

**FORMAT 1**

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<b>Department</b>	Alaska Native Language Program	<b>College/School</b>	CLA
<b>Prepared by</b>	L. Kaplan	<b>Phone</b>	x 6582
<b>Email Contact</b>	ldkaplan@alaska.edu	<b>Faculty Contact</b>	

**1. ACTION DESIRED (CHECK ONE):**

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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**2. COURSE IDENTIFICATION:**

<b>Dept</b>	ESK	<b>Course #</b>	131	<b>No. of Credits</b>	3
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**Justify upper/lower division status & number of credits:**  
This is a second semester, lower division Yup'ik grammar and orthography class.

**3. PROPOSED COURSE TITLE:**  
Beginning Yup'ik Grammar II

**4. To be CROSS LISTED? YES/NO**

NO	If yes, Dept:	Course #
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(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

**5. To be STACKED? YES/NO**

NO	If yes, Dept.	Course #
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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.

**6. FREQUENCY OF OFFERING:**  
Every Fall  
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)**  
Fall, 2015

**8. 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. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<b>COURSE FORMAT:</b> (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
<b>OTHER FORMAT</b> (specify)						
<b>Mode of delivery (specify lecture, field trips, labs, etc.)</b>	lecture, distance					

**9. CONTACT HOURS PER WEEK:**

3

LECTURE  
hours/weeks

LAB  
hours /week

PRACTICUM  
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

Example of a complete description:

**FISH F487 W, O Fisheries Management  
3 Credits Offered Spring**

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

ESK F131 Beginning Yup'ik Grammar II  
3 Credits Offered Fall

Continuation of literacy and grammatical analysis of Central Yup'ik. Students will learn intermediate grammatical concepts and literacy skills, with consideration given to dialect differences. Prerequisite ESK F130 or permission of instructor.

**11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.**

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

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

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, ("X" for Core) Format 8

**11.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

**12. 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 for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

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

**13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.**

LETTER:

PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

ESK F130 or permission of instructor.

These will be *required* before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES**

\$0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

no

If yes, give semester, year, course #, etc.:

**18. ESTIMATED IMPACT**

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

This is the only new course being developed for the redesign of the Yup'ik Language and Culture B.A., and there is sufficient staff to teach it, especially since old courses are being eliminated from the program. The faculty will work more cohesively between the KuC and UAF campus as they work more closely with their students in the program.

**19. 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

X

Yes

No special library services required. There is a single published textbook.

**20. 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)

Only the Alaska Native Language Program.

**21. POSITIVE AND NEGATIVE IMPACTS**

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

This course will allow all basic to intermediate Yup'ik grammar to be taught in a two-semester sequence. Providing a two-semester grammar course allows students the gain and maintain their beginning Yup'ik literacy skills for future courses.


**JUSTIFICATION FOR ACTION REQUESTED**

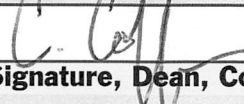
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

A second-semester of basic to intermediate grammar will provide a coherent sequence of classes allowing students to continue with more advanced Yup'ik courses, including composition, literature, translation, and other classes requiring increasingly advanced Yup'ik.

**APPROVALS: Add additional signature lines as needed.**

	Date	
Signature, Chair, Program/Department of:	Larry Kaplan, Alaska Native Language Program	

	Date	2/24/15
Signature, Chair, College/School Curriculum Council for:	CLA	

	Date	2/25/15
Signature, Dean, College/School of:	College of Liberal Arts	

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

	Date	
Signature of Provost (if above level of approved programs)		

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

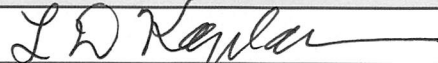
	Date	
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Signature, Chair

Faculty Senate Review Committee:  Curriculum Review  GAAC

Core Review  SADAC

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

	Date	2/24/15
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Signature, Chair,

Program/Department of:

Alaska Native Languages

	Date	
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Signature, Chair, College/School Curriculum

Council for:

	Date	
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Signature, Dean, College/School of:

**Kuskokwim Campus**  
**University of Alaska Fairbanks**

ESK F131: Beginning Yup'ik Grammar II (h) (3+0)  
Fall 2015

***Prerequisite: ESK F130 or permission of instructor***

*Meets Core Language Requirement or humanities degree requirements*

MWF 5:10 PM – 6:10 PM Kuskokwim Campus, Room 118

**Instructors:**

Oscar Alexie / Sophie  
Alexie  
Kuskokwim Campus  
PO Box 368  
Bethel, AK 99559

**Email:** ofalexie@alaska.edu  
saalexie@alaska.edu

**Phone:** (907) 543-4580

**FAX:** (907) 543-4527

**Office Hours:** Tuesday/Thursday  
2:00-3:30PM

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**Course Description:**

Continuation of literacy and grammatical analysis of Central Yup'ik. Students will learn intermediate grammatical concepts and literacy skills, with consideration given to dialect differences. Prerequisite: ESK F130 or permission of instructor. (3+0)

**Mode of Delivery:**

Distance and Lecture. For those calling in at every meeting time, attendance will count equally just as those who are present in person. Email your weekly assignments to the instructor or fax them to (907) 543-4527. Exams will be proctored by an appointed person from the local school. For those with disabilities, please let us know ahead of time what accommodations we would need to make certain that your needs are met.

**Course Objectives and Learning Outcomes:**

By the end of the semester you will have studied the following: statements and yes/no questions with one verb in the sentence, subjects and indefinite objects, the Yugtun equivalent of prepositional phrases (“to the store”, “at the house”), forming plurals and duals, first and second person possessor nouns (“my thing”, “your thing”), demonstrative pronouns and adverbs, and if we get far enough, third person possessor nouns (“his or her thing”) and possessors (“the man’s thing”, “the dog’s thing”, etc.). As well, we will cover formation of absolute plural and dual cases; terminalis case for ‘place to which’; localis case for ‘place at which’; and a preview of content questions and the interrogative mood. Asking questions, and making commands and suggestions are among the topics we will cover in the second semester, while the Yugtun equivalent of various types of relative clauses and other ways for sentences to contain two or more verbs will be covered in the three following semesters. Possessed absolute case with first and second person possessor; Preview of the optative mood; Vialis case; Equalis case; Overview of demonstrative pronouns and adverbs and first group of these to be memorized.

**Required Text**

The text, *A Practical Grammar of the Central Alaskan Yup'ik Eskimo Language* is available at the KuC Bookstore for \$33 paperback version; \$42 hardback. The book is written to where it covers all six semesters Yugtun.

### Grading

Attendance	10%
Participation	10%
Assignment	30%
Tests	30%
Final Examination	20%

### 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+		

Note: A passing grade in this course is a C- or better (if this course is in your major)

### **Disability Accommodation**

If you have specific physical, psychiatric or learning disabilities and require reasonable accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Disability Services in room 208 of the Whitaker Building at UAF and request a letter of accommodation.

### **Course policies**

Daily attendance and participation is expected. Points are earned for students who come on time, stay for the entire class time period, and participate meaningfully.

Assignments are due on the date announced.

Optional assignments: If you feel you can meet the objectives of a particular assignment by presenting the work in a different way, let me know. I am open to alternative assignments. You can present the alternative assignment, and if I feel it meets the goals of the original assignment, we will create a contract.

### **Taking a Test Late**

You must take each test on the day and at the time at which your instructor has scheduled. If you must take a test late (due to illness, doctor's appointment, etc.), then you must make arrangements with the instructor at least one hour *before* the scheduled time. If you fail to make such arrangements with the instructor beforehand (except in the case of an actual emergency),

the result will be that I lower your grade by ten (10) points for each day from the time the scheduled test was taken.

## FINAL EXAM DATE

10:15 – 12:15, Wednesday, December 16, 2015. This will count as two ordinary tests.

### Oral Practice

Non-speakers and limited speakers of Yup'ik will likely wish for more oral practice. Practice in speaking, hearing, and understanding Yugtun other than this course, with its time limitations and students from several different backgrounds and with different needs, can provide. If you want to gain conversational ability Yugtun I strongly urge you to seek opportunities for live practice with Yugtun speakers, and/or use the CDs and booklet packages, *Yup'ik Phrase and Conversation Lessons*, and *Qaneryaurci Yup'igtun*.

Optional texts available at the instructors' office in the main building of KuC Campus:

Akaguagaankaaq - BABEC L. McGill

Akiugnerit Ciuliamta - BABEC Collected by Sue Henry translated by S. Shield

Ciuqliit Kalikat Naaqerkanka - BABEC Edited by S. Shield, O. Alexie

Iksengaellriik - BABEC E. Worm, written by S. Shield

Pingayuat Kalikat Naaqerkanka - BABEC Edited by S. Shield, O. Alexie

Qulirat Ellarpiim Iluanek - BABEC selected by I. Benton, Translated by S. Shield

Tungliat Kalikat Naaqerkanka - BABEC Edited by S. Shield, O. Alexie

Yup'ik Lore - Edited by Ed Tennant, J. Berlin, G. Andrew

DATE	Topics	Assignment
Week One	Introduction to the Yugtun Language Yup'ik phonology and orthography Gemination Introduction to Vowels Automatic devoicing of Consonants Rhythmic Lengthening	Read pp. vii-xi Jacobson Exercise 1-1, page 4 Jacobson Exercise 1-2, page 4 Jacobson Exercise 1-3, page 6 Jacobson Exercise 1-4, 1-5, 1-6, and 1-7 pages 7,8, 9 Jacobson
Week Two	Automatic Gemination Double vowel lengthening with automatic gemination Automatic gemination due to retention of 'hatted e' Enclitics Hyphen with English Words	Exercise 1-8, page 11 Jacobson Read Jacobson, pp. 10-13
Week Three	Introduction to Chapter 2 Types of Yup'ik words and suffixes Verbs and their combining forms; verb endings Introduction to chapter 2 vocabulary Verb citation forms vs. verb bases Dual and plural forms	Exercise 2-1, 2-2, 2-3 Jacobson
Week Four	Velar dropping Yes/No questions Postbases @~+yug-, -llru-, -nrite-, and @~+yuumiite-	Exercise 2-5, 2-5, 2-6, 2-7, 28 Jacobson End of Chapter Exercises Jacobson, p. 27
Week Five	End of Chapter Exercises Chapter 1 and 2 Test	Review for Chapter 1 and 2 Test



Week Six	Intro to Chapter 3 Vocabulary Noun citation vs. base forms Nouns as subjects of verbs Appositives Word order Indefinite objects of verbs	Exercise 3-1, 3-2, 3-3, 3-4 Jacobson
Week Seven	Ablative modalis of place from which Postbase <b>-li-</b> , <b>-ngqerr-</b> , <b>:(ng)ite-</b>	Exercises 3-5 and 3-6 Jacobson
Week 8	Dropping of hatted 'e' Lexicalization	Exercises 3-7 and 3-8 Jacobson
Week 9	Summary of Chapter Chapter 3 Test	End of Chapter Exercises p. 40 Jacobson
Week 10	Introduction to Chapter 4 Vocabulary Weak initial E	Exercises 4-1 and 4-2 Jacobson
Week 11	Absolute plural and dual for nouns The enclitic = <b>llu</b> Terminals ~% <b>mun</b> and ~% <b>nun</b> Localis ~% <b>mi</b> and ~% <b>ni</b>	Exercises 4-3 and 4-4
Week 12	Postbases <b>-rpak</b> , <b>-cuar(ar*)-</b>	Exercise 4-5, Jacobson
Week 13	Postbases <b>-piaq</b> and <b>+miu</b> Preview of content questions and the interrogative mood	Exercise 4-6 A and B Jacobson
Week 14	Postbases <b>-piaq</b> and <b>+miu</b> Preview of content questions and the interrogative mood	Exercise 4-6 C and D Jacobson
Week 15	Summary of Chapter Chapter 4 Test	End of Chapter Exercises pp. 52-53