

<b>Syllabus for Yurok 1: Elementary Yurok I– Klamath Trinity Instructional Site</b>		
<b>Semester &amp; Year</b>	Fall 2018	
<b>Course ID and Section #</b>	YUR 1A (K6400)	
<b>Instructor's Name</b>	Carole Lewis, M.A.	
<b>Day/Time</b>	MW 2:00 – 4:15 PM	
<b>Location</b>	Klamath-Trinity	
<b>Number of Credits/Units</b>	4	
<b>Contact Information</b>	<i>Office location</i>	KT Site
	<i>Office hours</i>	By appointment
	<i>Phone number</i>	(707) 458-8751
	<i>Email address</i>	clewis@ktjUSD.k12.ca.us
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Basic Yurok Grammar
	<i>Author</i>	Andrew Garret
	<i>ISBN</i>	
<b>Course Description</b>		
<p><i>An interactive, beginning course that builds vocabulary and presents the fundamentals of Yurok conversation. Yurok I provides the tools for students to acquire basic linguistic proficiency that aligns with the Novice Yurok speaking competency level in accordance with the ACTFL performance descriptors. The course teaches interpersonal, communicative use of all language skills, but places a particular emphasis on listening and speaking. Note: This course is not appropriate for students who have taken and passed three or more years of Yurok within the past three years.</i></p>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Comprehend basic spoken Yurok and use appropriate beginning level vocabulary and grammar to express oneself and communicate using cultural awareness.</li> <li>2. Use the Yurok alphabet to compose simple, written communication.</li> <li>3. Comprehend and answer questions about the content of short, basic texts.</li> </ol>		
<b>Special Accommodations</b>		
<p>College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact <u>Disabled Students Programs and Services</u>. Students may make requests for alternative media by contacting DSPPS at (530) 625-4821 Ext 22.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <u>Counseling and Advising</u> and includes academic advising and educational planning, <u>Academic Support Center</u> for tutoring and proctored tests, and <u>Extended Opportunity Programs &amp; Services</u>, for eligible students, with advising, assistance, tutoring, and more. Contact the CR KT Office for specific information at (530) 625-4821.</p>		
<b>Academic Honesty</b>		
<p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <a href="http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services">http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services</a>. Additional information</p>		

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about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; physically or verbally abusive behavior. In such cases, where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, he or she may be reported the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Emergency Procedures for the Klamath-Trinity Instructional Site:**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates (530) 625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office (530) 625-4413.
  - f. Notify Public Safety (707) 476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command.

*College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.*

YUROK I  
COLLEGE OF THE REDWOOD

**WEEK 1**

Mon	AUGUST 20	History of Yurok Language Current Status of Language Basic Introduction (name, residence, origin or village)
	HOMEWORK	Practice and learn Initial introduction
Wed	August 22	Students introduce self and classmates Possessive Pronouns Leave taking and greetings
	HOMEWORK	Practice and learn Expanded Introduction

**WEEK 2**

Mo		Additional kinship terms Introduce question words (Hes, Tee-naw, Kues, tee' nee-Sho) introduce Yurok conventions regarding terms for Love and Sweetheart History of Yurok Writing systems Introduce tribal adopted writing system
	HOMEWORK	Select 10 sentence passage written in English and rewrite using Yurok alphabet
Wed	August 29	Introduce on-line dictionary Comparison of writing systems
	HOMEWORK	Semantic search for kinship terms, prepare list

**WEEK 3**

MON	Sept 3	HOLIDAY Labor Day
Wed	Sept 5	Write Expanded Introduction and present to class Complete chart of possessive prefixes Introduce weather vocabulary Present Past/Present/Future Practice questions about weather

**WEEK 4**

Mon Sept 10 Present additional weather vocabulary  
Review Past/present/future usage

HOMework Dictionary search weather words. Write a sentence and practice each vocabulary word

Wed Sept 12 Introduce animal vocabulary  
Discuss Plural singular nouns  
Introduce verb inflection (See, run)

**Week 5**

Mon Sept 17 Introduce additional animal vocabulary  
Comparative usage  
Identify and inflect singular verbs

Wed Sept 1 Introduce additional vocabulary  
Inflect plural verbs

HOMework Dictionary search animal words. Write sentences and practice each vocabulary word

**WEEK 6**

Mon Sept 24 Introduce comparative function  
Semantic Dictionary search

Wed Sept 26 Present vocabulary for emotions  
Introduce verb classes  
Introduce Verb inflection  
Inflecting e-class and a-class verbs

**WEEK 7**

Mon Oct 1 Introduce additional vocabulary for emotions  
Inflecting o-class verbs

Wed Oct 3 Additional vocabulary.  
Inflecting oo-class verbs  
Review inflecting plural verbs  
Collective and non collective verbs

**WEEK 8**

Mon Oct 8 Review Additional emotion vocabulary  
Review verb inflection for all verb classes.  
Review inflecting chart for verbs.  
inflecting oo-class verbs

Wed Oct 10 Expanded Introduction.  
Present additional Vocabulary (son, daughter,  
husband, wife, best friend, sister, brother)  
Second and 3rd person introductions

**Week 9**

Mon Oct 15 Introduce subjunctive verb  
unusual subjunctive sentences

Wed Oct 17 introduce/practice bipersonal verbs

**Week 10**

Mon Oct 22 Introduce bird vocabulary  
Use of "eg" infix  
Culturally significance birdWed

Wed Oct 24 Introduce new bird vocabulary  
Bird stories (sraat we er-gerp)  
Generate verb list for birds

**WEEK 11**

Mon Oct 29 Additional bird vocabulary  
Constructing subjunctive sentences  
Bird story

Wed Oct 3 Introduction to Yurok Geography  
Video on selected Yurok villages

HOMEWORK Research paper on Yurok Village

**Week 11**

Mon	Nov 5	Introduction to people vocabulary Our neighbors Practice people vocabulary Story <i>We Er-gerp</i> '
Wed	Nov 7	Eating and food vocabulary

**WEEK 12**

Mon	Nov 12	HOLIDAY VETERANS DAY
WED	Nov 14	Clothing Vocabulary

**WEEK 13**

Mon-Friday	11/19 -11/23	<b>FALL BREAK</b>
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**WEEK 14**

Mon	Nov 26	Introduction to Attributive function
Wed	Nov 28	Commands Counting Colors

**WEEK 15**