

AKL 105 – J01 – JD1

CRN 72817 / 77990

M · W 5:30 pm – 7:30 pm

Éegan Kíich 109

X̱'unei - Lance A. Twitchell

Soboleff Annex 107

Office hours: M·T·W 4 pm – 5 pm

latwitchell@uas.alaska.edu | 796-6114

***Beginning Tlingit I***

4 Credits, Letter Grade +/-

**Introduction and Course Outline**

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*Yak'éi haat yigoodí!* It is good that you have come! Welcome to Beginning Tlingit I. 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 introduce sounds, words, & phrases of the Tlingit language as we move towards language proficiency. Towards the end of the semester, you should know about fifty words & many different phrases you can substitute nouns into, and you should also begin to have an understanding of the structure of Tlingit grammar, which is centered upon complex verb phrases and relational nouns. 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 tapes and speaking with fluent speakers and other students of Tlingit.

There is no denying that Tlingit is a difficult language. It contains over twenty sounds that are not in English, and four that may not exist in any other known language. Beyond that, the grammatical structure of Tlingit is highly complex, full of patterns that become difficult (sometimes impossible) to predict. To become a speaker, you have to practice and study, then enable yourself to make your best guess on piecing together sentences and phrases, and then share those with fluent speakers so you can be corrected when necessary.

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. And there are simply not enough people learning this language. Recent estimates predict that there are one hundred and eighty speakers of Tlingit, and less than ten of those are under the age of sixty. Every year, more fluent speakers pass away, and only a handful of proficient speakers have emerged in the past several decades.

We are here to change that. Recent studies have predicted that the Tlingit language will die off in the next fifty years, but that is actually up to us. When we study this language, every time we speak it, we are helping it live on. 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, and a final project. 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.

*Yee gu.aa yáx x'wán. Yee léelk'w has xá yee x'éit has wusi.áx yeedát. Yee gu.aa yáx x'wán. Gunéi ax tu.ádi tsu. Yee gu.aa yáx x'wán. Uháan áyá, haa léelk'w has, has du itx yaa ntu.át Yee gu.aa yáx x'wán. Ldakát yeewháan. — Shgaté*

*Have strength and courage, all of you. Your grandparents are really listening to you now. Have strength and courage, all of you. We are beginning to walk along it, too. Have strength and courage, all of you. It is us, our grandparents, we are the ones following them. Have strength and courage, all of you. Every one of you. — Jessie Johnnie*

### 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 Tlingít: a Tlingít 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 Tlingít: a Mini Phrase Book & CD*. Juneau: Sealaska Heritage Institute, 2005. CD.

Twitchell, X'unei Lance. *Tlingit Dictionary* (draft). Juneau: Goldbelt Heritage Foundation, 2016. PDF.

### Additional Resources

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Lingit Yoo X'atángi: The Tlingit Language – <http://tingitlanguage.com>

*Tlingit Verbs*. <http://ankn.uaf.edu/~tingitverbs/TlingitVerbsRoots.xml>

575+ *Tlingit Verbs* – <http://www.goldbeltheritage.org/verbs/verbs/Tlingit/1>

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

### Student Outcomes

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Students will be introduced to the Tlingit language, starting with basic sounds and nouns, and working up to basic conversation, proper pronunciation, and basic grammatical concepts. By the end of the course, students will:

- ◆ speak and understand basic phrases
- ◆ have a vocabulary of at least 50 words
- ◆ read and write in Tlingit at a beginning level
- ◆ internalize Tlingit clan structure and culture
- ◆ begin conceptualizing the Tlingit worldview

## Required Assignments & Student Assessment

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**Attendance & Participation** .....This is the most important part of the class. As a student of a complex and endangered language, please show respect by attending all classes and participating in drills and activities.

**Language Goal Sheets**.....In addition to the words we drill, you are expected to work independently to build your own vocabulary. The sheet is intended to teach you how to use the *Tlingit Dictionary*, *Dictionary of Tlingit* and the *Tlingit Verb Dictionary* as well as online resources.

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

**Language Demonstrations** .....You will recall your lists of memorized words without any notes. You will also choose one topic that relates to Tlingit language & culture and create a five-minute presentation that uses four total sources.

**Final Presentation**.....You will work in pairs and create a language presentation. The presentation needs to be entirely in the Tlingit language and be three minutes long. You can use all resources available, but must show evidence of practice together, and also use the language with emotion and clarity.

## 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:** Please 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.
- ◆ **Texting:** Do not text in class, unless the texts are entirely in Tlingit.
- ◆ **Computers:** If you choose to bring your computer to class, please use it only for class work while in class. Do not chat or surf the internet or answer your email.

**Grading:**

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

**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 the 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>Sept. 9</b>	Last day to drop with 100% refund	<b>Nov. 4</b>	Last Day to Withdraw from full-term classes
<b>Sept. 9</b>	Last Day to change credit or audit for full-term classes	<b>Nov. 14</b>	Spring 2013 Registration Begins (program students)
<b>Sept. 10</b>	Withdraw Period Begins for Full-term Courses	<b>Nov. 24-27</b>	Thanksgiving Closure
<b>Oct. 01</b>	Graduation Application Deadline for Fall	<b>Nov. 28</b>	Spring 2013 Registration Begins (all students)
<b>Oct. 31</b>	Spring Schedule Web Search Available	<b>Dec. 12-17</b>	Final Exam Week
<b>Oct. 31</b>	Deadline for late applications for fall graduation	<b>Dec. 21</b>	Grades Due

## Students with Disabilities or Special Circumstances

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**Disabilities Support Services** (Mourant Bldg, 11120 Glacier Hwy(MO1), Juneau, AK 99801; Phone: 796-6000; Email: [dss@uas.alaska.edu](mailto:dss@uas.alaska.edu)), **coordinates accommodations and services for UAS courses**. If you have a disability for which you may request accommodation in UAS classes and have not contacted them, please do as soon as possible. Please also see me privately in regard to this course so that we can discuss accommodations necessary to ensure full participation and to facilitate the educational experience. More generally, if you have any problems or concerns regarding this course, please contact me as soon as possible. Your feedback (both positive and negative) is integral to how well this course works! We should strive to respect and value the diversity that exists in UAS classrooms (e.g., age, gender, ethnicity, national origin, disability, geographic backgrounds, political orientation, sexual orientation). While we may sometimes disagree with each other on topics discussed in class, it's important that we remember that appreciating diversity in perspectives is an important part of the learning process. If you ever feel that you are not being given the respect you deserve in class, please let me know.

## UAS Title IX / Gender and sex-based misconduct

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The University of Alaska Board of Regents is committed to a safe and healthy educational and work environment in which educational programs and activities are free of discrimination, harassment and violence. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you disclose discrimination based on sex, sexual harassment, dating or domestic violence, stalking, or sexual violence to a faculty or staff member, they must notify the UAS Title IX Coordinator about the basic facts of the incident.

Should you choose to disclose, your choices include:

**Confidential resources.** Counselors and advocates are not required to share information with any other person or department.

UAS Counselors: 907-796-6000 [baiverson@alaska.edu](mailto:baiverson@alaska.edu) or [mwthomson@alaska.edu](mailto:mwthomson@alaska.edu)

AWARE (Aiding Women in Abuse & Rape Emergencies) in Juneau: 907-586-1090

WISH (Women in Safe Homes) in Ketchikan: 907-225-9474

SAFV (Sitkans Against Family Violence) in Sitka: 907-747-6511

### **Access support and file a report.**

Contact the UAS Title IX Coordinator at 907-796-6036 or [laklein@alaska.edu](mailto:laklein@alaska.edu).

### **File a criminal complaint with your local police department.**

Juneau Police Department: 907-586-0600

Ketchikan Police Department: 907-225-6631

Sitka Police Department: 907-747-3245

More information available on at [www.uas.alaska.edu/policies/titleix.html](http://www.uas.alaska.edu/policies/titleix.html)

## Academic Schedule (subject to change)

	M	W
1	8/29 introductions, language learning techniques, introduction to the Tlingit language family, sound practice	8/31 introductions, language learning techniques, sound practice, intro to Tlingit texts
2	9/5 <b>Yéi Jiduneiyí Yakyee (no class)</b>	9/7 intro to Tlingit language, daa sáyá? daa sáwé? <i>read: introduction to Beginning Tlingit &amp; “Daa Sáyá?” in workbook</i>
3	9/12 WORDS DUE goosú? ___ ákyá? ___ ákwé? basic question forming	9/14 LANGUAGE JOURNALS DUE daa sá i jeewú? daa sáwé iyatéen? <i>read: “Daa sáwé iyatéen?” in workbook</i>
4	9/19 wáa sá iduwasáakw? <i>read: Beginning Tlingit Lesson Two &amp; “Wáa sá iduwasáakw?” in workbook.</i>	9/21 wáa sá xat duwasáakw? <i>read: Lingít X'éináx Sá (p 1–12, &amp; 23–25)</i>
5	9/26 Tlingit naax sateeyí	9/28 woosh yáx yaa datúwch wáa sá iyatee? <i>read: Lingít X'éináx Sá (p 1–12 &amp; 51–54)</i>
6	10/3 WORDS DUE wáa sá kuwatee? <i>read: Beginning Tlingit Lesson Three &amp; “Wáa sá kuwatee?” in workbook</i>	10/5 LANGUAGE JOURNALS DUE atxá een sh tóo tooltóow shkalneek ... wáa sá koowatee? wáa sá yéi kukgwatée?
7	10/10 LANGUAGE DEMONSTRATIONS	10/12 LANGUAGE DEMONSTRATIONS
8	10/17 Shkalneek	10/19 Shkalneek
9	10/24 WORDS DUE review lessons & grammar: daa sáyá? daa sáwé? goosú? ___ ákyá? ___ ákwé? daa sá i jeewú? daa sáwé iyatéen?	10/26 LANGUAGE JOURNALS DUE review lessons & grammar: wáa sá iduwasáakw? wáa sá xat duwasáakw? wáa sá iyatee? wáa sá kuwatee? wáa sá koowatee? wáa sá yéi kukgwatée?
10	10/31 xat yanéekw <i>read: Beginning Tlingit Lesson Four &amp; “Wáa sá sh teedinook?” in workbook</i> <i>read: Lingít X'éináx Sá (p 25–31)</i>	11/2 atxá een sh tóo tooltóow daa sá i éet uwaháa? <i>read: Lingít X'éináx Sá (p 31–42)</i>

	M	W
11	11/7 <b>WORDS DUE</b> <b>aadóo sáwé?</b> <i>read: Beginning Tlingit Lesson Five &amp; “Aadóo sáwé?” in workbook.</i>	11/9 <b>Lesson Reviews &amp; Questions</b>
12	11/14 <b>review lessons &amp; word lists</b>	11/16 <b>review lessons &amp; word lists</b>
13	11/21 <b>LANGUAGE DEMONSTRATIONS</b>	11/23 <b>LANGUAGE DEMONSTRATIONS</b>
14	11/28 <b>goodéi sá yaa neegút?</b> <i>read: Beginning Tlingit Lesson Six and “Goodé sá yaa neegút?” in workbook</i> <i>read: Lingít X’éináx Sá (p 42–49)</i>	11/30 <b>yaa na<u>kúx</u></b> <b>yaa nda<u>kín</u></b> <b>yaa <u>kun</u>atín</b> <b>yaa nashxíx</b> <b>yaa sh kanaltsé<u>x</u></b>
15	12/5 <b>review lessons &amp; word lists</b>	12/7 <b>review lessons &amp; word lists</b>
	12/12 <b>FINAL PROJECTS</b>	