Instructor: Stacey I. Oberly, Ph.D. Linguistics, M.A. Native American Linguistics, M.A.
Multicultural/Bilingual Education
Email: soberly@email.arizona.edu
Time: 8:30 am – 11:30 am
Office Hours: By appointment

Required Texts:
3. Silver & Miller. American Indian Languages. (S/M)

Requirements:
In-class Assignments*/Quizzes*/Attendance 100 pts.
-Your attendance is crucial!
Homework Assignments* (3 @ 100 pts.) 300 pts.
1. Phonology-due Monday, June 7, 2009
Language Project* (3 parts @ 100 pts.) 300 pts.
1. Nouns/plurals/adpositions-due Friday, June 5, 2009
2. Simple sentences/questions-due Friday, June 12, 2009
3. Complex sentences/questions-due Friday, June 19, 2009
Lesson Plan* (150 pts.) 150 pts.
Due on Friday, June 19, 2009
Micro-teaching/Symposium 150 pts.
During the last week of AILDI you will present your micro-teaching; attend each day of
the symposium; present a workshop and poster at the symposium.
Keep Language Alive Oral Reports* (Required for Graduate students only)
Due on June 19, 2009
Total 1,000 pts.

*NO LATE ASSIGNMENTS WILL BE ACCEPTED! Assignments can be turned in early if an
absence is anticipated on a due date. Assignments are due at the beginning of the class.
-Each student is expected to do the assigned reading by the date indicated on the syllabus.

Grading:
A 1,000-900
B 899-800
C 799-700
D 699-600
F 599-below
In-class Assignments/Quizzes/Attendance:
Since quizzes and discussions of assignments will be done in class, your participation and attendance is crucial.

Homework Assignments:
Three problem sets will be completed during this summer institute. These sets will require you to use your newly acquired linguistic skills. You are highly encouraged to work with a group of your classmates to complete the problem sets. If you do work with others, each student is required to turn in their own answers or write-ups. You are also required to list the classmates you worked with on the top of the assignment. Study groups are encouraged. It is a very bad idea to start the homework assignment the night before it is due. A portion of the class before the homework assignment is due will be set aside to answer questions regarding the homework assignment. You are highly-encouraged to work on the assignments early and bring your questions to class.

Language Project:
During this course, you will gather data from your language which will be used for an immersion lesson and class discussion. If you are not a native language speaker, you may have three options: work with a speaker from your home community via phone; use your language resources to finish assignments or work with a speaker from our class (if you work with a speaker from class both need to turn in their own write-ups.). The data will consist of several weeks of language immersion material. Visuals or manipulative will be required for one lesson.

Lesson Plan:
You will prepare a lesson plan for your microteaching lesson. The lesson plan must consist of the following twelve parts: Unit Name, Theme, Lesson Number, Date, Time Required, Class Size, Class Age, What the Students will Learn, What the Students will Do, How You will Teach the Students (Step-by-step), Materials Needed and Extension Activities.

Micro-teaching:
An immersion lesson is a required, signature part of AILDI. An ideal micro-teaching lesson is done entirely in the target language using TPR, visuals or props and hands-on activities to get the audience actively involved and make language learning fun. The lesson should be geared for beginning language learners and involve repetition (20 x 20 rule). A pair of students may teach together but both students must be equally involved and both must speak. For non-speakers, this will involve a lot of planning and practice. I recommend using a recorder to record the words and phrases the non-speaker will use during the immersion lesson so the non-learner can memorize them. Micro-teaching will be grading on a scale from 1 (very little) to 5 (a lot) on the following questions:
1. Was writing (Native language or English) used in the lesson?
2. Was any English used to teach the lesson?
3. The presenter(s) spoke clearly.
4. The presenter(s) modeled natural dialogue with complete sentences.
5. The presenter(s) slowed down their speech for the learners.
6. The presenter(s) used repetition.
7. Appropriate visual aids and props were used.
8. Hand gestures and facial expressions were used.
9. The presenter(s) interacted with the learners.
10. The presenter(s) was/were aware or “in-tune” to the learners.
11. The presenter(s) did not force the learners to speak (specific to immersion).
12. The presenter(s) used comprehension checks.
13. The presenter(s) demonstrated creativity in their presentation.
14. The presenter(s) used visual, audio, textual and/or technology appropriately in the lesson.
15. How well did you (the learner) understand the lesson?
16. Did the presentation appear well planned?
17. What did you like most about this presentation?
18. What are some things that can be improved?
19. Rate the overall quality of the immersion lesson.

Symposium:
You are required to attend the 30th American Indian Language Symposium during the last week of AILDI. At the symposium our class will present on workshop and each student will present a poster during the poster session. This is when you will present your micro teaching lesson.

Graduate Oral Reports:
Graduate students are required to give a 15 minute oral report on two chapters of the Keep Your Language Alive book or one of the following articles. A sign-up sheet will be passed on the first day of class.


You are required to discuss the important points and relate them to your language or community. Overheads, handouts, demos or PowerPoint presentations may be used. You are required to write a study guide/work-book on the information you covered. Please bring one copy for me and each student in the class. One copy with answers should also be turned in.

Schedule:
See attached chart for schedule.