

General Education Review Committee Agenda

August 29, 2008
ADM 204
12:30 p.m. – 1:30 p.m.

I. Call to Order

Roll

() Erik Hirschman	Mat-Su/ UAB	Social Sciences
() vacant	UAB	
() Patricia Fagan	CAS	Humanities
() Robert Capuozzo	COE	
() Jack Pauli	CBPP	
() Jeane Breinig	CAS	Written Communication
() Len Smiley	CAS	Quantitative Skills
() Suzanne Forster	CAS/ UAB	
() Robin Wahto	CTC/ UAB	
() Walter Olivares	CAS	Fine Arts
() Tom Miller	OAA	
() Catherine Sullivan	CHSW/ UAB	
() vacant	SOENGR/ UAB	
() Barbara Harville	CAS	Oral Communication
() vacant	CAS	Natural Science
() Karl Wing	USUAA	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Assistant Provost Tom Miller

V. Chair's Report

VI. Course Action Requests

Chg LING A101 The Nature of Language (3 cr) (3+0) (pg. 4-10)

Add ENGL A478 Public Science Writing (3 cr) (3+0)
No revisions received

Chg AKNS A101A Elementary Central Yup'ik Language I (4 cr) (4+0) (pg. 11-14)

Chg AKNS A101B Elementary Tlingit Language I (4 cr) (4+0) (pg. 15-18)

Chg AKNS A101C Elementary Alaska Native Language I (4 cr) (4+0) (pg. 19-23)

Chg AKNS A102A Elementary Central Yup'ik Language II (4 cr) (4+0) (pg. 24-27)

Chg AKNS A102B Elementary Tlingit Language II (4 cr) (4+0) (pg. 28-31)

Chg AKNS A102C Elementary Alaska Native Language II (4 cr) (4+0) (pg. 32-36)

Chg AKNS A201 Native Perspectives (3 cr) (3+0) (pg. 37-42)

VII. Old Business

VIII. New Business

A. GER Updated List (pg. 43-46)

B. Update from GER summer working group

C. GERC composition and membership list (pg. 47-49)

IX. Informational Items and Adjournment

General Education Review Committee Summary

August 22, 2008
ADM 204
12:30 p.m. – 1:30 p.m.

I. Call to Order

Roll

(x) Erik Hirschman	Mat-Su/ UAB	Social Sciences
() vacant	UAB	
(x) Patricia Fagan	CAS	Humanities
(x) Robert Capuozzo	COE	
(x) Jack Pauli	CBPP	
(x) Jeane Breinig	CAS	Written Communication
() Len Smiley	CAS	Quantitative Skills
(x) Suzanne Forster	CAS/ UAB	
(x) Robin Wahto	CTC/ UAB	
(e) Walter Olivares	CAS	Fine Arts
(x) Tom Miller	OAA	
() Catherine Sullivan	CHSW/ UAB	
() vacant	SOENGR/ UAB	
() Barbara Harville	CAS	Oral Communication
() vacant	CAS	Natural Science
() Karl Wing	USUAA	

Hilary Davies present

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2)

Approved

IV. Report from Assistant Provost Tom Miller

Summer capstone group

Robert Capuozzo, Robin Wahto, Suzanne Forster, Len Smiley

Next steps:

Meet with faculty who are teaching capstone courses and get faculty together to discuss collection of materials

Bring forward rubric and language

Need to communicate clearer definition of materials that should be collected

Accreditation Review

Have not received standards yet from NWCC

Whole process is mission-centric

Define operations in terms of mission

GERs are central part of discussion

Discussion of exit exams for universities

3 documents being prepared:

Environmental scan

Expansion of the mission

Have institutional outcomes, need academic learning outcomes for our student

Faculty position(1/2 time) and administrative position now posted online

V. Chair's Report

VI. Course Action Requests

VII. Old Business

VIII. New Business

A. Discussion of GER members

Motion (Jack Pauli): Requests making OAA and UAB Chair positions Ex-Officio members

2nd: Robin Wahto

Unanimously approved

B. Elect a chair

Suzanne Forster self nominated

2nd: Jack Pauli

Approved

C. Discussion on prerequisite testing

IX. Informational Items and Adjournment

Next meeting: Update from GER summer working group
Information sheet on GERC



Curriculum Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department ENGL	
2. Course Prefix LING	3. Course Number A101	4. Previous Course Prefix & Number		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title The Nature of Language <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: SP/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Rhetoric Track of English Major and Languages Major					
14. Coordinate with Affected Units: UAA Faculty List Serve Department, School, or College <div style="text-align: right;">_____ Initiator Signature Date</div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description A beginning course in the study of language. Introduction to systematic analysis of human language and description of its grammatical structure, distribution, diversity, and historical development.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action LING A101 is a GER course whose CCG is being updated to reflect current standards.					

Initiator (faculty only) Date

Approved
Disapproved: _____
Department Chairperson Date

Approved
Disapproved: _____
Curriculum Committee Chairperson Date

Approved
Disapproved: _____
Dean/Director of School/College Date

Approved
Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved
Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English and Linguistics
Date: April 18, 2007

- College/School: College of Arts and Science
- Subject: Linguistics
- Course Number: LING A101
- Course Title: The Nature of Language
- Number of Credits: 3 (3+0)
- Grading Basis: A-F
- Course Description: A beginning course in the study of language. Introduction to systematic analysis of human language and description of its grammatical structure, distribution, diversity, and historical development.
- Prerequisites: None
- Restrictions: None
- Lab Fees: None
- Course Attributes: Fulfills a Humanities General Education Requirement.
- Status of Course: A prerequisite for ENGL A450; a requirement for English Majors in the Rhetoric program and all Languages Majors

I. Instructional Goals and Defined Outcomes

The instructor will:

- Introduce the students to central concepts for analyzing key aspects of language, including phonology, morphology, syntax, and social interaction.
- Highlight the historical development of modern world languages and introduce students to key historical moments of language change that affect our contemporary lives
- Familiarize the students with the physiological, cognitive, and social factors that affect language development and use.
- Familiarize the students with major theories of first- and second-language acquisition.

The student will be able to:	Assessment Methods
Use linguistic concepts to analyze the structure of sounds, words, sentences/clauses, and interactions in language.	Performance on quizzes and exams
Discuss examples, reasons, and linguistic impacts of historical shifts in phonology, morphology, syntax, and social interaction.	Performance on quizzes and exams Discussion
Describe the impact of physiological, cognitive, and social factors on language development and use	Performance on quizzes and exams
Describe linguistic and non-linguistic factors that affect first- and second-language acquisition.	Performance on quizzes and exams

II. Course Level Justification

This course is an introduction and requires no prior knowledge of linguistics.

III. Topical Course Outline

This course surveys the various formal levels of linguistic representation and analysis.

Topics for special focus will be chosen from the following:

- 1.0 Theories of Language: Semiotic, Structuralist, Generative/Transformational
- 2.0 Historical Development of Modern Languages: Indo-European and Non-Indo-European language families, factors affecting language change and variation, proto-languages, and language reconstruction.
- 3.0 Sounds of Language
 - 3.1 Phonetics and the International Phonetic Alphabet
 - 3.2 Phonological Variation and Regional Accents
 - 3.3 Phonemic Representation and Allophony
 - 3.4 Spelling and Orthographic Alternatives
 - 3.5 Historical Case Study: The Great Vowel Shift
- 4.0 Words of Language
 - 4.1 Morphology of Roots, Stems, Affixes
 - 4.2 Processes of New Word Formation
 - 4.3 Etymology and the Growth of Word Meaning
 - 4.4 Morphological Variation and Allomorphy
 - 4.5 Historical Case Study: The Norman Invasion and Subsequent Impact of French on the English Lexicon
- 5.0 Syntax of Language
 - 5.1 Constituent Structure of Phrases, Clauses, Sentences
 - 5.2 Phrase Structure Trees and Sentence Diagramming
 - 5.3 Transformations
 - 5.4 Dialectal Variation in Sentence Structure
 - 5.5 Historical Case Study: Shift in English from a Synthetic to an Analytic Language

- 6.0 Semantics of Language
 - 6.1 Linguistic *versus* Extra-linguistic Meaning
 - 6.2 Pragmatics and Speech-Act Theory
 - 6.3 Anomaly
 - 6.4 Metaphor and Figurative Meaning
 - 6.5 Historical Case Studies: Diplomatic Miscommunications (e.g. Jimmy Carter in 1977 mistranslated on diplomatic trip to Poland; Mistranslation of Khrushchev escalating Cold War in 1956)
- 7.0 Varieties of Language
 - 7.1 Regional and Social Dialects
 - 7.2 Standard *versus* Nonstandard Dialects
 - 7.3 Pidgins, Creoles, and Lingua Francas
 - 7.4 Styles, Registers, and Taboo Words
 - 7.5 Historical Variation and Evolution
 - 7.6 Historical Case Study: Development of Inuit-based Pidgins in Alaska
- 8.0 Acquisition of Language
 - 8.1 Behaviorist, Cognitivist, and Sociocultural Theories
 - 8.2 Normal Stages of Acquisition
 - 8.3 Brain Development, Dyslexia, and Aphasia
 - 8.4 Second-Language Acquisition

V. Suggested Text

O'Grady, W., Archibald, J., & Aronoff, M. (2005). *Contemporary linguistics: An introduction*. (5th ed.). Boston: Bedford/St. Martin.

VI. Bibliography:

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- Algeo, J. & Pyles, T. (2005). *Problems in the origins and development of the English Language*. (5th ed.). Boston: Thompson Wadsworth.
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- Campbell, L. (2004). *Historical linguistics: An introduction*. (2nd ed.). Cambridge, MA: MIT Press.
- Carney, A. (2002). *Syntax: A generative introduction*. Malden, MA: Blackwell.
- Chomsky, N. (1986). *Knowledge of language: Its nature, origin, and use*. New York: Praeger.
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- Chomsky, N. (2004). *Rules and representations*. New York: Columbia University Press.
- Clark, E. V. (2003). *First language acquisition*. New York: Cambridge University Press.
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- Duranti, A. (Ed). (2001). *Linguistic anthropology: A reader*. Malden, MA: Blackwell Publishers.
- Fennell, B.A. (2001). *A history of English: A sociolinguistic approach*. Malden, MA: Blackwell.
- Fraser, B. (1995). *An introduction to pragmatics*. Oxford: Blackwell.
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- Larson, R., & Segal, G. *Knowledge of meaning*. Cambridge, MA: MIT Press, 1995.
- Leith, D. (1997). *A social history of English*. (2nd ed.). New York: Routledge.
- McCrum, R., Cran, W., & MacNeil, R. (1992). *The story of English*. New York: Penguin Books.
- McFedries, P. (2004). *Word spy: The word lover's guide to modern culture*. New York: Broadway Books.
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- O'Grady, W., Archibald, J., Aronoff, M., & Rensselaer, J. (Eds.). (2005). *Contemporary linguistics: An introduction*. (5th ed.). New York: Bedford/St. Martin's.
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- Romaine, S. (1988). *Pidgin and creole languages*. London: Longman.
- Sampson, G. (1985). *Writing systems: A linguistic introduction*. Stanford, CA: Stanford University Press.
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Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A101A: Elementary Central Yup'ik Language I

- I. Initiation Date:** August 2009
- II. Course Information**
- A. College: College of Arts and Sciences
 - B. Course Title: Elementary Central Yup'ik Language I
 - C. Course Subject/Number: AKNS A101A
 - D. Credit Hours: 4.0 Credits
 - E. Contact Time: 4 + 0 Contact Time
 - F. Grading Information: A-F
 - G. Course Description: Introductory course for students with little, or no, prior knowledge of the Central Yup'ik language. Develops listening, speaking, reading, and writing skills in Central Yup'ik for effective communication at the elementary level. A brief history of Alaska Native languages and cultures is included.
 - H. Status of course relative to degree or certificate program: Meets core requirement for the Alaska Native Studies Language Focus. Also an elective for the Alaska Native Studies Minor degree.
 - I. Course Attributes: Tier II Humanities GER, and toward CAS BA Languages/Humanities two semester sequence.
 - J. Course Fees: Yes
 - K. Coordination: Faculty List Serve, Deans & Directors, Anchorage, & extended campuses.
- III. Course Activities:**
This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.
- IV. Evaluation:** Grading basis is A-F. Grades will be based on these criteria:
- A. In-class preparedness and participation in Central Yup'ik.
 - B. Listening, speaking, reading, and writing assignments.
 - C. Oral presentations and/or oral/aural evaluations.
 - D. Written quizzes and tests.
- V. Course Level Justification**
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Central Yup'ik.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in Central Yup'ik.
2. Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Central Yup'ik.
3. Develop approaches to heighten awareness of diverse Alaska Native cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Demonstrate elementary proficiency in listening in Central Yup'ik: comprehend words, phrases, sentences pertaining to the most common features of daily life.	Listening drills and objective exams
Vocalize elementary proficiency in speaking Central Yup'ik: communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.	Speaking drills and exercises, objective exams
Illustrate elementary proficiency in reading Central Yup'ik: comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Objective exams and translation homework
Demonstrate elementary proficiency in writing Central Yup'ik: written translations, memorized expressions, and personalized re-combinations of ideas pertaining to the most common aspects of daily life.	Objective exams and writing samples
Discuss cultural knowledge of topics addressed.	Objective exams

VII. Course Outline:

- A. Listening in Central Yup'ik at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- B. Speaking in Central Yup'ik at the elementary level: Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
- C. Reading in Central Yup'ik at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- D. Writing in Central Yup'ik at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common features of daily life.
- E. Cultural knowledge of the regions in which Central Yup'ik is spoken and an awareness of the diversity of Alaska Native languages: Basic understanding and appreciation of cross-cultural perspectives as they relate to Central Yup'ik and other Alaska Native languages.

VIII. Recommended Texts:

Jacobson, Steven A. *A Practical Grammar of the Central Alaskan Yup'ik Eskimo Language*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, reprint, 2001.

Mather, Elsie P., Marie Meade, Osahito Miyaoka. *Survey of Yup'ik Grammar Revised*. Endangered Languages of the Pacific Rim (Series), A2-023. Osaka Japan, ELPR, 2003.

IX. Bibliography and Resources:

Andrew, Frank and Ann Fienup-Riordan. *Paitarkiutenka, My Legacy to You*. Seattle: University of Washington Press, 2008.

Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.

Hinton, Leanne. *How to Keep Your Language Alive*: Oakland: Heyday Books, 2002.

Jacobson, Anna W. and Steven Jacobson. *Yup'ik Phrase and Conversation Lessons*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 2002.

Jacobson, Steven A. *Yup'ik Eskimo Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, reprint 2001.

_____. *Yup'ik Dialect Atlas and Study*. Fairbanks, AK: Alaska Native Language Center. University of Alaska Fairbanks, 1998.

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

_____. *Native Peoples and Language of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.



Curriculum Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department Alaska Native Studies	
2. Course Prefix AKNS	3. Course Number A101B	4. Previous Course Prefix & Number AKNS A101		5a. Credits/CEU 4.0	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Elementary Tlingit Language I <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Add <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other update CCG			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course AKNS minor language focus, AAS Human Services, CAS BA requirement					
14. Coordinate with Affected Units: UAA Faculty List Serve, Deans & Directors, Anchorage, Mat-Su, Kodiak, KPC and PWSCC Department, School, or College <p style="text-align: right;">_____ Initiator Signature Date</p>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Introductory course for students with little, or no, prior knowledge of the Tlingit language. Develops listening, speaking, reading, and writing skills in Tlingit for effective communication at the elementary level. A brief history of Alaska Native languages and cultures is included.					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update CCG, change course number, change course description, add fee for supplemental instructional materials, include course in the list of courses that meet Humanities GER and CAS BA Language/Humanities requirement.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 15Date

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A101B: Elementary Tlingit Language I

- I. Initiation Date:** August 2009
- II. Course Information**
- A. College: College of Arts and Sciences
 - B. Course Title: Elementary Tlingit Language I
 - C. Course Subject/Number: AKNS A101B
 - D. Credit Hours: 4.0 Credits
 - E. Contact Time: 4 + 0 Contact Time
 - F. Grading Information: A-F
 - G. Course Description: Introductory course for students with little, or no, prior knowledge of the Tlingit language. Develops listening, speaking, reading, and writing skills in Tlingit for effective communication at the elementary level. A brief history of Alaska Native languages and cultures is included.
 - H. Status of course relative to degree or certificate program: Meets core requirement for the Alaska Native Studies Language Focus. Also Alaska Native Studies Minor Elective
 - I. Course Attributes: Tier II Humanities GER and toward CAS BA Languages/Humanities two semester sequence.
 - J. Course Fees: Yes
 - K. Coordination: UAA Faculty List Serve, Deans & Directors, Anchorage & extended campuses.
- III. Course Activities:**
This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.
- IV. Evaluation:** Grading basis is A-F. Grades will be based on these criteria:
- A. In-class preparedness and participation in Tlingit.
 - B. Listening, speaking, reading, and writing assignments.
 - C. Oral presentations and/or oral/aural evaluations.
 - D. Written quizzes and tests.
- V. Course Level Justification**
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Tlingit.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in Tlingit.
2. Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Tlingit.
3. Develop approaches to heighten awareness of diverse Alaska Native cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Demonstrate elementary proficiency in listening in Tlingit: comprehend words, phrases, sentences pertaining to the most common features of daily life.	Listening drills, and objective exams
Vocalize elementary proficiency in speaking Tlingit: communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.	Speaking drills and exercises, objective exams
Illustrate elementary proficiency in reading Tlingit: comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Objective exams, translation homework
Demonstrate elementary proficiency in writing Tlingit: written translations, memorized expressions, and personalized re-combinations of ideas pertaining to the most common features of daily life.	Objective exams and writing samples
Discuss cultural knowledge of topics addressed.	Objective exams

VII. Course Outline:

- A. Listening in Tlingit at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- B. Speaking in Tlingit at the elementary level: Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
- C. Reading in Tlingit at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- D. Writing in Tlingit at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common features of daily life.
- E. Cultural knowledge of the regions in which Tlingit is spoken and an awareness of the diversity of Alaska Native languages: Basic understanding and appreciation of cross-cultural perspectives as they relate to Tlingit and Alaska Native languages.

