

LAC COURTE OREILLES OJIBWE COLLEGE (LCOOC)
NATIVE AMERICAN STUDIES (NAS) 100 ANISHINAABE BIMAADIZWIN – INTRODUCTION TO OJIBWE CULTURE
COURSE SYLLABUS

The Lac Courte Oreilles Ojibwe College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

COURSE SPECIFIC INFORMATION

Course Title: Introduction to Ojibwe Culture
Course Number: NAS 100-03
Term: Niibin 2020
Credits: 3
Class Times: On-line: June 1 – July 24
Instructor: David Scott Bisonette
E-mail: dbisonette@lco.edu
ZOOM: 544 662 7911

Course Description:

This introductory course is designed to give students basic knowledge about the traditional and contemporary culture of the Ojibwe people. In this course, students will examine the seasonal living cycle of the Ojibwe including ceremonies, language, history, arts, economics, sovereignty, and politics. In addition, students will have opportunities to participate in cultural activities throughout the course in order to gain hands-on knowledge about Ojibwe culture.

Required Texts:

Densmore, Frances (1979). *Chippewa Customs*. University of Minnesota Press. ISBN#: 978-0-87351-142-1

Treuer, Anton S. (2012). *Everything You Wanted to Know about Indians: But Were Afraid to Ask*. Borealis Books. ISBN#: 978-0873518611.

Other Readings:

Additional readings and documents will be available on the course Canvas site or provided by the instructor during the semester.

Required Supplies/Materials:

Flash-drive

Pre-requisites:

None

On-line Format:

For each course credit students should expect to spend an additional two hours outside of class studying or working on class assignments. For a three (3) credit eight (8) week summer course, this means about sixteen to seventeen hours per week devoted to course work.

This course is required for:

Native American Studies, Native American Studies – Ojibwe Language emphasis, Human Services, Early Childhood, Liberal Arts, Accounting, Agriculture and Natural Resource Management, and Small Business Administration Degrees. It may also be taken as an elective for the Pre-nursing program.

Syllabus:

Contents of syllabus subject to change and amendment throughout the course.

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Discuss Ojibwe history and culture
2. Explain what traditional Ojibwe values are
3. Explain the traditional seasonal cycle of the Ojibwe
4. Discuss sovereignty
5. Apply technology for completing assignments, projects, and presentation

Course Specific Outcomes Assessment:

Worksheet Assignments, Writing Assignments, and Gikino'amaagan Odanokiiwin Project

GENERAL COURSE INFORMATION

Statement of Accommodations:

LCOOC is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. This information is available in alternative format upon a 48-hour advance request by contacting Disability Services, disabilities@lco.edu.

Culture & Tradition:

In respect for the mission of LCOOC, this course incorporates Ojibwe culture, language, history, and tradition into the class curriculum. As such, this course is designed to promote several basic Ojibwe cultural values and teachings which may not coincide with information that students may have learned elsewhere. The instructor is a Lac Courte Oreilles citizen and facilitates the course from that perspective. Remember, in the endeavor to promote Ojibwe cultural values, please validate and honor these traditions by striving to always show respect for yourself, the College community, your relatives, and the community at large.

General Education Program Outcomes:

Students receiving an associate degree will be able to demonstrate these outcomes:

1. **Communication:** Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.
2. **Mathematic Literacy:** Students demonstrate a strong foundation in mathematical concepts, processes and structure.*

3. **Social Responsibility:** Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.
4. **Culture:** Ojibwe and other Native Cultures. Students demonstrate understanding of Ojibwe and other Native American culture.
5. **Critical Thinking:** Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.
6. **Global Awareness:** Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes Assessment:

Worksheet Assignments, Writing Assignments, and Gikinoo'amaagan Odanokiiwin Project and Presentation (*Mathematic Literacy is not assessed in this course)

Native American Studies Program Goals:

1. Nurture excellence through the cultural teachings of our ancestors to be continuous learners, leaders, and stewards of the Ojibwe language and culture.
2. Provide the skills needed to be assertive, yet humble caretakers of both the water and the earth.
3. Empower students by providing the tools necessary for advancing Anishinaabe lifeways and the ability to articulate them in a global context.
4. Provide a foundation for continued rigorous learning in an academic and traditional context.

Native American Studies Program Outcomes:

Students completing the Native American Studies program(s) will be able to:

1. Demonstrate proficiency using all modes of communication in Ojibwemowin
2. Articulate knowledge of sovereignty and the unique political status of Indigenous people in the United States
3. Analyze, interpret, and evaluate historical and contemporary documents pertaining to Indigenous people
4. Understand and express Ojibwe worldviews
5. Communicate how students incorporate Ojibwe culture into daily lives

Course Schedule:

See Canvas for information regarding class topics and due dates for all work.

Note: The course content is covered in half the time of an autumn or spring semester course. That means students have half the time to complete all the coursework. Assignments, readings, and research assignments are due on a set schedule and it is especially important to adhere to coursework due dates because of the condensed course format. The expectation for this class is that a student may spend a minimum of sixteen to seventeen (16-17) hours per week on coursework.

Because this course is an "on-line" course, students are expected to do more reading, writing, and research than an "in-person" class. Please be aware that it is very important to be able to commit to the course reading, writing, and research requirements in order to be successful in this class.

Grading Criteria/Evaluation:

Students will be evaluated based on these criteria:

- 25% Gikinoo'amaagan Odanokiiwin Project and Presentation
- 50% Worksheet and Writing Assignments
- 15% Attendance
- 10% Mid-term Progress Meeting

Evaluation Procedures and Grading Criteria:

Grading at LCOOC is based on your level of achievement on assignments, worksheets, short papers, projects, and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100% – 90%	Excellent
B	89% – 80%	Above average
C	79% – 70%	Average
D	69% – 60%	Below average
F	59% or below	Failing
I	<i>Not applicable</i>	Incomplete
W	<i>Not applicable</i>	Withdraw
Z	<i>Not applicable</i>	Audit
P	<i>Not applicable</i>	Pass

Academic Progress and Pace of Progression:

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours outside of class for each credit of instruction.

Students with Disabilities:

It is the policy and practice of the Lac Courte Oreilles Ojibwe College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the Dean of Student Affairs (715) 634-4790 Ext. 107 at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the current Student Handbook for Academic Misconduct and Plagiarism.

Special Note Regarding Incompletes:

Please refer to the current Student Handbook for the policy on Incompletes.

Assignment Due Dates:

Unless explicitly altered or allowed by the instructor, all work assignments have a specified due date and time. Any “late” assignment will be accepted at the discretion of the instructor.

Assignment Format:

Unless expressly stated otherwise, all assignments will be submitted electronically to the instructor through the college Canvas site. Any work submitted as an e-mail and/or as attachments are not acceptable. When submitting any coursework, it can either be uploaded as a file or directly typed into the appropriate assignment text box in Canvas. Note: although it is possible to work directly on Canvas, it is generally more prudent to have separate files of all coursework so that copies of this work are maintained by the student.

Assignment File Saving Format:

When naming files for this course, follow this pattern: (1) last name, (2) first name, (3) course name and number, and (4) assignment name. As an example, “Writing Assignment 1 Introductions” would be saved this way: ***Bisonette, David Scott NAS 100 Writing Assignment 1 Introductions***

Reading Assignments:

All assigned readings have a specified completion date and time.

Course Assignment Scoring Rubrics:

See Canvas for information regarding grading rubrics for assignments.

Attendance:

Students have specific assignments to complete for each “attendance” date. This specified work must be completed before 11:59 PM CT on all Thursdays and Sundays in order to be considered “present”.

Note: some assignments may have other due dates than Thursdays and/or Sundays.

If ZOOM is utilized as a class during this summer session, attendance will be recorded and credited for one day per week. Non-attendance in a zoom session will not adversely affect students.

If an “in-person” class is offered during the semester, attendance will be credited for one day that week. Should such a class be held, students must provide a signed release form (provided by the instructor) to participate. Please refer to the Student Handbook for more information regarding the Class Attendance Policy.

Course Structure:

This course is delivered online partially through the course management system Canvas. With Canvas, students can access online messages from the instructor, assignments, course materials, and resources.

E-mail and Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Canvas, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Canvas or other Learning Management Systems

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Canvas you can e-mail: help@lco.edu

Academic Honesty & Integrity Policy:

Students are reminded that there are penalties for plagiarizing (cheating). Don't even think about it. Any plagiarism or other misconduct by students will be handled in accordance with the policies outlined in the Student Handbook. Any incidence of misconduct, academic dishonesty and/or plagiarism will not be tolerated. As a consequence, violations of these policies will result in the following disciplinary sanctions: (1) An earned grade of F for the course, and (2) a recommendation for academic suspension. Please refer to the Student Handbook under Academic Misconduct and Plagiarism for more information.

Note: students must give attribution for all information, photographs, recordings, websites, persons, etc. used in coursework. Please credit all sources that are utilized.

COURSE REQUIREMENTS

- Gikino'amaagan Odanokiiwin Project and Presentation
- Worksheet and Writing Assignments
- Mid-term Progress Meeting
- Attendance

Gikino'amaagan Odanokiiwin Project and Presentation:

For the Gikino'amaagan Odanokiiwin Project, students will create a media presentation (PowerPoint, video, electronic book, etc.) that is based on your choice of three (3) different options:

Option A: Cultural Project Option.

A Cultural Project is an item that the student creates. Projects in previous semesters have included making moccasins, tobacco bags, blankets, dresses, fish decoys, fish spears, ricing sticks and beadwork. Projects will be evaluated based on criteria including: "being Ojibwe", content and quality of presentation, originality, resourcefulness, complexity, and learned skills. Remember that this project option is to be based on

traditional or contemporary Ojibwe cultural articles or items. Projects assembled from manufactured kits are not allowed. No dreamcatchers either.

Option B: Cultural Activity Option.

A Cultural Activity can include participation in most Ojibwe cultural ceremonies or activities. Such activities include hunting, fishing, gathering foods or medicines, powwow, naming ceremonies, and traditional funerals. An activity can be a “how to” exercise such as making fry bread, building a wigwam frame, making a birchbark basket or processing wiigob/basswood twine. This activity will be evaluated based on criteria including: “being Ojibwe”, content and quality of presentation, originality, resourcefulness, complexity, and learned skills. Remember that this activity option is to be based on traditional or contemporary Ojibwe cultural activities.

Option C: Ojibwe Biography.

Create a short biography with media (photographs, drawings, maps, etc.) that documents the life of an Ojibwe person. For this option, think about these questions: What topics are important when describing the present-day world of an Ojibwe person? What might people want to know about this person’s cultural world in one hundred (100) years from now? Is this person “traditional” and what is the background of their knowledge? What ceremonies, activities (such as hunting, fishing, or gathering activity), or cultural practices (such as ceremonial participation, moccasin making, basket making) reflect the life of this individual today? What makes this person Ojibwe?

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Gikinoo’amaagan Odanokiiwin Components:

1. **Visual/Media Component:** project must be in the form of a video, PowerPoint, book, or other approved visual media.

*For a **PowerPoint** presentation, there should be:*

- (a) title page (include project title, your name, course information)
- (b) introduction page
- (c) 12-20 slides for the body of the work
- (d) credit page (for all sources of information such as photographers, illustrators, authors, etc.)
- (e) glossary (optional)
- (f) English translation (optional)

*A **video** presentation should be:*

- (a) at least three minutes duration
- (b) include an introduction (include project title, your name, course information), body credits, glossary (if Ojibwe language is used) in the video.

*A **book** should follow the guidelines for a PowerPoint presentation but a physical book can also be submitted (Note: there needs to be an electronic copy of the book)*

For projects that utilize other types of media, consult with instructor for appropriateness

2. **Credits:** include a page to cite **ALL** sources of photos, illustrations, maps, or other information

3. **Ojibwe Language Glossary (Optional if no Ojibwe language is used in project):** if you are using any Ojibwe language, include a glossary that provides the gloss code and an English translation. Glossary should be alphabetized based on the “Fiero system” as employed in Nichols, John D., and Nyholm, Earl. *A Concise Dictionary of Minnesota Ojibwe*, University of Minnesota Press, Minneapolis, 1995. Example of an entry: **ojibwemowin** *ni* Ojibwe language; *pl* **ojibwemowin**
4. **English Translation:** only necessary if project is presented in the Ojibwe language
5. **Presentation Addendum:** Students will provide a written addendum that includes the entire project “story” and also provides further details and information regarding the Gikinoo’amaagan Odanokiiwin Project. This addendum is the basic story of the project but provides more in-depth information regarding points or ideas in a project that might not be suitable for the storyline of the project. This addendum can be used in the same manner as an “endnote” or “footnote” of a paper. In addition, the addendum can also highlight the course outcomes (such as how the project relates to “Ojibwe sovereignty” or “Social Responsibility”) in a project.

Additional Information:

For content of both the project and the presentation addendum, students should strive to explain how the particular Activity/Project addresses the course specific outcomes (listed above). The attached Course Outcomes Scoring Rubric outlines grading criteria for this component of the project. Specifically, students should be prepared to include answers in the project/addendum to address the following questions:

- How does this work provide information in regards to Ojibwe history?
- How does this work express or communicate Ojibwe culture?
- How does this work model traditional Ojibwe values into daily life?
- How does this work illustrate sovereignty?
- How does this work apply technology?

In addition, students should also address the following outcomes from the General Education Program Outcomes (listed above). The attached General Education Program Outcomes Scoring Rubric outlines grading criteria for the project and presentation addendum. Specifically, students should use these objectives as a guide in addressing, responding to, or answering the following questions in their work:

- Are you communicating effectively?
- Are you practicing community engagement and social responsibility in this activity?
- Are you demonstrating an understanding of Ojibwe (and other Native American) culture?
- Are you thinking critically?
- Are you interacting effectively and appropriately in a diverse, multi-cultural, and global society?

Note:

The Gikinoo’amaagan Odanokiiwin Project should be able to relay information about an activity/project with sufficient detail so that someone with little or no knowledge of Ojibwe people and culture will be able to understand the particular activity or project.

A proposal for the Gikino'amaagan Odanokiiwin project is due 11:59 PM CT Thursday, June 18, 2020. The Gikino'amaagan Odanokiiwin Project and Presentation Addendum are due 11:59 PM CT Sunday, July 19, 2020.

Please be aware that the Gikino'amaagan Odanokiiwin project comprises a significant portion of student work to be evaluated for this course. Do not wait until the last minute to begin an appropriate project.

Gikino'amaagan Odanokiiwin Projects and Addendum will be evaluated based on criteria including: "being Ojibwe", content and quality of presentation, originality, resourcefulness, complexity, and learned skills. Instructor should be consulted to determine appropriateness of any Activity/Project prior to the commencement of any work.

Projects can be completed prior to the due date in consultation with the instructor.

Additional note: any physical objects created for projects are NOT intended to be made for the instructor as this project is something that you make or do for yourself (or someone else).

Worksheet and Writing Assignments:

Worksheets and written essays have a specified due date for completion (see schedule) and focus on meeting the course specific outcomes (listed above). Please be sure to name all files as outlined in the "Assignment File Saving Format" (listed above).

Writing assignments are short essays of a minimum of 300 words. Spelling, grammar, and punctuation are all important components of quality writing assignments.

Worksheet assignments are generally composed of a series of questions which must be answered in a clear, concise, and/or informative manner.

Mid-term Progress Meeting:

Students are required to make an appointment to meet through zoom with the instructor during the week prior to mid-terms (Monday, June 21 – Friday, June 26). This short (ten to fifteen minutes) meeting is an opportunity for students to discuss class work and progress in the course up to the middle of the semester.

Attendance

Students have specific assignments to complete for each "attendance" date. This specified work must be completed before 11:59 PM CT on all Thursdays and Sundays in order to be considered "present".

SPECIAL NOTES

Additional Notes:

Each student is responsible at all times for doing his/her own work unless otherwise expressly permitted by the instructor.

Students are reminded that they must use the official LCOOC e-mail account when electronically communicating with the instructor. The instructor will not respond to any e-mails from students using non-LCOOC e-mail addresses. Make sure that the correct e-mail address is utilized (dbisonette@lco.edu).

Important Note:

This syllabus is subject to change. It is the student's responsibility to check Canvas, emails, or to inquire with the instructor for corrections or updates to the syllabus.

Apegish isa da-minochigeyan!

Tentative Readings Schedule:

Week 1: June 1 - June 7 Readings:

- Boozhoo Gaagiigidowin

Week 2: June 8 - June 14 Readings:

- Treuer: pp. 1 - 38 (Introduction; Terminology; History)
- Densmore: pp. 1 - 10 (through "Totemic system"); pp. 22 - 30: Dwellings; 30 - 38: Clothing; 39 - 47: Food; Sickness; Health; 114 - 119: Games
- Warren, William (year). *History of the Ojibway People*. University of Minnesota Press. (Chapter 2: Totemic Division of the O-jib-ways)
- *What's In A Name: The Meaning Of Ojibwe*
- *The Etymology of Anishinaabe*.

Week 3: June 15 - June 21 Readings:

- Treuer: pp. 39 - 78 (Religion, Culture & Identity; Powwow)
- Densmore: pp. 45 - 86 (Life Cycle); pp. 119 - 131 (The Industrial Year); pp. 135 - 194: pipes/tobacco, bows/arrow, snowshoes, fish nets, weaving mats, torches, canoes, twine, mats, bags, blankets, baskets, tanning, instruments, decorative arts, design, beadwork
- Ritzenthaler, Robert E. *Autobiography of Prosper Guibord*. Manuscript. Anthropology Section, Milwaukee Public Museum, Milwaukee, Wisconsin. Robert E. Ritzenthaler Papers. Field notes. Notebook 6 (Prosper Guibord).
- Ojibwe Kinship for Females
- Ojibwe Kinship for Males

Week 4: June 22 - June 28 Readings:

- Treuer: pp. 79 - 85 (Tribal Languages)
- Densmore: 11 - 22 (Glossary)
- Kegg, Maude and Nichols, John. *Portage Lake: Memories of an Ojibwe Childhood*. University of Minnesota Press, 1993. "When I Was A Little Girl"
- Clark, Jim. Naawigiizis: The Memories of Center of the Moon. Birchbark Books, 2002. "Manoominikeng"

Week 5: June 29 - July 5 Readings:

- Treuer: pp. 86 - 127 (Politics)
- Densmore: pp. 131 - 135 (Chiefs); p. 137 (measuring time, distance)

Week 6: July 6 - July 12 Readings:

- Treuer: pp. 128 - 137 (Economics)
- 1837 Treaty of St. Peters
- 1842 Treaty of La Pointe
- 1854 Treaty of La Pointe

Week 7: July 13 - July 19 Readings:

- Treuer: pp. 138 - 158 (Education, Perspectives)

Week 8: July 20 - July 24 Readings:

- Treuer: pp. 138 - 158 (Conclusion)

Worksheet Scoring Rubric:

The value of points for a worksheet is based on the type of information requested (simple informational answers; more complex written answers, etc.), the overall points of a worksheet, and completeness/complexity of an answer. The overall value of points for each worksheet is based on the total number of worksheets assigned during the semester.

Course Objective Scoring Rubric:

Scoring	4	2	0
1. Demonstrates knowledge of Ojibwe history and/or culture:	Clearly demonstrates knowledge of Ojibwe history and/or culture	Makes some limited references about history and/or culture	Little or no mention or demonstration of knowledge about history and/or culture
2. Incorporates of traditional Ojibwe values into daily life:	Clearly explains how activity exhibits incorporation of traditional values	Offers some explanation of how activity incorporates values	Little or no explanation of incorporation of traditional values
3. Demonstrates knowledge of traditional seasonal living cycle of the Ojibwe:	Clearly connects the activity to the traditional seasonal living cycle w examples	Makes some connections of the activity to the seasonal cycle	Little or no mention of seasonal cycle or connection to traditional ways
4. Evaluates sovereignty:	Clearly evaluates elements of sovereignty in context of activity	Makes some connections or evaluation of sovereignty	Little or no connection or evaluation of activity and sovereignty
5. Demonstrates foundational technological proficiency:	Yes	Partially	No

General Education Program Outcomes Scoring Rubric:

Scoring	4	2	0
1. Communication	Excellent scores in reading, writing, speaking, and listening effectively to increase knowledge, foster understanding, and/or promoting change in attitudes, values, beliefs, or behaviors.	Medium scores in reading, writing, speaking, and listening effectively to increase knowledge, foster understanding, and/or promoting change in attitudes, values, beliefs, or behaviors.	Low or no scores in reading, writing, speaking, and listening effectively to increase knowledge, foster understanding, and/or promote change in attitudes, values, beliefs, or behaviors.
3. Social Responsibility	Excellent examples of skills and awareness in living as a responsible, ethical, and contributing citizen	Moderate/Average examples of skills and awareness in living as a responsible, ethical, and contributing citizen	Little or no examples of skills and awareness in living as a responsible, ethical, and contributing citizen
4. Culture: Ojibwe and other Native Cultures	Complete demonstration of understanding with appropriate supporting evidence.	Moderate/Average demonstration of some understanding and/or with some supporting evidence	Little or no demonstration of understanding with little and/or no supporting evidence
5. Critical Thinking	Excellent exhibition of analyzing, synthesizing, and evaluating diverse concepts and evidence based decision-making.	Moderate/Average exhibition of analyzing, synthesizing, and evaluating diverse concepts and evidence based decision-making.	Little or no exhibition of analyzing, synthesizing, and evaluating diverse concepts and/or evidence based decision-making.
6. Global Awareness	Excellent examples of interacting effectively and appropriately in a diverse, multi-cultural global society.	Average examples of interacting effectively and appropriately in a diverse, multi-cultural global society.	Little or no examples of interacting effectively and/or appropriately in a diverse, multi-cultural global society.

Basic Writing Rubric:

BASIC WRITING RUBRIC					
	3 (Excellent)	2 (Effective)	1 (Developing)	0 (Off-Track)	Score
Structure and Organization	Intro and Conclusion are effective. Paragraphs well developed with strong topic sentences.	Intro/Conclusion development is competent but occasionally weak.	Intro/Conclusion are weak or missing. Paragraphs underdeveloped, topic sentences are missing or unfocused.	Intro or conclusion missing. Paragraphs undeveloped. Topic sentences missing.	
Content and Focus	Content responds to assignment appropriately and with focus.	Content responds to assignment appropriately with minor digressions.	Content digresses from assignment enough to distract the reader.	Content fails to respond to the assignment.	
Logic and Flow	Logical and clear. Points are addressed individually and linked appropriately.	Logical and clear. Some points are bunched together or not clearly linked.	Development is flawed. Logic is unsound. Points are not sufficiently linked.	Development is missing or flawed. Points are not linked	
Writing Style	Clear and Concise. Sentences are direct. Tone is appropriate	Sentences are usually clear, concise, with appropriate tone.	Occasionally wordy or ambiguous. Tone is too informal.	Sentences are unclear enough to impair meaning.	
Mechanics	Strong skills. Less than 1 error per page.	Competent skills. Less than 2 errors per page.	Low skills impair meaning and clarity.	Skills are inadequate.	
Ojibwe Cultural Knowledge	Writing makes significant connections between the topic and Ojibwe values, culture or people in a transformative and creative manner.	Writing links the topic to Ojibwe values, culture or people in a creative manner.	Writing mentions Ojibwe values, culture or people, but barely links any or all to topic.	Writing makes no connection to Ojibwe values, culture, or people.	
Comments					Total

Gikino'amaagan Odanokiiwin Project/Presentation Addendum Scoring Rubric

	Content	Conventions	Organization	Presentation
(4) EXCELLENT	<ul style="list-style-type: none"> Is well thought out and supports the solution to the challenge or question Reflects application of critical thinking Has clear goal that is related to the topic Is pulled from a variety of sources Is accurate 	<ul style="list-style-type: none"> No spelling, grammatical, or punctuation errors High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> Information is clearly focused in an organized and thoughtful manner. Information is constructed in a logical pattern to support the solution. 	<ul style="list-style-type: none"> Multimedia is used to clarify and illustrate the main points. Format enhances the content. Presentation captures audience attention. Presentation is organized and well laid out.
(3) AVERAGE	<ul style="list-style-type: none"> Is well thought out and supports the solution Has application of critical thinking that is apparent Has clear goal that is related to the topic Is pulled from several sources Is accurate 	<ul style="list-style-type: none"> Few (1 to 3) spelling, grammatical, or punctuation errors Good use of vocabulary and word choice 	<ul style="list-style-type: none"> Information supports the solution to the challenge or question. 	<ul style="list-style-type: none"> Multimedia is used to illustrate the main points. Format is appropriate for the content. Presentation captures audience attention. Presentation is well organized.
(2) NEEDS WORK	<ul style="list-style-type: none"> Supports the solution Has application of critical thinking that is apparent Has no clear goal Is pulled from a limited number of sources Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> Minimal (3 to 5) spelling, grammatical, or punctuation errors Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> Project has a focus but might stray from it at times. Information appears to have a pattern, but the pattern is not consistently carried out in the project. Information loosely supports the solution. 	<ul style="list-style-type: none"> Multimedia loosely illustrates the main points. Format does not suit the content. Presentation does not capture audience attention. Presentation is loosely organized.
(1) UNACCPETABLE	<ul style="list-style-type: none"> Provides inconsistent information for solution Has no apparent application of critical thinking Has no clear goal It pulled from few sources Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> More than 5 spelling, grammatical, or punctuation errors Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> Content is unfocused and haphazard. Information does not support the solution to the challenge or question. Information has no apparent pattern. 	<ul style="list-style-type: none"> Presentation appears sloppy and/or unfinished. Multimedia is overused or underused. Format does not enhance content. Presentation has no clear organization.

Social Responsibility Scoring Rubric:

	Excellent 4	Effective 3	Developing 2	Off-track 1	No Work 0	SCORE
Acknowledge Perspectives	Exceptional ability to articulate insights into diverse cultural perspectives including one's own cultural rules and biases	Adequate understanding of diverse cultural perspectives including one's own cultural rules and biases	Surface understanding of insights into diverse cultural perspectives including one's own cultural rules and biases	Little or no understanding or insights into diverse cultural perspectives including one's own cultural rules and biases		
Apply Perspectives:	Demonstrates exceptional ability to assume a perspective other than one's own and express empathy for diverse perspectives. Demonstrates and makes significant connections to <u>Ojibwe</u> values and culture in a transformative and creative manner.	Demonstrates adequate ability to assume a perspective other than one's own and express empathy for diverse perspectives. Links the topic to <u>Ojibwe</u> values, culture or people in a creative manner	Demonstrates insufficient ability to assume a perspective other than one's own and/or express empathy for diverse perspectives. Somewhat mentions and/or makes little or no connection to <u>Ojibwe</u> values, culture or people.	Demonstrates little or no ability to assume a perspective other than one's own and/or express empathy for diverse perspectives. Makes little or no connection to <u>Ojibwe</u> values, culture or people.		
Acknowledge Civic Responsibility:	A complex and fully developed combination of knowledge, skills, values, and motivation as they relate to civic life and affairs of local, regional, national, and/or global communities.	An adequate and acceptably developed combination of knowledge, skills, values, and motivation as they relate to civic life and affairs of local, regional, national, and/or global communities.	A surface or underdeveloped understanding of knowledge, skills, values, and motivation involved in civic responsibility and difficulty relating to civic life and affairs of local, regional, national, and/or global communities.	Little or no understanding of knowledge, skills, values, and motivation involved in civic responsibility and difficulty relating to civic life and affairs of local, regional, national, and/or global communities.		
Apply Civic Responsibility:	Demonstrates civic engagement through community-based action and/or research and exceptional reflective analysis of the purpose and benefits of the engagement	Demonstrates civic engagement through community-based action and/or research and adequate reflective analysis of the purpose and benefits of the engagement	Demonstrates civic engagement through community-based action and/or research but shows inability to reflect or analyze the purpose and benefits of the engagement	Demonstrates little or no civic engagement through community-based action and/or research and shows inability to reflect or analyze the purpose and benefits of the engagement		
Comments:						