

Spring 2-1-2019

# ANTY 476.01: Methods for Native Languages

Neyooxet Greymorning

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ANTHR 476 METHODS FOR TEACHING NATIVE LANGUAGES  
Arapaho Through ASLA<sup>©™</sup>  
Spring 2019 Syllabus

Instructor: Dr. Neyooxet Greymorning  
Office: Soc. Sci. Building Room 203F  
Office Phone: 243-6381

Class Hours: Mon. & Wed. 8:30 - 9:50 am; NAC 103  
Office Hours: Mon. & Wed. 10:00 - 11:30  
Alternate Hours by appointment: Thurs. 11:30 – 1:00 p.m.

I. The course is designed to introduce students to a method developed for North American Indigenous language instruction called Accelerated Second Language Acquisition<sup>©™</sup> (ASLA).

II. Student assessments and grades will be based upon the following assessments:

**A. Quiz:** Demonstrate cognition of 20 words + 40 phrases **Worth 60 pts**

**B. Word/phrase assessment,** translate 20 (1/2 pt.) words & 20 phrases from English to Arapaho, 10 Arapaho phrases to English + cognition of 10 Arapaho phrases (1/2 pt.), Transcribe 5 phrases in Arapaho and translate into English. **Worth 50 pts**

**C. Reflection Essay,** you are to write a three-page essay discussing your reflections about ASLA as a method/approach for language instruction, what you felt was learned, and your thoughts on its utility for revitalizing Native languages. **Worth 15 pts**

**D. Final Assessment,** consists of verbally translating 45 phrases of English to Arapaho at 1 point ea., transcribe 20 Arapaho phrases @ 1 point each, with English translations @ (1/2 point each). **Worth 75 pts**

**Graduate students** will be responsible for writing a final research paper that discusses theories on language acquisition and methods for Native language revitalization. Additionally, you are to assess your perception of how ASLA fits within these theories and Methods with regard to the effectiveness of the methods you are comparing ASLA to. The final paper needs to be between 1,800- 2,000 words with a minimum of 5 referenced citations, from five different sources, with a properly formatted bibliography page. **Worth 100 pts**

**E. Grading Scale:**

A = 181 - 200	D = 130 - 140
B = 161 - 180	F = 0 - 129
C = 141 - 160	

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Spring 2019 Outline

<u>Wk</u>	<u>Date</u>	<u>Class</u>	
1	January 14 January 16	1 2	Introduction and Expectations Underlying philosophy and theory of methodology learning how to listen to what a language is saying
2	January 21 January 23	3 4	Initial phases of language acquisition: Deprogramming memory mode learning Deepening language acquisition
3	January 28 January 30 Fri. Feb. 1	5	Building language competency <b>Exam A.</b> Arapaho cognition assessment of 20 words & 40 phrases <b>Exam A.</b> Testing Students
4	Feb. 4 Feb. 6	6 7	<b>Exam A.</b> Testing Students Layering language complexity
5	Feb. 11 Feb. 13	8 9	Layering language complexity <b>Getting Poetic</b>
6	Feb. 18 Feb. 20	<b>X</b> 9	<b>President's Day No Class</b> Layering language complexity
7	Feb. 25 Feb. 27	10 11	Going beyond phrases <b>Getting Poetic</b>
8	March 4 March 6	12 13	<b>Getting Poetic</b> Working with Pluralizers
9	March 12 March 14	14 15	Working with Pluralizers Working with Pluralizers
9	March 19 March 21 March 23		<b>Exam B. Mid Term;</b> translate 20 words & 40 phrases from English to Arapaho, <b>Exam B.</b> 20 phrases Arapaho to English, plus 20 phrase comprehension assessment <b>Exam B.</b> 20 phrases Arapaho to English, plus 20 phrase comprehension assessment
10	March 25-29		<b>Spring Break</b>
11	April 1 April 3	16 17	Retelling the Prose + learning about foods and food prep Foods and food prep
12	April 8 April 10	18 19	Introducing a storyline Introducing a storyline
13	April 15 April 17	20 21	Introducing a storyline working on a story
<b>14</b>	<b>April 22</b> April 24 April 26	<b>22</b> Testing Testing	<b>Finals Prep</b> <b>D. final assessment</b> <b>D. final assessment</b>
			<b><u>C. Term Summary Essay Due</u></b>
15	Apr 29-May 3	Testing	<b>Finals Week. D. Final word/phrase assessment</b>