

## LINGUISTICS FOR NATIVE AMERICAN COMMUNITIES LING 102/500

Time: 7:45 am – 11:30 am  
 Place: EDUC 331  
 Instructor: Stacey I. Oberly, M.A. Native American Linguistics, M.A.  
 Multicultural/Bilingual Education, Ph.D. Dissertator, Department of  
 Linguistics, University of Arizona, Douglass Building, Room 200-E, PO  
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### Required Texts:

1. Leanne Hinton. How to Keep Your Language Alive. Heyday Books. (Keep)
2. Leanne Hinton. Flutes of Fire. Heyday Books.(Fire)
3. Silver & Miller. American Indian Languages. (S/M)

### Requirements:

|  |             |
|--|-------------|
| In-class Assignments*/Quizzes*/Attendance<br>-Your attendance is crucial!  | 100 pts.    |
| Homework Assignments* (3 @ 100 pts.)<br>1. Phonology-due Monday _____<br>2. Morphology-due Monday _____<br>3. Syntax-due Monday _____  | 300 pts.    |
| Language Project* (3 parts @ 100 pts.)<br>1. Nouns/plurals/adpositions-due Friday _____<br>2. Simple sentences/questions-due Wednesday _____<br>3. Complex sentences/questions-due Wednesday _____ | 300 pts.    |
| Lesson Plan* (100 pts.)<br>Due-Friday _____  | 100 pts.    |
| Reading Reports* (1 @ 75 pts. & 1 @ 25 pts.)<br>Report 1-due Friday ____-75 pts.<br>Report 2-due Friday ____-25 pts.   | 100 pts.    |
| Micro-teaching<br>Due on _____   | 100 pts.    |
| Keep Language Alive Oral Reports* (Required for Graduate students only)<br>Due on _____  |             |
| 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 may work with a group of your class mates 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 work with a speaker. 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.

**Reading Reports:**

Two written reading reports covering the course readings will be completed. The reports will consist of essay and fill-in-the-black questions. Please do not fall behind on your reading as it will be difficult to catch up. Study groups are encouraged. Please list the classmates you worked with on the top of the first page of the reading report. You are encouraged to ask question regarding the readings during class. The Silver and Miller text can be dense and hard to understand so please ask questions.

**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 there evidence of planning (visuals, props, sequencing, etc.)?
2. Was the target language clearly expressed?
3. Did the presenter(s) stay in the language?
4. Was the content of the lesson clear?
5. Was the content appropriate at the age level of the intended audience?
6. Were the presenters equally involved?
7. Was the teaching method appropriate to the age or level of the audience?
8. Was effort made to involve the audience (for example, through a hands-on-approach, use of visual materials, etc.)?
9. Were the learning objectives (this is what the students will learn) clear?
10. Was the audience adequately prepared to participate in the lesson?
11. What did you like about the lesson?
12. What recommendations do you have for improvement?
13. Overall Rating:

**Keep Your Language Alive Oral Reports:**

Graduate students are required to give a 15 minute oral report on two chapters of the Keep Your Language Alive book. You are required to discuss the important points and relate them to your language or community. Depending on time constraints, pairs of students may report together. Overheads, handouts, demos or PowerPoint presentations may be used.