

190-UCCH-sig

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	ESK	College/School	CLR
Prepared by	Sophie Alexie	Phone	543-4534
Email Contact	saalexie@alaska.edu	Faculty Contact	

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	ESK	205	No. of Credits	3
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COURSE TITLE	Regaining Fluency in Yup'ik (H)
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**2. ACTION DESIRED: Check the changes to be made to the existing course.**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input checked="" type="checkbox"/>	TITLE		DESCRIPTION	
PREREQUISITES*				FREQUENCY OF OFFERING	

\*Prerequisites will be *required* before a student is allowed to enroll in the course.  
 Reference the registration implications below due to Banner coding of these terms:  
Prerequisite: Course completed and grade of "C" (2.0) or higher prior to registering for the course that requires it.  
Concurrent: Course may be taken simultaneously (and allows for a course to have been previously completed).  
Co-requisite: Courses **MUST** be taken simultaneously and does NOT allow for fact that a course was previously completed!

<b>CREDITS (including credit distribution)</b>		<b>COURSE CLASSIFICATION</b>	
<b>ADD CROSS-LISTING</b> See #8 if intent is to stop an existing cross-listing.	Dept.	(Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.)	
<b>STACKED (400/600)</b> Include syllabi.	Dept.	Course #	

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

<b>OTHER (please specify)</b>	
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**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council **and** the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check <b>all</b> that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)	lecture					

**4. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	Natural Science, *Format 8 submitted	<input type="checkbox"/>
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4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES  NO

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative Aboriginal Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

Case-study Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aboriginal situations Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ESK F205 Regaining Fluency in Yup'ik (h)

3 Credits Offered Fall

Yup'ik-speaking skills and fluency for those with some background in the language. Prerequisites: Permission of instructor. Each potential student must be evaluated for language capabilities. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

ESK F205 305 Regaining Fluency in Yup'ik (h)

3 Credits Offered Fall

Yup'ik-speaking skills and fluency for those with some background in the language. Prerequisites: Permission of instructor. Each potential student must be evaluated for language capabilities. (3+0)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO  If Yes, DEPT  NUMBER

DROPPING A CROSS-LISTING:

YES  DEPT  NUMBER

Changing or dropping requires written notification of each department and dean involved. Attach a copy of written notification.

9. GRADING SYSTEM: Specify only one.

LETTER:  PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

none

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

This course change from lower to upper division is required by the redesign of the Yup'ik Language and Culture B.A. The new syllabus justifies the change to upper-division. This change impacts only



**the Alaska Native Language Program**

**13. POSITIVE AND NEGATIVE IMPACTS**

*Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.*

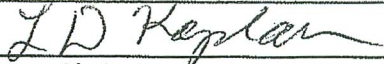
**This change is part of a larger program change in the Yup'ik Language and Culture B.A. so that this degree can be offered jointly in Fairbanks and KuC-Bethel.**

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This course change from lower to upper division is required by the redesign of the Yup'ik Language and Culture B.A. The number change is justified, since the course content has in the past been appropriate for the 300-level and the new syllabus now reflects this fact. The new program includes both language and culture and, can be distance-delivered by faculty both on the Fairbanks and Bethel campuses.

**APPROVALS:** (Additional signature blocks may be added as necessary.)

	Date	Jan 18, 2013
Signature, Chair, Program/Department of: Alaska Native Languages		

	Date	1-30-2013
Signature, Chair, College/School Curriculum Council for: CLA		

	Date	03/11/13
Signature, Dean, College/School of: CLA		

Offerings above the level of approved programs must be approved in advance by the Provost:

	Date	
Signature of Provost (if applicable)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
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Signature, Chair

Faculty Senate Review Committee:  Curriculum Review  GAAC

Core Review  SADAC

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		



Kuskokwim Campus  
PO Box 368, Bethel Alaska 99559  
ESK F305  
**Regaining Fluency in Yup'ik I (H)**  
3 Credits  
4:30-7:30PM Thursdays

Instructor: Sophie A. Alexie  
Office: Kuskokwim Campus, Room 100A  
Phone: 543-4534

E-Mail Address: saalexie@alaska.edu  
Fax: 907-543-4527/Home: 907-543-3931  
Office Hours: Mondays/Wednesdays 1-3PM

**Course Description:**

Yup'ik-speaking skills and fluency for those with some background in the language.  
(Prerequisite: Permission of instructor. Each potential student must be evaluated for language capabilities.)

**Course Objectives and Expected Outcomes:**

By the end of the semester the students will be able to:

1. Understand the nature of passive bilingualism.
2. Acquire and develop ability to speak Yup'ik.
3. Carry proficient conversations with native speakers.
4. Speak Yup'ik in a positive confident manner.
5. Strengthen previously acquired language skills.
6. Distinguish sounds and words by context.
7. Transfer verb and noun endings to other verbs and nouns.
8. Use adverbs and adjectives correctly in sentences.
9. Upgrade and expand vocabulary and construct increasingly complex sentences.

Instruction will include a variety of accepted methods for second language learning and teaching. Examples: TPR, Aural/Oral, and reading writing approaches for language teaching.

**Course content by topic:**

The prime focus of class time will be spent on exposure to the language. Students will receive new vocabulary (according to the needs of students) each class period which will upgrade listening, understanding, and speaking skills using various techniques. This will be done in relation to the various topics listed below. We will also be using the book *Qaneryaurci Yup'igtun* for extracurricular work.

**Weeks 1 and 2**

*Introduction of Course*

1. Names of students/instructor, where from, why they are interested in the class, and how much Yup'ik they know.
2. Explanation of the course - what is going to be covered
  - a. Ice breakers
3. The major differences in form between Yup'ik and English
4. All languages are equal
5. Dialect differences

**Weeks 3 and 4**

*Understanding the nature of passive bilingualism*

1. Shyness
2. Intimidation
3. Other reasons
4. Remedies for these situations

**Weeks 5 and 6**

*How bilingualism helps*

1. Enhancement of social, cultural and self-identity
2. Enrichment of traditional and cultural values
3. Ability to adapt to a changing society
4. Functional in multicultural societies

**Weeks 7 and 8**

*Confidence-building*

1. Dealing with criticism
2. Assertiveness
3. Seeking help
4. Obtain feedback on strengths and weaknesses from others

**Weeks 9 and 10**

*Working with simple vocabulary (Mid Term)*

1. Paraphrasing
2. Listening skills - Repeating main ideas
3. Question/Answer sessions
4. Carrying simple conversations with native speakers
  - a. Asking for help from speakers

**Weeks 11 and 12**

*Recognizing and understanding spoken Yup'ik*

1. Interpreting meaning using different forms
2. Paraphrasing
3. Interpreting implied messages
4. Figures of speech:
  - a. Distinguish sounds and words by context
  - b. Differences in form and meaning

**Week 13**

*Strengthen previously acquired language skills*

1. Ways to improve native language
  - a. Work with conversation cards

**Week 14**

*Structure of the language*

1. Differences between Yup'ik and English
  - a. English is made up of single morpheme words
  - b. Yup'ik is agglutinative, polysynthetic
2. Transferring grammatical skills from one language to another
3. Parts of speech (understanding and recognizing Yup'igcetun through context).

**Week 15**

*Expand vocabulary and construct increasingly complex sentences:*

1. Descriptive/Spatial/Time (Demonstratives)
2. Using complete sentences (Augna imna arnaq itleq watua)
3. Vocabulary development using stories, folklore, legends, etc.
4. Using correct terminology when speaking (Watua \*ayallerma vs. watua ayallemni; \*tangellrania vs. tangllearnerminia; \*tegukumnaut vs. tegukumtegggu; anirta vs. anirtima [and vice versa]; \*ayakatiima vs. ayakataama; \*agayumaama vs. agayumiima)
5. Final Examination

**Required Text:**

Hensel, C., et. al. (1983). *Qaneryaurci Yup'igtun*. Bethel, AK: Yup'ik Language Center.

**Recommended Text:**

Jacobson, S. (1995). *Yup'ik Eskimo Grammar*. Fairbanks, AK: Alaska Native Language Center.

NOTE: Other materials will be distributed by instructor throughout the semester.

**Course Requirements**

Attendance	30%
Participation	20%
Assignments	20%
End-of-Chapter Exams / Final	30%

**Time Required**

In addition to the 3 (3) hours of classes per week, you should plan to spend an additional six (6) hours (more or less) working on the subject out of class. This is in accordance with the general university policy that there should be two hours of work out of class for every hour spent in class.

**Class Attendance**

UAF and KuC are committed to student success and academic integrity. You are expected to call into classes regularly. The Yup'ik faculty expects that students are committed to academic achievement. You are expected to adhere to the class attendance policies set by your instructors. I am proposing to adopt the following attendance policy passed by the Senate Academic Affairs Committee and Admin Committee:

**General Absences.** If you miss class, you are responsible for conferring with your instructor as soon as possible concerning your absence, and to discuss the possibilities for arranging alternative learning opportunities. Note that some departments drop students who miss the first day of class and who fail to obtain their instructor's prior approval for the absence.



**In this language class, you are given three unexcused absences. Beyond these absences, each unexcused absence will be counted one (1) percentage point off your semester grade.**

**Example: If you have a semester grade of 83 (a 'B' grade) and you've missed 17 days. I would take 14 points off (not including the three accepted unexcused absences) which brings the grade to 69 (a 'D+' grade).**

**UAF Sanctioned Absences.** If you are scheduled to miss class for an academic requirement or to represent UAF/KuC in an official capacity (e.g. NCAA athletic competition, music ensemble performances), you must notify your instructor in writing by the first Wednesday of the semester in which the absence will occur. The notification should list all scheduled absences, and bear the signature of a UAF/KuC school official. Instructors are encouraged to make reasonable accommodations for students who miss class to participate in these official UAF-/KuC-recognized activities. However, it is your responsibility to follow-up the notification of absence by discussing alternative learning opportunities with your instructors before the end of the drop/add period (typically the second Friday of the semester).

I strongly urge you to attend all classes and take notes. I will be taking roll throughout the duration of the course, and your missed classes will lower your grade. Come to class on time. And since this course requires oral exercises of words, sentences, and phrases Yugtun, please reserve eating and gum-chewing either before or after class. You may bring bottled water with you if you choose.

### **Tests and Grading**

Though I stress attendance, participation in class, and homework are important, I will determine your grades mostly on the basis of test scores. You will have six one-hour tests over the course of the semester. Each test will cover both material you've studied between that test and the one previous.

### **GRADING SCALE**

97-100	A+	80-82	B-	63-66	D
93-96	A	77-79	C+	60-62	D-
90-92	A-	73-76	C	0-59	F
87-89	B+	70-72	C-		
83-86	B	67-69	D+		

### **Disability Accommodation**

Any student with a disability who requires accommodations must contact the instructor. The disability **must be documented** by the YKHC Public Health Services at the Hospital. Course materials may be requested in alternative formats to accommodate students' needs if necessary.

OLD SYLLABUS FOR ESK 205  
**Regaining Fluency in Yup'ik I (H)**  
3 Credits

**Instructor:** Sophie A. Alexie

**Office located on campus in room 115**

**Phone: 543-4534**

**E-Mail Address: [saalexie@alaska.edu](mailto:saalexie@alaska.edu)**

**Fax: 907-543-4527/Home – 907-543-3931**

**Office Hours: Mondays/Wednesdays 1:00 – 3:00 P.M.**

**Course Description:**

Yup'ik-speaking skills and fluency for those with some background in the language.

(Prerequisite: Permission of instructor. Each potential student must be evaluated for language capabilities.)

**Course Objectives:**

Students will be able to:

1. Understand the nature of passive bilingualism.
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5. Strengthen previously acquired language skills.
6. Distinguish sounds and words by context.
7. Transfer verb and noun endings to other verbs and nouns.
8. Use adverbs and adjectives correctly in sentences.
9. Upgrade and expand vocabulary and construct increasingly complex sentences.

**Course content by topic:**

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- 1.



1. Names of students/instructor, where from, why they are interested in the class, and how much Yup'ik they know.
2. Explanation of the course - what is going to be covered
  - a. Ice breakers
3. The major differences in form between Yup'ik and English
4. All languages are equal
5. Dialect differences

2. Understanding the nature of passive bilingualism:

1. Shyness
2. Intimidation
3. Other reasons
4. Remedies for these situations

3. How bilingualism helps:

1. Enhancement of social, cultural and self identity
2. Enrichment of traditional and cultural values
3. Ability to adapt to a changing society
4. Functional in multicultural societies

4. Confidence-building:

1. Dealing with criticism
2. Assertiveness
3. Seeking help
4. Obtain feedback on strengths and weaknesses from others

5. Working with simple vocabulary:

1. Paraphrasing

2. Listening skills - Repeating main ideas
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6. Recognizing and understanding spoken Yup'ik:

1. Interpreting meaning using different forms
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7. Strengthen previously acquired language skills:

1. Ways to improve native language
  - a. Work with conversation cards

8. Structure of the language:

1. Differences between Yup'ik and English
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9. Expand vocabulary and construct increasingly complex sentences:

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4. Using correct terminology when speaking (Watua \*ayallerma vs. watua ayallemni; \*tangellrania vs. tangllerminia; \*tegukumnaut vs. tegukumtegggu; anirta vs. anirtima [and vice versa]; \*ayakatiima vs. ayakataama; \*agayumaama vs. agayumiima)

**Recommended text and materials:**

*Qaneryaurci Yup'igtun*

**Student evaluation:**

Students will be evaluated according to their comprehension and attendance. They will be given a letter grade.

A	90 - 100	Performance / Comprehension	40%
B			80 - 89 Attendance
C			30% 70 - 79 Assignments
D			10% 60 - 69 Mid term
F			10% Below 60 Final
			10%
			100%

**Bibliography:**

**Required:**

Hensel, Blanchett, Alexie, Morrow *Qaneryaurci Yup'igtun* Kuskokwim Community College, Yup'ik Language Center, 1985

**Optional:**

*Yup'ik Eskimo Grammar* – Jacobson, S. (1995).