Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

INDL 301
Indigenous Language I (Blackfoot) Winter 2023
TU/TH 11:00am-12:15 pm – WEB BASED
COURSE OUTLINE

INSTRUCTOR'S NAME: Sandra Manyfeathers

OFFICE HOURS: By appointment (email)

E-MAIL: scrazybu@ucalgary.ca (Typically responds to emails within 72 hours on weekdays)

ZOOM LINK: The link will be sent to students via D2L

COURSE DESCRIPTION:
This course engages students in various tasks for learning that will allow students to gain an appreciation for the Blackfoot language. Students will learn how the language is structured and will begin to make connections between the culture and language of the Blackfoot people. Students will have opportunity to engage in dialogue through class seminars, D2L discussions, and through engagement with relevant academic sources. This course will give students a greater appreciation of the Blackfoot language and help inform their professional practice in their respective workplaces so as to prioritize community and ways of knowing, being, and doing in their work.

OBJECTIVES
This course introduces students to the Blackfoot language, primarily taught using the Kainai dialect. Students will learn to pronounce the sounds of the Blackfoot language, gain proficiency in basic conversation, and gain competency with both digital and written resources for language learning.

OUTCOMES
Upon successful completion of this course, students will have skills in basic conversational Blackfoot, demonstrate an understanding of the grammar of this language, and competency with using written and digital resources for learning Blackfoot. Students will also receive cultural lessons, further immersing them in the society where this language is spoken today, leading to cross-cultural competencies and respect for Blackfoot culture and heritage.

COURSE NOTES
Course Design & Delivery: Zoom and Desire2Learn (D2L)
Zoom will be used for all class meetings. D2L will be used to host written discussions. An active University of Calgary email address is required. To access the course in D2L, you will enter your ucalgary.ca IT user name and password.

Students need to have reliable access to technology, as follows:
• A computer with a supported operating system, as well as the latest security, and malware updates;
• A current and updated web browser;
• Webcam/Camera (built-in or external);
• Microphone and speaker (built-in or external), or headset with microphone;
• Current antivirus and/or firewall software enabled;
• Stable internet connection

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Students will need access to common applications (e.g., MS Word, PowerPoint) that can produce file formats compatible with MS Office (i.e., .DOC, .DOCX, .PPTX). University of Calgary students can download Office 365 at no additional cost here: https://www.ucalgary.ca/student-services/guide-services-students

Attendance & Participation:
Students should make every effort to attend classes on time to avoid missing important information required for language learning. Student participation is required during each class and in D2L discussion posts to ensure language learning.

REQUIRED COURSE MATERIALS
Frantz, D. G. (2017). *Blackfoot Grammar (3rd ed.). University of Toronto Press: Toronto.*
[The 2nd edition of this book, published in 2009, is also acceptable.]

RECOMMENDED COURSE MATERIALS
Frantz, D. G., & Russell, J. R. (2019). *Blackfoot Dictionary of Stems, Roots, and Affixes (3rded.). University of Toronto Press: Toronto.* [The 2nd edition of this book, published in 2009, is also acceptable.] The hardcopy of the Blackfoot dictionary is recommended. However, students may also utilize the digital resources at dictionary.blackfoot.atlas-ling.ca for looking up items.

Class Schedule:
Please note that changes to the schedule may occur in response to student questions, conversations and individual needs. This schedule may change to meet the emerging needs and dynamics of the participants in the course.

Date	Topic	Readings/Tasks
Jan 10	Orientation, Introductions/Sharing Circle	Review course outline Introduce yourself and share something that makes you unique
Jan 12	Introduction to Blackfoot Alphabet/Blackfoot Values	• Read Frantz p. 1-7 before next class • Optional extra reading p. 180-184
Jan 17	Introduction to Blackfoot Storytelling Discussion topic: Two Spirit Being	• Post to discussion board • Begin Blackfoot Values Journal
Jan 19	Introducing Self/Blackfoot Values: Aatsimoyikaan (Spirituality)	• Read Frantz p.69-75 before next class
Jan 24	Demonstratives	• Post to discussion board • Continue Journaling
Jan 26	Introducing family/Blackfoot Values: Isspommaanitapiiysinni (Being helpful to others)	• Read Frantz p. 76-83
Jan 31	Possessives	• Post to discussion board • Continue Journaling

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Feb 2	Introducing a friend/Blackfoot Values:Aoahkannaistokawa (everything comes in pairs)	• Read Frantz p. 8-17
Feb 7	Some Basics of Blackfoot Noun Inflection	• Post to discussion board • Discussion lead: Group Aattsistaa
Feb 9	Introducing a friend's family/Blackfoot Values:Kimmapiiypitsinni (kindness to others)	• Continue Journaling • Read Frantz p. 18-27
Feb 14	Intransitive Verbs	• Post to discussion board • Discussion lead: Group Ponokaomitaa
Feb 16	Introducing a friend's family/Blackfoot Values: Kakoysin (be aware of your environment)	• Continue Journaling • Read Frantz p. 28-32
Feb 21	Some Phonological Rules	• Post to discussion board • Discussion lead: Group Iinii
Feb 23	Blackfoot Values: Ihkanaitapstsiwa (everything that is given to a person to do what they want with)	• Continue Journaling • Read Frantz p. 33-41
Feb 28	Tense and Aspect	• Post to discussion board • Discussion lead: Group Sinopa

Mar 2	Blackfoot Values: Aksistoiyipaittapiiysinni (being able to take on tasks independently)	• Continue Journaling • Read Frantz p. 42-45
Mar 7	Four Verb Stem Types	• Post to discussion board • Discussion lead: Group Awakaasii
Mar 9	Blackfoot Values:Ihpipototsp (using the gifts you've been given to help others)	• Continue Journaling • Read Frantz p. 46-50
Mar 14	Transitive Inanimate Verbs	• Post to discussion board • Discussion lead: Group Piita
Mar 16	Blackfoot Values: Innakotsiiyinii (respect for others)	• Continue Journaling • Read Frantz p. 51-55
Mar 21	Attached Pronouns	• Post to discussion board • Discussion lead: Group Kiaayo
Mar 23	Blackfoot Values: Pommotsiiysinni (to transfer something to others)	• Continue Journaling Read Frantz p. 56-60
Mar 28	Transitive Animate Part 1: Direct	• Post to discussion board • Discussion lead: Group Piiksii
Mar 30	Blackfoot Values: Niitsitapiiysinni (to be Blackfoot)	• Continue Journaling • Read Frantz p. 61-64
Apr 4	Transitive Animate Part 2: Inverse	• Post to discussion board • Discussion lead: Group Ayinnimaa
Apr 6	Group Presentations	• Read Frantz (2017) p. 65-68

		• **Due date: LT2**
Apr 11	Group Presentations	• **Due date: LT3**

ASSESSMENT

Assignments:
There are (3) required Learning Tasks for this course.

Policy for missed or late assignments:
Late assignments will be assessed -5% per day (including weekends) if there has been no prior notice or discussion with the instructor.

LEARNING TASK # DESCRIPTION OF   PERCENT OF FINAL GROUPING FOR LEARNING TASK GRADE TASK

Learning Task #	Description of Task	Percent of Final Grade	Grouping for Learning Task
Learning Task #1	Contribution to the Knowledge Building Community	30%	Individual/Group
Learning Task #2	Blackfoot Values Journal	30%	Individual
Learning Task #3	Presentation	40%	Group

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LEARNING TASK 1: CONTRIBUTION TO KNOWLEDGE BUILDING COMMUNITY – DUE DATE: ONGOING, 30%

The object of this learning task is for students to be fully engaged in all aspects of the course. Students will be expected to take part in leading one (1) class discussion, with their group member(s), pose questions for their respective week to the discussion board, as well as contribute to the weekly discussion(s) during our Zoom classes & online.

Criteria for LT1:

Discussion leader: The discussion leader(s) will lead the class in an exercise that will be provided by the instructor. If the student comes to class prepared and completes the exercise, it is worth up to 10% of their final grade. The method for completing this course component will be discussed by the instructor during our first class on January 10, 2022.

Discussion posts: The discussion leader(s) for the respective week will work with the instructor to create question(s) for that week's D2L posts. This exercise is worth up to 10% of the grade. Students will be expected to post to the discussion board each week by Tuesday and respond to at least one of your colleagues posts by Saturday of that week.

Participation: The best way to learn a language is to speak the language. Students will receive up to 10% of their final grade through participating in class discussions and weekly exercises.

LEARNING TASK 2: BLACKFOOT VALUES JOURNAL – DUE DATE: APRIL 6, 2022, 30%

The Blackfoot Values Journal is designed to provide students with an opportunity to integrate their learning throughout INDL 301 Blackfoot Language I. Each week students will learn a Blackfoot value, students will create a minimum of three (3) sentences using both Blackfoot and English languages, sharing what the respective value means to them. Further, students will journal their learning throughout the course. The format for your journal will be in two parts, 1) Powerpoint 2) Word document. You will submit your document(s) to *Dropbox* for final grading*.*

Students are not expected to follow APA format for this assignment; however, all sources should be properly cited in APA format (7th edition) to maintain academic integrity (see Purdue Online Writing Lab for quick reference on how to cite APA: https://owl.english.purdue.edu/owl/resource/560/01/.) In order to demonstrate integration of scholarly learning alongside learning through traditional Niitsitapii (Blackfoot) pedagogical processes, students are expected to include **at least** 2 academic references in their journal. These references may include the course texts.

Criteria for LT2:

Word Document:
1. Describes student's growth through Blackfoot values teachings
2. Includes student learning through the teachings of Blackfoot values and how the student plans to incorporate this learning in their future practice.
3. Incorporates relevant literature and references to learning throughout INDL 301 course, demonstrating Blackfoot values.

Powerpoint:

1. Powerpoint is well structured, aesthetically pleasing, with a title page, a minimum of (3) Blackfoot words per value, & incorporates space to list all Blackfoot words used in the powerpoint.

2. The use of photo(s) is optional.

LEARNING TASK 3: GROUP PRESENTATION – DUE DATE: April 15, 40%

The aim of this assignment is to showcase your learning through a presentation delivered to your fellow classmates. Students will utilize possessive affixes to introduce themselves, as well as their group partner.

The introduction should include but is not limited to the following:

Introduce self and all members of their family, such as: spouse, parents, grandparents, children, grandchildren, & pets. You may include your Blackfoot/First Nations name, and First Nations, Metis, Inuit affiliation (if applicable). You will then introduce your partner and their family. This assignment is reliant on your creativity. Please make this your own. You may use your notes during your presentation if required.

*Note: There are two (2) dates set for LT3 presentations. Presentations will occur on April 6, & April 11, 2022.

Criteria for LT3:
Students will give a group presentation on their assigned date. They will be assessed on: presentation, pronunciation, and creativity.   In addition to presentations, students are asked to submit written documentation of your work to the LT3 folder in *Dropbox* no later than **April 11, 2022***.*
*Note – you will **not** be graded for writing. Please write the words/phrases according to your learning needs.

GRADING SCALE
Course grades will be assigned on a distribution that is NOT more restrictive than the one below:

A+ 97-100% A 93-96% A– 89-92%

B+ 84-88% B 79-83% B– 74-78%

C+ 69-73% C 64-68%

C– 59-63%

D+ 54-58% D 50-53%

F 0-49%

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INTEGRITY AND CONDUCT
All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: http://www.ucalgary.ca/pubs/calendar/current/k.html).

Academic misconduct

1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:

a)   the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);

b)   parts of the work are taken from another source without reference to the original author;

c)   the whole work (e.g., an essay) is copied from another source, and/or

d)   a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted."

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

2.   **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3.   **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4.   Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not e reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT

Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it. Please see https://www.ucalgary.ca/legalservices/foip for complete information on the disclosure of personal records.

ACADEMIC ACCOMMODATIONS

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-forstudents-with-disabilities.pdf.)

Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

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Have a question, but not sure where to start?

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The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:
· Program advising
· Co-op Education Program
· Arts and Science Honours Academy
· Student Help Desk

Location: Social Sciences Room 102
Phone: 403-220-3580
Email: ascarts@ucalgary.ca
Website: arts.ucalgary.ca/undergraduate.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Block.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES
Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SUPPORT AND RESOURCES
Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: https://www.ucalgary.ca/registrar/registration/course-outlines.