

RECEIVED APR 11, 13

191-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	206	No. of Credits	3
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COURSE TITLE Regaining Fluency in Yup'ik (H)

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!

CREDITS (including credit distribution)	3	COURSE CLASSIFICATION	
ADD CROSS-LISTING <i>See #8 if intent is to stop an existing cross-listing.</i>		Dept.	(Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.)
STACKED (400/600) <i>Include syllabi.</i>		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.

OTHER (please specify)

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 all 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
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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 NO

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted W = Writing Intensive, *Format 7 submitted Natural Science, *Format 8 submitted

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~~ 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 F206 306 Regaining Fluency in Yup'ik II (h)

3 Credits Offered Spring

Continuation of ESK 205-305. Speaking skills and fluency for those with some background in the language. (pre-requisite: ESK 205 305 or 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 F306 Regaining Fluency in Yup'ik II (h)

3 Credits Offered Spring

Continuation of ESK 305. Speaking skills and fluency for those with some background in the language. (pre-requisite: ESK 305 or 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

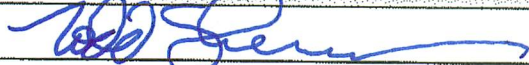
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. 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:

Signature of Provost (if applicable)	Date	
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ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair	Date	
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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.)

Signature, Chair, Program/Department of:	Date	
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Signature, Chair, College/School Curriculum Council for:	Date	
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Signature, Dean, College/School of:	Date	
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Kuskokwim Campus
PO Box 368, Bethel, Alaska 99559
ESK 306: Regaining Fluency in Yup'ik II (3 Credits)

Instructor: Sophie A. Alexie
Office: Kuskokwim Campus, Room 100A
Phone: 543-4534/Home: 543-3376
E-Mail Address: saalexie@alaska.edu

Fax Number: 543-4527
Mailing Address: P.O. Box 368 Bethel,
Alaska 99559
Class Times: 4:30-7:30PM Tuesdays

Course Description:

Continuation of ESK 305. Speaking skills and fluency for those with some background in the language. (pre-requisite: ESK 305 or permission of instructor. Each potential student must be evaluated for language capabilities.) (3+0)

Each potential student must be evaluated for language capabilities.

This class requires each student to write short essays for topic areas. Students are expected to give bi-weekly oral presentations. Various reading materials will be provided by the instructor throughout the semester.

Course objectives:

At the completion of this course, students will be able to:

1. Use an upgraded and expanded vocabulary.
2. Display an expanded and strengthened use of Yup'ik language skills.
3. Identify new and more complex post-bases.
4. Transmit meaning from one language to another.
5. Distinguish proper post-bases and use them correctly.
6. Describe accurately in Yup'ik a given situation.
7. Exhibit fluency with First Language Yup'ik speakers.
8. Accept corrective criticism from fluent Yup'ik speakers.
9. Translate materials from Yup'ik into English (or other first language) and from English (or other first language) into Yup'ik.

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:

Week One

Evaluation of language capabilities:

I. Introduction:

- a. Names of students/instructor

- b. Explanation of the course/course syllabus
- c. Ice-breaker games
- d. Revealing information about oneself using interview cards
- e. Exploring the boundaries of the student's language skills. Asking questions such as: What did you do last weekend? etc. Review of post-bases introduced in Regaining Fluency in Yup'ik I and II.

Week 2

Introduction of post-bases:

1. Introduce postbase -llru- 'postbase indicating completed action or past tense.
Activity: Tell about their household chores in the past tense.
2. Introduce postbase -nrite - 'to not 'v'
Activity: Words from pictures.
Homework: Prepare a show and tell for next class.

Week 3

1. Show and tell. Students bring objects to class and tell about their objects in Yup'ik.
2. Introduce postbase -ngqerr- 'to have or possess a noun or nouns.
Guessing Game: Give each student a bag with different objects in it and have them describe each item they have to their classmates without revealing what they are and have the others guessing.

Week 4

1. Reading materials: Students are given something to read in English and asked to retell what they read in Yup'ik.
2. Introduce postbase -yuite - 'to usually not 'v' or to never 'v'.
Activity: Simon Says

Week 5

Practice of language skills:

1. Practice in recognizing postbases and their meanings.
Activity: Read something of interest to them and retelling it in Yugcetun.
2. Review of all new vocabulary introduced.

Week 6

1. Review of all new postbases introduced.

Activity: Read a "Iksengaaqellriik" and discuss and talk about the moral of the story.

Week 7

Mid term oral presentations on a subject of their choice.

Week 8

Translation/Interpretation:

1. Newspaper clip readings and retelling them back in Yup'ik.
Activity: Pronunciation game
2. Concentration: Practice in recognizing grammatical errors in speech.
Activity: Handout with sentences that have grammatical errors.

Week 9

1. Interpreting stories: Students are given short stories in English to read and interpret into Yup'ik.
Activity: Students write and tell about the moral of the stories they read.
2. Resource person: Invite an elder into class and have them tell stories.
Activity: Write and tell about what the elder talked about.

Week 10

Performance of language comprehension:

1. Introduce the postbase -rraar- 'V-ing first or after V-ing'.
Activity: What are you going to do next?
2. Fieldtrip to build vocabulary in:
 - a. plants and their uses.
 - b. bushes, trees, and their uses.
 - c. berriesActivity: Write and tell about one of their favorite findings during their fieldtrip.

Week 11

1. Follow up on fieldtrip. What they liked, disliked, what they learned. e
Activity: Review vocabulary and new postbases they learned on their fieldtrip.

2. Develop a play: Choose a topic, roles, etc. Practicing roles and speech.

Week 12

1. Continue with practicing the play.
2. Present the play (in Yup'ik).

Week 13

1. Review all vocabulary and postbases introduced throughout the course.

Week 14

1. Continue with the review of all vocabulary, postbases, and all subject areas throughout the course.

Week 15

A final creative oral presentation on (re-telling of a traditional story chosen by the student).

Required Text:

Jacobson, Steven. (1984). *Yup'ik Eskimo Dictionary*. Alaska Native Language Center, University of Alaska Fairbanks.

Optional Text:

Garcia, Ramiro. (1988). *Instructor's Notebook: How to Apply TPR for Best Results*. Los Gatos, CA: Sky Oaks Productions, Inc. ISBN 0-940296-88-8.

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 Regaining Fluency in Yup'ik II (H)
Esk. 206
3 Credits

Instructor: Sophie Alexie

Office located on campus in Room 100A across the copy room

Phone: 543-4534/Home: 543-3376

E-Mail Address: saalexie@alaska.edu

Fax Number: 543-4527

Mailing Address: P.O. Box 368 Bethel, Alaska 99559

**Class Times: Tuesdays/Thursdays via audio conference
6:50 B 8:20 p.m.**

Course Description:

Continuation of ESK F205. Yup'ik speaking skills and fluency for those with some background in the language. (Prerequisite: ESK 205 or permission of instructor. Each potential student must be evaluated for language capabilities.)

Course objectives:

At the end of this course, students will be able to:

1. Increase their vocabulary.
2. Display an expanded and strengthened use of Yup'ik language skills.
3. Identify new and more complex post-bases.
4. Transmit meaning from Yup'ik to English and vice versa.
5. Distinguish proper post-bases and use them correctly.
6. Describe accurately in Yup'ik a given situation.
7. Able to speak with First-language Yup'ik speakers.
8. Accept corrective criticism from fluent Yup'ik speakers.
9. Translate materials from Yup'ik into English and vice versa.

Course content:

Week One

Evaluation of language capabilities:

I. Introduction:

- a. Names of students/instructor
- b. Explanation of the course/course syllabus
- c. Ice-breaker games
- d. Revealing information about oneself using interview cards
- e. Exploring the boundaries of the student's language skills. Asking questions such as: What did you do last weekend? etc. Review of post-bases introduced in Regaining Fluency in Yup'ik I and II.

Week 2

Introduction of post-bases:

1. Introduce postbase -llru- 'postbase indicating completed action or past tense.
Activity: Household chores in the past tense.
2. Introduce postbase -nrite - 'to not 'v'
Activity: Words from pictures.
Homework: Prepare a show and tell for next class.

Week 3

1. Show and tell. Students bring objects to class and tell about their objects in Yup'ik.
2. Introduce postbase -ngqerr- 'to have or possess a noun or nouns.
Activity: Give each student a bag with different objects in it and have them say what they have.

Week 4

1. Reading materials: Students are given something to read in English and asked to retell what they read in Yup'ik.
Activity: Mental Hide and Seek
2. Introduce postbase -yuite - 'to usually not 'v' or to never 'v'.
Activity: Simon Says

Week 5

Practice of language skills:

1. Practice in recognizing postbases and their meanings.
Activity: Handout
2. Review of all new vocabulary introduced.
Handout

Week 6

1. Review of all new postbases introduced.
Activity: Crossword puzzle
2. Midterm test

Week 7

Translation/Interpretation:

1. Newspaper clip readings and retelling them back in Yup'ik.
Activity: Pronunciation game
2. Concentration: Practice in recognizing grammatical errors in speech.
Activity: Handout with sentences that have grammatical errors.

Week 8

1. Interpreting stories: Students are given short stories in English to read and interpret into Yup'ik.
Activity: Students write and tell about the moral of the stories they read.
2. Resource person: Have an elder come into class and talk to them in Yup'ik.

Week 9

6 hours

Performance of language comprehension:

1. Introduce the postbase -rraar- 'V-ing first or after V-ing'.
Activity: What are you going to do next?
2. Fieldtrip to build vocabulary in:
 - a. plants and their uses.
 - b. bushes, trees, and their uses.
 - c. berries

Week 10

1. Follow up on fieldtrip. What they liked, disliked, what they learned, etc.
Activity: Handout on vocabulary and postbases introduced thus far.

2. Develop a play: Choose a topic, roles, etc. Practicing roles and speech.

Week 11

1. Continue with practicing the play.
2. Present the play (in Yup'ik).

Week 12

1. Review all vocabulary and postbases introduced throughout the course.

Week 13

1. Continue with the review of all vocabulary, postbases, and all subject areas throughout the course.

Week 14

1. Final Exam

Text and materials:

Materials and handouts will be developed and handed out by instructor as needed.

Student Evaluation:

Students earn a letter grade based on their language comprehension and on their language skills. Attendance is mandatory.

A	90 - 100	Performance/Comprehension`	-	40%
B	80 - 89	Attendance	-	20%
C	70 - 79	Two quizzes	-	10%
D	60 - 69	Midterm test	-	10%
F	Below 60	Final test	-	20%

Total: 100%