

AKL 106 – J01 – JD1

CRN 37224 / 37225

M · W · 5:30 pm – 7:30 pm

Éegan Kíich 109

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*Beginning Tlingit II*

4 Credits, Letter Grade +/-

**Introduction and Course Outline**

Haa léelk'u has du yoo x'atángi kúnáx x'atulitseen. Aaa. Woosh tin yagaxtoodláak. kaa shé een kaa tóonáx yakgwadáa. Tlax kúnáx sh tóogaa xaaditee haat yeey.aadí. Haa dachxánx'i sáani káx áyá kei guxtoo.áakw. Woosh tin, yeewháan, yéi nateech haa yoo x'atángi tin kustí. Yeedát áyá ax tuwáa sigóo has du itx yaa ntoo.aadí ldakát yeewháan. Wé dleit káa yoo x'atángi tin kasiyéiyi át áwé haa yoo x'atángi. Ch'as Lingít yoo x'atángi tin ku.aa tlél uldzee áyá lingít sh tóo tooltóowu á. Yéi áyá xaan has kawaneek haa yoo x'atángi daat.

Tléel at.óowx ustí haa yoo x'atángi. Tléik'. Hél haa aayí. Haa dachxánx'i sáani aayí áwé. Haa jiyís wududliyéx, ka has du tuwunáagu yís woosh yéi jigaxtoonéi nooch. Latseen tín! Haa léelk'w hás yáx. Latseen tín! Daa naytee! Daa naytee! Yéi kgwatée ch'a tléix'i át yáx haa kgwatée! Haa tóonáx yaa nadéin! Yoo x'atán! Yoo x'atán! Haa Léelk'u has káx gaxtudanáak! Gunalchéesh xáawé, gunalchéesh áyá yeewháan.

It is good that you have come! Welcome to Beginning Tlingit II. While you are in this classroom, please contribute in a positive, thoughtful, and respectful manner as we learn about Lingít yoo x'atángi (Tlingit language). The main goal of this course is to keep ourselves on the path to language fluency. Towards the end of the semester, you should know about two hundred nouns & many different phrases you can substitute nouns into. You should also begin to have an understanding of the structure of Tlingit grammar, which is centered upon complex verb phrases and relational terms. We will be doing drills and activities in class, but **the only way anyone can learn a language is to practice every single day** and find ways to surround yourself with the language by using recordings and speaking with fluent speakers and other students of Tlingit.

Do not be afraid to try! Do not dwell on mistakes! You will not break this language, but instead, think of this: when we make mistakes, we are learning. When we study this language, every time we speak it, we are helping ourselves, our ancestors, and our little grandchildren. We are continuing a tradition of a language and place that is thousands of years in the making. *i gu.aa yáx x'wán* (have strength and courage)! This will be a semester of hard work and great rewards if you immerse yourself in the language.

You will be graded on the following factors: attendance and participation, language goal sheets, quizzes, language demonstrations, a final project, and a final exam. Because we are studying something that is new and difficult, I want to encourage you to keep going rather than mark you down for what you did not do right. Through all things, remember that only you can teach yourself this language. I will give tools and methods, but the decisions you make outside of the classroom will determine if you become one of the future speakers of the Tlingit language or someone who just knows about the language.

*Ax dachxánx'i yán, ax yátx'i. Yeedát áwé ax toowú yéi yatee: téil a sé, kei gaxtugéex', haa kusteeyí. Gunalchéesh, yee ee at latóowu áx'. Xát tsú, ax xoo aa, tél Lingít kustí. Has du tuwáax' á sigóo, yee ee has altóowu. Ax x'agáaxi áwé yéi kawatée: ch'u tleix, kugaagastee, Lingít.*

— *Kaalkáawu*

*My grandchildren, my children. Now, yes, this is how I am feeling: without a voice, we going to throw it out, our way of life. Thank you for learning it there. Me too, it is among me, life without Tlingit. They want, that they would teach it to you. My prayer is going to be this: forever, let it exist, Tlingit.*

—Cyril George, *kak'weidí*

### Required Texts (please have by the second class)

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Dauenhauer, Nora Marks and Richard Dauenhauer. *Beginning Tlingit*. 4<sup>th</sup> Ed. Juneau: Sealaska Heritage Foundation Press, 2000. Print.

--. *Lingít X'éináx Sá! Say It in Tlingit: a Tlingit Phrase Book*. Juneau: Sealaska Heritage Institute, 2002. Print.

Edwards, Keri. *Dictionary of Tlingit*. Juneau: Sealaska Heritage Institute, 2009. Print.

Story, Gillian L. and Constance M. Naish. *Tlingit Verb Dictionary*. College: Alaska Native Language Center, 1973. Print.

Marks, John, Richard Dauenhauer, Nora Marks Dauenhauer, and Keri Edwards. *Lingít X'éináx Áx! Hear It in Tlingit: a Mini Phrase Book & CD*. Juneau: Sealaska Heritage Institute, 2005. CD.

### Additional Resources

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575+ *Tlingit Verbs* – <http://www.goldbeltheritage.org/verbs>

SHI Language Resources – [http://www.sealaskaheritage.org/programs/language\\_resources.htm](http://www.sealaskaheritage.org/programs/language_resources.htm)

*Lingít Yoo X'atángi: The Tlingit Language* – <http://tlingit.info>

### Student Outcomes

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The knowledge and understanding gained in this class prepares a student for contributions in language revitalization, and the experiences and discussions contribute to a stronger sense of cultural and linguistic diversity. This knowledge is applicable to teaching and researching a wide variety of subject matter within Tlingit culture and language, and raises awareness of the effects of colonization, oppression, and social injustice. Students will discuss language acquisition in America and the ways that social pressures and governmental regulations contribute to indigenous language loss and an oppressive monolingualism.

By the end of this course, students will:

1. **Recognize every sound in the Tlingit language and make the majority of these sounds with a high degree of accuracy**
  - Students will practice reading, writing, listening, and speaking in Tlingit and the result will be increased confidence in speaking and understanding.

**2. Have a vocabulary of over 150 words and over 50 conversational phrases**

- Students will engage in a number of dialogue exercises and vocabulary drills throughout the semester. Mastering these words and phrases will allow students to engage in basic conversations in Tlingit about a wide variety of common subjects.

**3. Conjugate basic verbs for a variety of Object & Subject combinations**

- Students will practice using verbs in a variety of ways to begin mastering the use of 1st, 2nd, and 3rd object (me, you, her/him) and subject (i, you, s/he) combinations. Students will also master the plural versions (us/we, you all, them/they) of these and other pronouns.
- Mastering these pronoun combinations will begin untangling the conjugation of Tlingit verbs for person, allowing speakers to talk about a wider variety of actions, impacts, and situations.

**4. Engage in activities that promote indigenous language revitalization**

- Students will engage in a number of activities that take the language out of the classroom and into the community, which will widen their current network of language speakers, learners, and advocates.

**Required Assignments & Student Assessment**

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**Attendance & Participation** .....Show respect by attending all classes and participating in drills and activities.

**Language Goal Sheets**.....Students are expected to work independently to build their own vocabulary. The sheet helps practice using the *Dictionary of Tlingit*, the *Tlingit Verb Dictionary*, and online resources.

**Quizzes**.....At regular times in the semester, students will be quizzed on word recognition and ability to recall things covered in class. These are intended to make sure students are engaged outside of class.

**Language Demonstrations**.....Students will recall their lists of memorized words without any notes. They will also develop a language demonstration that teaches an aspect of Tlingit or uses the language in a mock scenario.

**Final Presentation & Exam** .....Students will compose a one-page letter entirely in Tlingit and share it with the class. In addition, students will take a final exam that tests listening, speaking, reading, and writing.

**Course Guidelines**

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**Attendance and Participation**

- ◆ You are expected to be well prepared and actively involved during every class period, and to contribute to activities & join in discussions. Attendance is **mandatory** and is an important part of this class.

**Course Material**

- ◆ Over the course of the semester, you will be given plenty of handouts. Please bring a *binder* to each class so you can keep these handouts organized and in good condition.
- ◆ You need to bring the following to class with you: language journal, a writing utensil, your texts, all handouts distributed so far, and any completed assignments for the day.

**Cell Phones and Computers:**

- ◆ **Cell Phones:** Turn your cell phones off or put them on silent before entering class. If you are expecting an emergency call, please let me know, keep your phone on vibrate, and leave the room to answer the call. Do not answer your phone in class.
- ◆ **Texting:** Do not text in class, unless the texts are entirely in Tlingit. Then *góok dé* as long as you stay focused and involved.
- ◆ **Computers:** If you choose to bring your computer to class, please use it only for class work while in class.

**Grading:**

<p><b>A</b> Attends all classes, turns in all assignments, shows exceptional progress, fully participates in activities.</p>	<p><b>C+</b> Misses classes, misses assignments, shows some progress, does not participate in all activities.</p>
<p><b>A -</b> Attends all classes, turns in all assignments, shows good progress, fully participates in activities.</p>	<p><b>C</b> Misses classes, misses assignments, shows little progress, does not participate in many activities.</p>
<p><b>B+</b> Attends nearly all classes, turns in all assignments, shows good progress, fully participates in activities.</p>	<p><b>C -</b> Misses several classes, turns in very few assignments, shows little progress, does not participate in many activities.</p>
<p><b>B</b> Attends nearly all classes, turns in most assignments, shows good progress, participates in activities.</p>	<p><b>D</b> Misses too many classes, turns in too few assignments, shows no progress, does not participate in activities.</p>
<p><b>B -</b> Attends most classes, turns in assignments, shows progress, participates in activities.</p>	<p><b>F</b> Failure to complete any of the above tasks</p>

**Student Assessment of the Course**

Towards the end of our semester, you will have an opportunity to assess the course. Please give this assessment an open and honest effort so I can review and adjust the way the class is put together and they way I teach materials and manage classes in the future. All feedback is anonymous and does not affect your performance or grade in any way.

## Important Dates

<b>Jan. 27</b>	Last day to drop with 100% refund	<b>Mar. 16–21</b>	Spring Break
<b>Jan. 27</b>	Last Day to change credit or audit for full-term classes	<b>Apr. 06</b>	Fall 2015 Registration Begins (program students)
<b>Jan. 28</b>	Withdraw Period Begins for Full-term Courses	<b>Apr. 10</b>	Last Day to Withdraw from full-term classes
<b>Feb. 01</b>	Graduation Application Deadline for Spring	<b>Apr. 27</b>	Final Exam Week
<b>Feb. 23</b>	Summer 2015 Registration Begins (program students)	<b>May. 06</b>	Grades Due
<b>Mar. 01</b>	Deadline for late applications for fall graduation	<b>May 1–3</b>	Commencement (Sitka, Ketchikan, Juneau)

## Class Schedule (subject to change)

week	M	W
1 1/12	introductions & games	beginning Tlingit I review
	sound practice & introductions	daa sáyá? daa sáwé? daa sá i jeewú?
2 1/19		beginning Tlingit I review
		daa sá iyatéen? aadóo sáwé hú?
3 1/26	beginning Tlingit I review <b>WORD LIST DUE!</b>	beginning Tlingit I review
	wáa sá <u>ku</u> watee?	perfective, imperfective, future
4 2/2	<u>x</u> at yanéekw	daa sá i éet uwaháa?
	dialogue, body parts	hungry, wanting, needing
5 2/9	aadóo sáwé? <b>WORD LIST DUE!</b>	has du een kananeek aadóo sáwé!
	dialogue, kinship	introducing someone
6 2/16	goodéi sá yaa neegút?	goodáx sá yaa neegút?
	dialogue, going places	coming from places, motion verbs
7 2/23	goo{-x,-dé,-dáx,-náx} sá? <b>WORD LIST DUE!</b>	aadóoch sá aadé yaa nagút?
	bases & suffixes	subjects: 3rd person, 1st person, 2nd person
8 3/2	wáa sá <u>ku</u> wanóok?	daa sá kadach'áak'w?
	subjects: 3rd person, 1st person, 2nd person	classifiers, thematic prefixes

week	M	W
9 3/9	<i>midterm projects</i>	<i>midterm projects</i>
10 3/16		
11 3/23	<i>alkáa ka shkalneek</i>	<i>alkáa ka shkalneek</i>
12 3/30	daa sáwé axá?      WORD LIST DUE!	daa sáwé alóok? aadóoch sáwé adaná?
	verb drills & games	verb drills & games
13 4/6	daa sáwé akéis'?	woosh tin yoo x'atluli.átk
	moving out of <i>Beginning Tlingit</i>	speaking together
14 4/13	Lingít yoo x'atángi shagóon      WORD LIST DUE!	a saayí
	parts of Tlingit speech	nouns: how they work, modifying nouns
15 4/20	review & practice	review & practice
finals 4/27	<i>final projects</i> 5 p – 7 p	