



Syllabus: Apache Language II

Course Information

Course Title: Apache Language II (online w/Zoom)

Course Prefix/Number: APA 102-2

Semester: 2025 Fall (8/18/2025 to 12/5/2025)

Class Days/Times: T/R 5:30 PM- 7:10 PM

Credit Hours: 4

Instructor Information

Name: Monica Loas

Phone/Voice Mail: (928)322-6554

E-mail: mloas@tocc.edu or mloas@ftusd.org

Office location: Mount Turnbull Academy, Bylas, AZ

Office hours: 5:00 PM

Course Description

This course emphasizes speaking, reading, and listening comprehension of the Apache language (Nde̋ Biyáti') through a variety of approaches.

Student Learning Outcomes

This course emphasizes speaking, reading, and listening comprehension of the Apache language through a variety of approaches.

- Students will be able to derive meaning from simple sentences written in the Apache language
- Students will be able to write simple sentences and expression using proper grammar and vocabulary
- Students will be able to articulate basic expressions and needs using appropriate pronunciation
- Students will be able to demonstrate comprehension of simple questions, statements, commands and greetings
- Students will be able to identify and describe important characteristics of the Apache culture

Course Structure

If you need to contact me regarding your grade or have any questions you may contact me through my email, or my home phone or cell 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. 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 a 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. I am looking forward to working with you, we will have a Great time! Learning.

Ahíyí'é! Thank you!

Course Learning Materials and Textbook Information

No Required Textbooks

Supplementary Materials (not required):

- *Online Dilzhe'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 in the Link Tree below)
- *More resources:* <https://linktr.ee/ApacheLanguage>

Policies and Expectations

ACCOUNTABILITY: To enable the institution to chart its own course and successfully carry out its unique mission by acquiring independent accreditation, financial self-sufficiency, and management autonomy.

Evaluations and Grading & Assignments:

90 and above 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.) Ndēē Biyáti' & Ndēē Biyáti' K'e'it'chīī (25%)
- 3.) Quizzes & Assignments (25%)
- 4.) Final Apache Storybook: Ndēē Nagodí'é (25%)

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. Attendance in this course is based on active participation in live Zoom sessions. Zoom provides features to track attendance, including when students join and leave meetings. Participants in this class need to be logged in on time. Students are encouraged to communicate with the instructor about any anticipated or unavoidable absences.

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: To provide the Nde'e an excellent higher education experience rooted in Nde'e bi'at'e.

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: To rekindle the language, traditions, and culture of the Apache People

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,

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: To ensure the institution has the policies, processes, and resources required to maximize the success of every student.

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: Aug. 19 (T) & 21 (R), 2025

- Introduction to Apache Language II
- Review Course Syllabus
- Expectations & resources available
- Daily Class Introduction
- Final Apache Storybook: Nḍēē Nagodí'é
- Shī Shaa Nagodi' (All About Me) Self-Introduction
- Example: Nḍēē Biyáti' bi-weekly activity
- [Nḍēē Biyáti' Week 1: assignment due 8-24-25](#)

WEEK 2: Aug. 26 (T) & 28 (R), 2025

- Read & Review Shī Shaa Nagodi' (All About Me)
- Review: Apache Alphabet and Diacritics
- Apache Vowels
- Apache Family Kinship Terms "Shik'ī": niece, nephew, grandchildren, aunt, uncle, and marriage relationship.
- Apache Family Structure Words
- Daily Class Introduction
- Example: Nḍēē Biyáti K'e'ishchj́ activity
- [Nḍēē Biyáti K'e'ishchj́ Week 2: due 8-31-25](#)

WEEK 3: Sept. 2 (T) & 4 (R), 2025

[No Class Labor Day Holiday- College Closed September 1, 2025](#)

- Discussion about Final: Apache Storybook: Nḍēē Nagodí'é
- Introduction: Hundred (gonenádin) and Thousands (Doo náhótad dayú)
- Practice reading numbers in the hundreds and thousands place.
- Telling Clock Time: What time is it?
- Practice reading the clock
- Daily Class Introduction
- Numbers/Counting in Apache Video (B.L.)
 - o https://youtu.be/LRlg_iwUQz4?si=q7tCzBtdkKBGbSt8
- [Nḍēē Biyáti' Week 3: assignment due 9-7-25](#)

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.

WEEK 4: Sept. 9 (T) & 11(R), 2025

- Introduction: Internal organs identify, name and label
- Use the personal prefix preceding them, shī- 'my', nih- 'your', bí- 'his/her' (pronouns)
- Health-Related Verb Paradigms (pg.173) Practice Reading
- **Quiz:** Hundreds and Thousand place.
- [Ndēē Biyáti K'e'ishchjǫ́ Week 4: assignment due 9-14-25](#)

WEEK 5: Sept. 16 (T) & 18 (R), 2025

- Introduction: Weather, phrases and verbs (pg.223)
- Story: Yáá hago át'éeé ? How Is It Today?
- Answer Comprehension Questions in English and in Apache.
- **Assignment:** Label & identify internal organs.
- [Ndēē Biyáti' Week 5: assignment due 9-21-25](#)

WEEK 6: Sept. 23 (T) & 25 (R), 2025

- Introduction: Fall Harvesting (Acorn)
- Acorn (Vocabulary)
- Video: Nest'an by T. Cassadore
- Discussion: critique, insights, positive and negative
- Short journal entry about weather
- Story: Tséskosi óftagyú diyāā (Squirrel Goes to School)
- Answer Comprehension Questions in English and in Apache
- **Quiz:** Weather
- [Ndēē Biyáti K'e'ishchjǫ́ Week 6: assignment due 9-28-25](#)

***** Spring Break No Classes September 29- October 3, 2025 *****

WEEK 7: Oct. 7 (T) & 9 (R), 2025

- Introduction: Day/Night, read phrases and terminology to help you talk about day/night. (pg. 315)
- Story: Hago ádat'jǫ́? What are they doing?
- Answer Comprehension Questions in English and in Apache.
- **Quiz:** Harvesting
- [Ndēē Biyáti' Week 7: assignment due 10-12-25](#)

WEEK 8: Oct. 14 (T) & 16 (R), 2025

- Introduction: Classificatory Verbs (pg. 149)
- Practice read contrasting sentences (pg. 154)
- Story: Dagot'ēē? (How are things?)
- Answer Comprehension Questions about the story in Apache.
- Progress on the Final: Questions and answer about final.

- **Quiz:** Day and Night
- [Ndēē Biyáti K'e'ishchíí Week 8: assignment due 10-19-25](#)

WEEK 9: Oct. 21 (T) & 23 (R), 2025

- Introduction: Diyáde (Clothing)
- Practice reading and writing sentences about clothes.
- Practice using pronouns: Shíí, Nih, and Bíí
- Helpful Phrases (key phrases)
- **Quiz:** Classificatory Verb Stems
- [Ndēē Biyáti' Week 9: assignment due 10-26-25](#)

WEEK 10: Oct. 28 (T) & 30 (R), 2025

- Introduction: Postpositions & Nouns
- Shash Hayú?
- Story: The Little Red Hen
- Answer questions in Apache about the story.
- Short journal entry: about clothes, What are you wearing?
- [Ndēē Biyáti K'e'ishchíí Week 10: assignment due 11-2-25](#)

WEEK 11: Nov. 4 (T) & 6 (R), 2025

- Introduction: Personal Pronouns
- Introduction: Commands and Conjunctions
- Read and match the commands
- **Quiz:** Postposition
- [Ndēē Biyáti' Week 11: assignment due 11-9-25](#)

WEEK 12: Nov. 13 (R), 2025

[No Class Holiday Veterans Day November 11, 2025](#)

- Introduction: Types of Bread
- Practice reading and writing simple sentences about bread.
- Words related to making bread.
- Story: The Family Ndée Dii' Kéngo Daagoljii Ni'
- Answer comprehension questions about the story
- **Assignment:** Fill in the blanks and translate personal pronouns
- [Ndēē Biyáti K'e'ishchíí Week 12: assignment due 11-16-25](#)

WEEK 13: Nov. 18 (T) & 20 (R), 2025

- [Pre-grade for revision available on or before Wednesday, November 19, 2025](#)
- Review Final and updates on the progress of the Final Project
- **Quiz:** Types of bread
- [Ndēē Biyáti' Week 13: assignment due 11-23-25](#)

WEEK 14: Nov. 25 (T), 2025

- Progress of Final Apache Storybook: Ndēē Nagodi'é
- Introduction: November Words or Thanksgiving words
- Practice reading words and sentences
- [Ndēē Biyáti K'e'ishchjǫ́ Week 14: assignment due 11-29-25](#)

WEEK 15: Dec. 2 (T) & 4 (R), 2025

- Introduce: Winter words or Christmas stories
- Christmas songs and stories
- Read winter sentences and phrases
- Allocate some time toward completing the final.

***** December 8- 11, 2025 – FINAL EXAM WEEK *****

[Apache Storybook: Ndēē Nagodi'é DUE](#)

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: To achieve educational excellence through competitive and relevant academic programs as well as innovative teaching methods appropriate for different learning styles.

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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