tony McQuilter	BL 2032 BL 2027 BL 2039 BL 2030 RB 3046
Year Two - 11:30 a.m. - 12:30 a.m. Central/Eastern Ojibwe Cree/Syllabics Western Ojibwe Western Ojibwe & Oji-Cree Planning Central/Eastern Ojibwe:	Violet Shawanda Susan Sandau Donna Fiddler Ron Kelly Tony McQuilter	BL 2032 BL 2027 BL 2039 BL 2030 RB 2044

* Practicum assignments will be available during Orientation

C.3 Practicum 0190, 0290, 0390 Workshop Sessions

Each workshop will be 2 days in length and will be held on July 8 and 9. This year, only one set of workshops will be held. A limit of 25 students per workshop based on a first come first choice basis. Room numbers and class lists will be available on July 7.

Workshop 1 - Contemporary Aboriginal Indian Art - Helen Wassegijig - BL 2031

Through slide presentations the students will learn to understand and appreciate a survey of the principal art movements in aboriginal Indian art. The fundamental principles of drawing and painting and the development of creative expression and graphic presentation through multi-media as an image-making process will be explored.

Workshop 2 - Birch Bark Work - Isadore Toulouse - BL 2039

Working with Birch Bark, Porcupine Quills and Sweet Grass is a very delicate task. There are certain things that the students need to know and understand before the actual process of making a particular object. The time of the Birch Bark picking is very important plus acquiring the porcupine quills during a particular time of the season and the sacredness of the Sweet-grass. All of these important factors will be discussed during the workshop.

Students will be making two items that they will be taking back to their classrooms and in turn be able to teach their own students what they have learned. There will be a display of various Birch Bark material on hand for the students to see.

Workshop 3 - Sounds and Songs of the Anishnaabeg - Violet Shawanda - BL 2027

This workshop will assist the NSL teacher to do his/her own songs through the use of large drum, hand drum and shakers etc. The kinds of songs can be as varied as traditional social drum songs, chant, vocables, choir-style, translated, straight traditional, and action song.

Participants bring own drums, shakers etc. Also be prepared to share songs with one another. This is the only way we can hope to retain our Anishnaabemowin in a rewarding and enjoyable manner to both students and NSL teachers.

Workshop 4 - Story Telling and the Uses of the Talking Circle - Delores Wawia - BL 2030

The students will be exposed to the meaning and the uses of the Talking Circle. The students will be introduced to the art of story telling. Both the talking circle and story telling are useful teaching devices that can be incorporated into Native language teaching to enrich the classes.

C.4 Native As A First/Second Language Diploma Timetable July 1998

	NASL IV
8:30-9:20	BL-2040 AL 2233 R. Valentine
9:30-10:20	BL-2040 AL 2233 R. Valentine
10:30-11:20	BL-2040 ED 1574 I. Toulouse
11:30-12:20	BL-2040 ED 1574 I. Toulouse
12:30-1:30	
1:30-2:20	BL-2040 ED 1354 G. Nahwegahbo
2:30-3:20	BL-2040 ED 1354 G. Nahwegahbo
3:30-4:20	

C.5 Ojibwe/Cree Course Timetables July/August 1998

OJIBWE	CREE
OJ 1010 July 6 - 24 5:00 - 7:30 p.m. Monday to Thursday RB 3051	CR 1010 July 6 - 24 11:00 a.m. - 1:30 p.m. Monday to Thursday RB 3027
OJ 1012 July 27 - Aug 17 5:00 - 7:30 p.m. Monday to Thursday RB 3051	CR 1012 July 27 - Aug 17 11:00 a.m. - 1:30 p.m. Monday to Thursday RB 3027

C.6 Institute (Advanced) Timetable July 1998

8:30-9:20	
9:30-10:20	
10:30-11:20	BB-2007 NL 353I J. O'Meara
11:30-12:20	BB-2007 NL 353I J. O'Meara
12:30-1:30	
1:30-2:20	BB-2007 NL 371I R. Valentine
2:30-3:20	BB-2007 NL 371I R. Valentine
3:30-4:20	

C.7 A.Q. (Part I) Specialist Timetable July 1998

8:00-9:20	RB-305I ED 4743 D. Morgan
9:30-10:20	RB-305I ED 4743 D. Morgan
10:30-11:20	RB-305I ED 4743 D. Morgan
11:30-12:20	RB-305I ED 4743 D. Morgan
12:30-1:30	
1:30-2:20	RB-305I ED 4743 D. Morgan
2:30-3:20	RB-305I ED 4743 D. Morgan
3:30-4:20	RB-305I ED 4743 D. Morgan

C.8 Native Language Instructors' Program
Faculty Workroom Timetable
Monday to Friday 7 p.m. - 9 p.m.
Saturday & Sunday 9 a.m. - 11 a.m.
July 1998

ROOM BL 2031

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11 W. White
12 J. O'Meara	13 F. Sutherland A. Moore	14 I. Toulouse G. Nahwegahbo	15 R. Valentine S. Williams	16 F. Sutherland H. Wassegijig	17 R. Sands R. Naogizic	18 W. White
19 J. O'Meara	20 G. Nahwegahbo F. Sutherland	21 A. Moore T. Beardy	22 R. Valentine L. White	23 F. Sutherland S. Chase	24 T. Beardy S. Williams	25 W. White
26 J. O'Meara	27 I. Toulouse F. Sutherland	28 T. McQuilter H. Wassegijig	29 R. Naogizic R. Sands	30 L. White F. Sutherland	31	

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

Wanda White will be available in the NLIP office for student consultations Monday to Friday from 7:00 - 9:00 p.m.

Gary Hannam will be conducting Computer workshops every Tuesday and Thursday from 7:00 - 9:00 p.m.

NOTES