

ZUNI 1110 Introduction to Zuni (3)
Semester: Fall 2021

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Preferred Communication: email or text; will respond within 24 hours

Class Meeting Day & Time: Tue 4:00-6:30 pm

Class Location: ACCRC 103

Course Description

ZUNI 1110 (3) Introduction to Zuni. This course is designed to help individuals develop basic conversational skills in Shiwi listening and speaking.

Pre-requisites: None

Co-requisite: None

Required Textbook: Zuni Language Learning Manual

NTU Mission Statement

Navajo Technical University honors Diné culture and language, while educating for the future.

ACCRC Mission Statement

Provide accredited certificate, technical and academic programs as an Instructional Site of Navajo Technical University and in partnership with other universities to include Land Grant programs, cultural and Indigenous Knowledge, Dual Credit, environmental sciences, global Indigenous studies, entrepreneurship training, Career and job readiness opportunities, lifelong learning & continuing education.

A:shiwi A:wan Haydoshna:we: A:shiwi Core Values

- Hon ko'hol lewuna:wediyahnan, wan hon i:te'manna. We will think before we act.
- Hon i:yayyulashshik'yana:wa. We will respect one another.
- Hom dehwan uk'na:we. It is my turn.
- Don dehwan illaba It is your turn.
- Hon i:yanhadiya:na:wa. Hon i:yayyu'hadiyahk'yana:wa. We will listen to one another and comprehend what the speaker is stating.
- Hon dewulasshi' iwillaba' a:dek'yanna. We will show kindness and empathy to the speaker.

Course Competencies

Listening and Comprehension	Speaking	Reading	Writing
Students will understand oral language at ACTFL level <i>novice mid to novice high</i> to interact in common social and cultural situations.	Students will express themselves and participate in conversations in common social and cultural situations at ACTFL level <i>novice high-intermediate high</i>	Students will read written Zuni at levels that will support oral language development.	Students will produce written Zuni at levels that will support oral language development.
<ul style="list-style-type: none"> Confidently discern between all sounds of Shiwi'ma in interaction with teacher in class. 	<ul style="list-style-type: none"> Successfully pronounce all sounds of Shiwi'ma in speaking short words or phrases when speaking to the teacher. Accurately respond to simple questions yes/no/I don't know/gesture from the teacher. Confidently use simple word order in speaking short Zuni sentences in class. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Zuni Life Ways		
Students will demonstrate commitment to passing on cultural knowledge through the Zuni language to ensure continuance of Zuni lifeways.	Students will validate, recognize, and enact the importance of Zuni language through participating in Zuni ways of being.	Students will show pride and positive identity as a Shiwi learner and speaker to ensure grit and resilience.

<ul style="list-style-type: none"> • Demonstrate forming and strengthening identity through ceremonies of different kinds by cultural knowledge. • Example: • gesture in receiving blessings • accurately greeting and departing people in different situations and times of day 	<ul style="list-style-type: none"> • Strengthen identity through the willingness to learn and understand A:shiwi A:wan Bena: dap Haydoshna:we • Recite the morning prayer. 	<ul style="list-style-type: none"> • Understand building pride and positive self-identity as a Shiwi person is important in developing fortitude (grit) and resilience. • Understand roots of who you are.
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Assessments

Role Play Participation: Each student enters the room and introduces themselves to the class.....100 points
 Role Play Participation: Greeting male and females..... 100 points
 Role Play Participation: Greeting people when entering a home.....100 points
 Each student recites to the teacher the Morning Prayer with an explanation of what the prayer means to each student.....100 points
 Shalak’o Home Visits:

- All students recite the morning prayer outside and sprinkle cornmeal
- All students utilize the correct greeting to the host of the home
- All student correctly introduce themselves to the host of the home.....100 points

Oral Language Interview.....100 points
 Total 600 possible points

Grades

Total points earned will be divided by total possible points, which will produce a percentage that will be converted at the end of the semester to a letter grade, as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- Less than 59% = F

Course Schedule

Week	Date	Topic	Assessment
1	8/24	<ul style="list-style-type: none"> ▪ Introductions ▪ Course Description/Syllabi ▪ 	▪

2	8/31	<ul style="list-style-type: none"> ▪ Introductions ▪ Ko' don sunnak'yannapkyā? ▪ Ho' Belinda Tsabetsaye le'shinna. Ho' donashi:kwi deyan k'yak'yalikwe awan cha'le. ▪ Chuwop ma' do:o? ▪ Response: Ma' ho' 	<ul style="list-style-type: none"> ▪ Teacher observation
3	9/7	<ul style="list-style-type: none"> ▪ Introductions 	<ul style="list-style-type: none"> ▪ Teacher observation
4	9/14	<ul style="list-style-type: none"> ▪ Introductions ▪ Yam chuhol de'ona hom adinne? ▪ Ma ho' 	<ul style="list-style-type: none"> ▪ Each enter's the room and introduces themselves to the class
5	9/21	<ul style="list-style-type: none"> ▪ Greetings 	<ul style="list-style-type: none"> ▪ Teacher observation
6	9/28	<ul style="list-style-type: none"> ● Greetings ● gender 	<ul style="list-style-type: none"> ● Teacher observation
10/1 – Petition to Graduate			
10/4-10/8 – Midterms			
7	10/5	<ul style="list-style-type: none"> ▪ Greetings ▪ gender Female to Female: Dosh iya? Donsh iya? Donsh a:wiya? Response: E: ho' iya. E: hon iya. E: hon a:wiya. Community setting Male to Male: Keshi Response: Ke:shi Male to Female: Keshi Response: E: 	<ul style="list-style-type: none"> ▪ Role Play Participation <ul style="list-style-type: none"> ○ Greeting male and females
8	10/12	<ul style="list-style-type: none"> ▪ Greetings time of day 	<ul style="list-style-type: none"> ● Teacher observation
9	10/19	<ul style="list-style-type: none"> ● Greetings time of day 	<ul style="list-style-type: none"> ● Teacher observation
10	10/26	<ul style="list-style-type: none"> ● Greetings how to enter a home ● Morning Ko' don a:wandewakya? Response: K'ettsannishshi. General Greeting: Ko don la:k'idik'yanna:we? Response: K'ettsannishshi. Evening: K'o don sunnak'yanapkyā? Response: K'ettsannishshi. 	<ul style="list-style-type: none"> ● Role Play Participation <ul style="list-style-type: none"> ○ Greeting people when entering a home
11/1 – Last day to withdraw with W			
11	11/2	<ul style="list-style-type: none"> ● Zuni Cultural Calendar 	<ul style="list-style-type: none"> ● N/A

		Lukkyä yachunne_____ Chuwap an chawokya de'an dechi? Iyanikina:we a:wan chawokya de'an dechi? Kop hon a:wan luwallane leyaba?	
12	11/9	● Morning Prayer	● Teacher Observation
13	11/16	● Morning Prayer	● Teacher Observation
14	11/23	● Morning Prayer	● Each student recites to the teacher the Morning Prayer with an explanation of what the prayer means to each student
11/25-26 – Thanksgiving Break			
15	11/30	<p><u>Fall Semester:</u></p> <ul style="list-style-type: none"> ● Zuni Shalak'ö Visit ● Morning Prayer before going to the Shalak'ö home ● At at home: <ul style="list-style-type: none"> ○ Greetings ○ Introductions <p><u>Spring Semester:</u></p> <ul style="list-style-type: none"> ● Students Donate to a Kiva Group ● Morning Prayer before going to the Shalak'ö home ● At at home: <ul style="list-style-type: none"> ○ Greetings ○ Introductions 	<ul style="list-style-type: none"> ● All students recite the morning prayer outside and sprinkle cornmeal ● All students utilize the correct greeting to the host of the home ● All student correctly introduce themselves to the host of the home
16	12/7	● Student Presentations	Oral Language Interview
17	12/14	<ul style="list-style-type: none"> ● Finals ● Grades Due to Registrar 	
12/17 – Graduation			

A:shiwi Philosophy of Education

Yam de bena: dap haydoshna: akkyä hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. Our language and ceremonies allow our people to maintain strength and knowledge. The A:shiwi Philosophy of Education will be the essential elements of preparing students to develop indigenous and western teachings. The A:shiwi core values of hon i:yyulashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumöla:wa (honesty and trustworthiness), and hon kohö lewuna:wedyahnan, wan hon kela i:tsemanna (think critically). These indigenous ways of knowing will allow learners to develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Participation

Students are expected to attend and participate in all class activities as listed above. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

Cell Phone and Headphone Use

Please turn cell phones off or place them on silence or vibrate mode before coming to class. Answer cell phones outside of class (not in the classroom). Exercising cell phone use courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.

Students with Disabilities

The Navajo Technical University and the ACCRC are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.

Email Address

Students are required to use NTU's email address as a formal mode of communication.

Appendix A Oral Language Proficiency Interview

(adapted from <http://webhome.auburn.edu/~paine/pf/oralguide.pdf>, retrieved on Jan 13 2020)

Overview

The Oral Proficiency Interview (OPI) was developed by the American Council on the Teaching of Foreign Languages (ACTFL) in collaboration with the Educational Testing Service (ETS). The goal of the OPI, an interaction between interviewer and interviewee, is to obtain a sample of speech that can be rated using ACTFL Proficiency Guidelines. For novice speakers, these guidelines comprise levels from Novice-Low to Novice-High.

Phases used during this face-to-face interaction are four-fold:

- Warm-up: first portion of interview, less than three minutes long, with the purpose of making the interviewee feel comfortable. It consists of greetings, and exchanging of everyday social amenities;
- Level Check: second portion of interview, which consists of checking the highest level of proficiency of the interviewee. If during the level check, the interviewer notices that the level is not the one expected, s/he will adjust the level of the questions either upward or downward. This phase is repeated several times during the interview and alternates with the probe phase;
- Probes: probes are questions designed to spur a language level higher than the one expected. If the probe is successful, the interviewer can start level checking at this higher level; if the probe is not successful then this is a good indicator that the interviewee's proficiency is at the level expected. The probes should be alternated with level checks, to establish the right rating;
- Wind-down: last portion of interview (few minutes), back at the level at which the interviewee functions best. The interviewer ends the conversation thanking the interviewee. This termination resembles the way in which conversations normally end in authentic situations.

ACTFL Proficiency Levels, for new speakers, are as follows:

- NOVICE-LOW: Oral production consists of isolated words and perhaps a few high-frequency phrases (i.e. formal greetings). Essentially there is no functional communication.
- NOVICE-MID: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interviewer's words. Some Novice-Mid speakers will be understood only with difficulty.
- NOVICE-HIGH: Able to satisfy the requirements of basic communication by relying on learned utterances but occasionally expanding these through simple re-combinations of their elements. Interviewee shows some signs of spontaneity, though this falls short of autonomy of expression. Vocabulary centers on areas such as basic objects, places, and

most common family terms. Errors are frequent; pronunciation may still be strongly influenced by first language.

Sample Interview Prompts

Situation A

Questions:

Warm Up: Greeting Ko' don lak'yadik'yanna:we? Response _____

Level Check: Shiwi'ma bena:wakkya chuwhoł yam dey'ona hom adine.

Response _____

Probe: Kop do' shinna? Response _____

Kowip do' debik'wayik'ya? Response _____

Chuwap dom a:łashshina:we? Response _____

Wind-down: Ma' lewi deyakya. Elahkwa, don yadon k'oshi sunnak'yanupdu.

Situation B

Questions:

Warm Up: Mas dewan duminku anchuye, kop do' lewuniha? Response _____

Level Check: Hoł dosh aniha? Response _____

Probe: Chuwapkwin don anu:wa? Response _____

Wind-down: Ma' koma don yadon k'okshi sunnak'etdu.

Situation C

Questions:

Warm Up: Dewan ko'ko odiwa.

Level Check: Dosh demayakyan anu:wa? Response _____

Probe: Hop do' demayak'e:a? Response _____

K'yak'ip do' an:wa? Response _____

Wind-down: Ma' koma don dena: elle uhadiyak'etdu.

Appendix B Oral Presentation Rubric

Student(s):

Assignment:

Date:

Criteria	Emerging (1)	Developing (2)	Proficient (3)	Scores & comments
Content	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful ideas are included.	Speakers provide accurate and complete explanations of key concepts and theories, drawing on relevant text. Ideas of theory highlight issues. Listeners gain insights.	
Organization	Organization is disorganized; listener can follow presentation only with effort. Arguments are not clear.	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	
Communication aids	Communication aids are poorly prepared or used inappropriately. Font size is too small to read. Too much information is included. Details or some unimportant information is highlighted, and may confuse the audience.	Communication aids contribute to the quality of the presentation. Font size is mostly readable. Appropriate information is included. Some material is not supported by visual aids.	Communication aids enhance presentation. The font on the visuals is readable. Information is represented and organized to maximize audience comprehension. Details are minimized so that main points stand out.	
Accuracy	Presenter does not understand the topic. Errors are made to distract a knowledgeable listener. Some information is accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Information (names, facts, etc.) included in the presentation is consistently accurate.	
Responsiveness	Speakers respond to questions inadequately. Body language reveals a reluctance to interact with audience.	Generally responsive to audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience.	Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience	
Overall comments				Reviewer's initials

Scale: 18-16=A, 15-13=B, 12-11=C, 10-9=D, less than 8=F