



Syllabus: **APA 102-2 Apache Language II**

Course Information

Course Title: Apache Language II (Online w/Zoom) (Google Meets)

Course Prefix/Number: APA 102-2

Semester: Summer 2025

Class Days/Times: MTWR – 9:00-10:15 AM

Credit Hours: 4

Instructor Information

Name: Kathy Kitcheyan

Phone/Voice Mail: cell # (928) 200-0896

E-mail: kathy.kitcheyan@tocc.edu or kitcheyank@scatui.net

Office location: SCAC Administration Building

Office hours: 10:30 to 11:30 a.m. or contact me through my email

Course Description

Apache Language II is a course that builds on the knowledge gain in Apache Language I, with a focus on improving students' understanding of the language's structure and grammar. The course also includes more practice in listening, speaking, reading, writing and usage of the Apache language. This course utilizes a communicative approach and provides ample opportunities for students to use increasingly complex vocabulary and grammar.

Student Learning Outcomes

Course Specific Outcomes	Assessment Measures
Students will identify and express their clan relationships	Presentations
Students will synthesize what they have learned to create four mini-books for children using appropriate kinship terms	Rubric

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Students will recognize 300 new vocabulary words	Quizzes and other assignments\
Students will explain the cultural appropriateness of the use of kinship terms in a variety of contexts.	Reflection assignments, class participation
Students will develop their listening and reading strategies (e.g. predicting content, recognizing cognates, and guessing meaning from context) at an advance level	In-class and outside assignments Students will find an Apache Speaking person to converse with on his own time..
Students will recognize dialect and cultural differences in the San Carlos, Bylas and White Mountain Communities	Students will identify the dialect from each group and explain some of the differences.
Students will demonstrate an understanding of advanced grammatical sentence structure	Final exam, dsily assignments
Students will memorize and recite set pieces (e.g. pledge of allegiance, the Lord's Prayer, etc.)	Speech/ Presentations, Translate

Course Structure

If you need to contact me regarding your grade or have any questions you may contact me through my email, or my phone number provided.

We do not have a textbook for our class; therefore, attendance is vital for note taking and participation. If you are absent, it is your responsibility to get notes from one of your classmates.

During remote class sessions, live, on-camera engagement is an essential element for meeting the course's learning objectives, so students will be required to use their cameras. Regarding this requirement, if you have any concerns about keeping your camera on during class sessions, please communicate with me before the session, if possible, so we can work together to determine the appropriate approach to addressing those concerns.

I acknowledge many reasons why students may need or choose not to be on camera; these include (but are not limited to): access issues, remote classroom anxiety, privacy concerns, and distracting learning settings. If privacy or distraction are concerns, Zoom has a "Virtual Background" feature that allows you to display an image as your background during a Zoom meeting, which provides some privacy.

In some circumstances, accommodations to exempt students from on-camera participation may be available through the Disability Resources Office (DRO).

Occasionally, we may have a guest speaker pertaining to language, culture, and/or history.

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Weekly Topics are listed in the Course Outline and important dates, topics may vary from time to time, but we will be consistent. This also depends on your attendance because if you are absent, I must re-introduce prior topic and this takes time away from others.

The syllabus is subject to change depending on the flow of the class and how well the expectations are met. I am looking forward to teaching you and hope our summer session together will prove to be productive.

Ahíyí'é! Thank you!

Course Learning Materials and Textbook Information

No Required Textbooks

Supplementary Materials (not required)

- *Online Dilzhé'é Apache Dictionary*
 - <https://dilzhee.western-apache.org/>
 - (a phone app is also downloadable)
 - be aware that multiple dialect forms are listed
- *A Practical Grammar of the San Carlos Apache Language (2006)*
 - (a PDF version may be provided upon request)

Policies and Expectations (organized around SCAC's ARROW framework – accountability, respect, resilience, openness, and wisdom)

Accountability: (defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences)

Courses Outline and Important Dates

Below is an outline of our class schedule. All tests, quizzes, and assignments are listed with their due date.

WEEK 1: May 27 – 29th, 2025

- Introduction to Apache Language and Culture II
- Review Course Syllabus
- Expectations & Resources available

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- Wheel of Wisdom: information when learning to read and write in Apache..
- Review Apache alphabet, diacritics, & Kinship terms, clans
- Review "Introduction of self, significant others, family, kinship terms
- We will focus on developing oral proficiency from the start and expect
- that you will find a partner you can practice with on a daily basis.

WEEK 2: June 2nd – 5th, 2025

- Concentrate on verbs such as; eating, working, cooking, making, sewing, thinking. This will be presented in past tense, present and future tense.
- This will be in conjunction with how to use it singular, dual, and plural...There will either be a written quiz or an oral quiz.

WEEK 3: June 9 – 12th, 2025

- Continue with verbs such as riding animals (horses) driving a vehicle, & other words related to fast, slow, bucking, running, drinking, butchering. Identify different parts of a cow that we as Apaches eat. Introduce words such as kind, give, stingy, dry, wet, jerky, fry, boil, dishes, types of bread. There will be an oral or a written quiz.

WEEK 4: June 16 – 19th, 2025

- We will study terms this week that relates to minor or major illness.
- We will learn vocabulary relating to different parts of the body, the type of illness a person has and what kind of plants can heal or how to communicate with hospital employees regarding your illness. Perhaps, you will not need it but there could be an elder in your family that you may have to assist. There will be a written quiz or an oral one.

WEEK 5: JUNE 23 – 26th, 2025

- Students will identify an elder (family, friend, or go to OAC & find an elder).
- The intent of this acquaintance is to interview them about what their early life was like and write it in Apache. By this time, students should have enough information to discuss this daily comfortable to complete it.

WEEK 6: JUNE 30TH – JULY 3, 2025

Students will learn the Pledge of Allegiance in Apache and the Lord's Prayer too. There will be vocabulary regarding the spirituality of our people. Hopefully, we can get a guest speaker to explain more of the concepts. This is not to convert anyone but rather just for a better understanding of how some of our people worship.

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WEEK 7: JULY 7TH – 10TH, 2025

- Students will start their children's books (2) this week which will be due on
- 21st. Students can write about themselves, any member of their family, pets
- hobby, job, food, a place they have visited or anything you can think of.
- This will be 10 pages each, well organized, have a title page, and colorful. This is worth 50 points each. We will work on it in class...

WEEK 8: July 14-17th, 2025

- This week students will be expected to write and present their product in class.
- Day one they will write about a happy experience when they were a child. This is 10 pages. I will be available to answer questions but remember you're in advance class and have the skills necessary to complete this assignment.
- The second assignment is to write about a favorite place they go to seek solitude,
- pray, think or just hide.
- Day two students will write about a favorite teacher from any grade and the above applies.
- Day three students will write about anything they like about our Apache Culture.
- I have not decided on the points yet but will share as soon as I make a decision.

WEEK 9: JULY 21-22, 2025

- Review on 21st and Final Exam on the 22nd!

GRADING RANGE

- 90 – 100 is an A
- 80 - 89 is a B
- 70 - 79 is a C
- 60 - 69 is a D
- Under 60 is Failing

Your grade will be determined by the following:

Expectations: Each component will constitute a part of your overall grade.

- 1.) Attendance / Participation (25%)
- 2.) Assignments / 25%
- 3.) Quizzes (25%)
- 4.) Final Exam (25%)

Attendance Policy

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You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website], are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class; otherwise, you may receive an "F" grade.

RESPECT (Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus).

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

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For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

RESILIENCE (Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations).

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale,

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with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

OPENNESS (Encourages open discussions between students and faculty and provides transparency about expectations and learning methods)

Courses Outline and Important Dates

[Weekly structure, reading assignments, class projects, due date, exams, etc. details regarding assignments, exams, projects with due dates and any instructions for work. Make sure that you have one or more learning activities in the calendar/schedule that address each outcome. An activity can address more than one outcome.)

Faculty/Student Communication

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

WISDOM (Encourages evaluation, reasoning and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth)

SCAC General Education Learning Outcomes

Apache Wisdom

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking

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Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

Communication

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

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