

AKL 206 / AKL 206 JD1 / AKLA 002

CRN 32675 / 32676 / 32720

Déix Yakyee ka Daax'oon Yakyee 5:30 pm – 7:30 pm

Éegan Kíji 109

X'unei – Lance A. Twitchell

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Office hours: M T W Th: 2:30–4:00

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Intermediate Tlingit II

4 Credits, Letter Grade +/-

Hél daa sá a yáx koogei haa yoo x'atángi.

– Shaksháani, Gaanaxteidí

Yáa kaa kéilk', uwayáa, has du eeti x'aakeidix

áyá haa sitee uháan yáa yagiye.

– Kaajaakwtí

Aatx kugastée áwé du yádi, tle noow yáx gíwé wootee

wé Yéil ku.aa, yá lingit'aaní awliyexi Yéil.

– Kaasgeiy, Chookansháa

Ch'as tula.aan, ka kusaxán

kwa i téix' yéi na.oo!

– Kaxwaan Éesh, T'akdeintaan

Introduction and Course Outline

Yak'ei haat yigoodí! It is good that you have come! Welcome to Intermediate Tlingit II. The goal of this class is to increase your fluency in and knowledge of the Tlingit language. We will be focused on listening, speaking, reading, and writing, and will be working towards an environment where Tlingit is the majority language. This means preparing ourselves for immersion environments and a language learning experience that is rooted in the Tlingit ways of being, thinking, and understanding. We will aim to through our language more than about our language, and our methodology is going to be creating an atmosphere where we are using Tlingit on a regular basis while focusing on two aspects: being conversational and understanding the structure of the Tlingit language. This environment is a safe place. Mistakes are expected to occur and should not be seen as a measure of where you are, but instead just a part of the language learning process.

We will be focused on some primary texts in this course, and will be learning the value of structure of placenames as well as utilizing a newly mobile device app created by the Yakutat Tlingit Tribe. By the end of the semester, you should know over a hundred new words & over fifty different phrases. In the past, you may have learned to substitute nouns into some of these phrases (héen ax tuwáa sigóo ... atxá ax tuwáa sigóo ... kooxédaa ax tuwáa sigóo) but now you are going to focus on how to alter the verbs in phrases to turn them into questions and to conjugate the verb for different situations (I will want, I wanted, I don't want, etc). 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 listening to and speaking with fluent speakers and other students of Tlingit, and also by using recordings.

Do not be afraid to try! Do not dwell on mistakes! You will not break this language. Instead, think of this: when we make mistakes, we are learning. When we study this language, every time we speak it, we are helping it thrive. We are continuing a tradition of language and place that is thousands of years in the making. 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, quizzes, and three language presentations. I want to encourage you to push yourself beyond your comfort zone. Through all things, remember that only you can teach yourself this language. We will share tools and methods, but the decisions you make outside of the classroom will determine if you continue as one of the future speakers of Tlingit.



«Yee gu.aa yáx x'wán. Yee léelk'w has xá yee x'éit has wusi.áx yeedát. Yee gu.aa yáx x'wán. Ġunéi ax tu.ádi tsu. Yee gu.aa yáx x'wán. Uháan áyá, haa léelk'w has, has du ítx 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)

Dauenhauer, Nora Marks and Richard Dauenhauer. *Beginning Tlingit*. 4th 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.

<http://tlingitlanguage.com/wp-content/uploads/2015/01/Tlingit-verb-dictionary.pdf>.

Thornton, Thomas. *Haa Léelk'w Hás Aaní Saax'ú / Our Grandparents' Names on the Land*. Juneau: Sealaska Heritage Institute and University of Washington Press, 2010.

Twitchell, X'unei Lance. *Beginning Tlingit Workbook*. Sealaska Heritage Institute, 2017.

Twitchell, X'unei Lance. *Haa Wsineix Haa Yoo X'atangi*. Goldbelt Heritage Foundation, 2015.

Additional Resources

Lingít Yoo X'atangi: The Tlingit Language – www.tlingitlanguage.com

SHI Language Resources – www.sealaskaheritage.org/programs/language_resources.htm

Continuing Tlingit Verb Documentation by X'aagi Sháawu Keri Eggleston: <http://ankn.uaf.edu/~tlingitverbs/>

Student Outcomes

This course provides an intensive study of Lingít Yoo X'atangi, including foundational grammatical and logical concepts. By the end of this course, students will be able to:

- ❖ recite over 100 verbs in multiple verb modes
- ❖ comprehend the language at an advanced-low level, although many specifics may be unclear
- ❖ describe current and historical events using the language
- ❖ understand and teach intermediate concepts like noun modification, direction & location, and senses of time

Required Assignments & Student Assessment

Attendance & ParticipationThis 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 DemonstrationsAt regular times in the semester, you will be asked to demonstrate your ability to recall things covered in class and requested of you to study on your own. These are intended to make sure you are taking time to practice outside of class.

Midterm Translation ProjectYou will be given a section of Tlingit language that is in audio and printed form, but without a translation. You will then translate it into English. You will also be given a several sentences in English that you will translate into Tlingit.

Final PresentationYou will demonstrate what you have learned by developing a 10 minute presentation on a topic of your choice. The presentation must be entirely in Tlingit and will include a visual component. It can be a slideshow, performance, film, or other media of your choice, but the language must be original and not copied from another source.

Course Expectations

- ❖ Come to class.
- ❖ If you will be absent, let your *koo* at *latóowu* know and do make up work.
- ❖ Keep handouts organized and in good condition.
- ❖ Be prepared to work independently and in groups.
- ❖ Engage in daily lessons.
- ❖ Work in and out of the language learning setting.
- ❖ Use Lingít Yoo *X'atángi* with other language speakers and learners whenever possible.

Grading:

<i>(1,000 Total Points)</i>	<i>% of Total</i>	<i>Points</i>	<i>Letter Grade Breakdown</i>	
Attendance & Participation	10 %	100	976 – 1,000	A+
Language Quizzes	10 %	100	926 – 975	A
Language Presentations	20 %	200	900 – 925	A-
Mid-term Exercise	20 %	100	876 – 899	B+
Final Presentation	20 %	200	826 – 875	B
Total Possible Points			800 – 825	B-
			776 – 799	C+
			726 – 750	C
			700 – 725	C-
			650 – 699	D
			0 – 649	F

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.

Students with Disabilities or Special Circumstances

Disabilities Support Services 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 (Mourant Bldg · 796-6000 · dss@uas.alaska.edu). 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.

University of Alaska Notice of Nondiscrimination

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the bases of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admissions and employment. Contact information, applicable laws, and complaint procedures are available at: <https://www.alaska.edu/nondiscrimination/>

Title IX/Sex and Gender-based Discrimination

UAS students, faculty, staff, and visitors have the right to be free from all forms of gender and sex-based discrimination. UAS prohibits sexual harassment, sexual assault, other forms of sexual violence, domestic violence, dating violence and stalking. In the event of an act of prohibited conduct does occur, UAS will take steps to stop the behavior, prevent its recurrence, and provide remedies.

All employees at the University of Alaska Southeast, with the exception of UAS counselors and health care providers, are consider "responsible employees" and must share any reports of gender-based and sexual misconduct with the UAS Title IX Office. Students are encouraged to speak up and help end the silence surrounding sexual violence and harassment. For more information, see <https://www.alaska.edu/stopthesilence/>

If you have experienced gender-based and/or sexual misconduct, the following individuals can assist you in exploring options and support:

Emergency Services: 911 – all communities.

If you or someone you know is in immediate danger, please call 911 or your local police department. Local hospitals are also available for emergency response and care. For all Alaska communities:

Counseling Services: 907-796-6000 ■ mwthomson@alaska.edu or baiverson@alaska.edu

Based in Juneau but offered regionally, Counseling Services is a confidential resource. Information shared with Counseling Services staff will not be shared with anyone else unless you give your express permission.

AWARE Advocates on Campus: 907-586-1090 ■ swarupat@awareak.org or brittat@awareak.org

An advocate is available in person every Monday from 2-4 pm at Spikes Café. Drop ins welcome. Appointments can be made for other times by email. The crisis line is available 24/7. AWARE Advocates are also confidential resources and will not share details of your report with anyone unless you give permission.

Title IX Coordinator, Lori Klein, Coordinator: 907-796-6036 ■ laklein@alaska.edu / uas.titleix@alaska.edu

The UAS Title IX Coordinator responds to all reports of sex and gender-based discrimination.

Other Resources

UAS Title IX Website: <http://www.uas.alaska.edu/titleix>

Dís X'úx'u

	T	Th
1	1/15 Introductions & Class Warm Up	1/17 Catching Up & Reviewing Everything We've Ever Learned Beginning Tlingit Packet & Handouts
2	1/22 Catching Up & Reviewing Everything We've Ever Learned Beginning Tlingit Packet & Handouts	1/24 Catching Up & Reviewing Everything We've Ever Learned Beginning Tlingit Packet & Handouts
3	1/29 Catching Up & Reviewing Everything We've Ever Learned Beginning Tlingit Packet & Handouts	1/31 Tlingit Immersion Time
4	2/5 Placenames, Clans, Regions Haa Léelk'w Hás Aaní Saax'ú	2/7 Tlingit Immersion Time
5	2/12 Nouns and Other Parts of Speech Haa Wsineix Haa Yoo X'atangi	2/14 Tlingit Immersion Time
6	2/19 Directional & Relational Terms Haa Wsineix Haa Yoo X'atangi	2/21 Tlingit Immersion Time
7	2/26 Basics of Verb Conjugations Haa Wsineix Haa Yoo X'atangi & 575+ Tlingit Verbs	2/28 Tlingit Immersion Time
8	3/5 The Classifier & Root Haa Wsineix Haa Yoo X'atangi	3/7 Tlingit Immersion Time
9	3/12	3/14 hél woosh kaanáx gaxtuda.aat. sh eelsá!
10	3/19	3/21 Midterm Translations
11	3/26 Learnings Verbs and Conjugations 575+ Tlingit Verbs, Verbal Structure Handbooks, Handouts	3/28 Tlingit Immersion Time
12	4/2 Learnings Verbs and Conjugations 575+ Tlingit Verbs, Verbal Structure Handbooks, Handouts	4/4 Tlingit Immersion Time
13	4/9 Learnings Verbs and Conjugations 575+ Tlingit Verbs, Verbal Structure Handbooks, Handouts	4/11 Tlingit Immersion Time
14	4/16 Verb Daat Woosh Tin Yéi Jigaxtooneí Haa Wsineix Haa Yoo X'atangi: 219 – 294	4/18 Tlingit Immersion Time
15	4/23 Verb Daat Woosh Tin Yéi Jigaxtooneí Haa Wsineix Haa Yoo X'atangi: 219 – 294	4/25 Tlingit Immersion Time
16	4/30 – Final Presentations	

