

Course Syllabus



Syllabus: APA 102 – 1 Apache Language II

Course Information

Course Title: Apache Language II

Course APA 102 - 1

Semester: Fall

Class Days/Times: M/W 1:00 PM 2:40 PM via Zoom

Credit Hours: 4

Instructor Information

Name: Kathy Kitcheyan

Phone/Voice Mail: 928-475-2016

E-mail: kitcheyank@scatui.net

Office location: Administration Building

Office hours: Monday through Friday 11:00 - 12:00

Course Description

Apache Language (Nnee Biyati' is a Course that helps the learner understand how language works. Critical elements of Apache Language will be explained and used in class. Primary focus of this class will be on developing proficiency in conversational Apache, reading, listening, and writing. Students will also complete oral assessments and begin exploring literary genres. This leads to an understanding of the culture, traditions, value systems, and language itself.

Student Learning Outcomes

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

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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. 3 Course Syllabus **DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur. 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)

Evaluations and Grading & Assignments:

90 and above is an A

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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%)**

**** Please be advised that assignments are subject to change as well as the syllabus.**

Attendance Policy

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. **(Revise as needed for the online environment.)**

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

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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.

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

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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, 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

August 18th – 21 st - Review of APA 101 – Provide a pre-test to determine what part of APA 101 needs to be reviewed beginning with the introduction in the alphabets, diacritics, kinship terms, handling verbs, etc. There will be 100 questions and worth as much.

August 25th -28 th - Review the vocabulary words identified and the introduction. We must review

the introduction until they are satisfactory. Review the diacritics and have students explain the function of each one and provide two examples. Review the double consonants, triple consonants

and provide two examples of each one. Introduce another student in the class as this changes some of the grammar. Students will be required to answer 20 questions in Apache using the correct form of verbs to complete their responses. (40 points possible)

Sept. 1 st -4 th - Students will do an in- class activity regarding the kinship system by identifying their relatives in Apache and then translate it. Students must also identify the paternal side and maternal side including the appropriate way of identifying them. Lesson will also include the teaching of respect, love, responsibilities, generosity, and integrity. We will use an Apache cradle

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board to explain the value system of our People. Students will be assigned to write a paper on how

this is practiced in their life.

Sept 8 th -11th - Students will do an in- class activity about the human anatomy by using a chart for

review. We will also develop a short book on conversation between a physician and his patient. This will help students recall specifics body parts commonly used. Elders especially women do not

like going to see any doctor because they were taught modesty and respect for their body and we

could use this as an example to teach young people about their elders. The book writing will be a

group project and worth (50 points)

Sept.15-18th - What is traditional food? We will have a presenter who works in the preparation of traditional foods and our job will be to identify them with Apache terms. Before the commodities were distributed to our Apache people they were healthy and did not have any public

diseases as they do today. What kind of plants did they eat? How was it prepared? What kind of game did they hunt?

Sept. 22-25th - Students will learn about prefixes and suffixes used in Apache and the special case of “x” which is also pronounced as an “h”. We will also define “stem” and how it plays a role in the formation of sentences in Apache.

Sept. 29 th - October 2 nd - will also learn the Apache description used for four of the Sacred Mountains and why they were considered “Sacred”. Is it now?

October 6th – 9 th -Students with a peer will create 50 sentences on any topic they select, family, friends,

work, tribal leader etc. Students are encouraged to challenge themselves and develop sentences that include

Apache words that they normally don’t use. (100 points possible)

October 13th -16 th , Students will learn about the terminology relating to weather and the seasons

and how it was perceived by our ancestors. In addition, the months and numbers will be re-introduced to the students including times of the day. Students will be assigned to create their own calendar which will be a possible (75 points)..

October 20 th -23rd - This week students will be given a “reading” about a combination of my perception about some of the “values” we have in our culture. This will all be written in Apache and will be discussed in class as they will be expected to write one too. This “reading” will include concepts from the last three weeks of class so they will be familiar with it. This assignment will be worth 75 points.

October 27 th -30th

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Students will learn about the concept of the public ceremony “Sun-Rise Dance” as commonly known. It is usually in full swing by this time and it is not to influence anyone about their beliefs but rather to provide an understanding of an age old practice of being Apache. If possible

we will get a couple of presenters who are very knowledgeable about this practice. There will also be Apache vocabulary introduced that reflects the dance.

November 3rd-6 th , We will study the extension of some of the verbs such as in eating. There are

10 different ways of saying “eat” and sentences will be developed in class to understand its usage.

Students will compose sentences and deliver it orally in class. 25 points possible.

November 10 th -14th - November 11 th Veterans Holiday! No classes! Students will learn the ten

variations of saying “talking or speaking”. Class will be expected to work in class developing sentences which will be given orally and read in class. 25 points possible.

November 17th – 20 th , Students will be introduced to their future by writing about themselves and

what they see ahead of them. This will be all in Apache and doesn’t have to be shared with anyone but the instructor. Possible 50 points.

November 24 th -26 th - This week we will learn the Lord’s Prayer in Apache and have a presenter to teach a couple of short Apache songs. Introduce the history a couple of our ceremonies.

November 27 th – Thanksgiving Day!

December 1 st – 4 th -: We will review for the final exams.

December 8 th -11 th – Final exams

December 12 th - Final Grades Due

Winter Break – December 15 th – January 9 th , 2026!

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

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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