

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

NATIVE AMERICAN LANGUAGES 121 – KUMEYAAY II

4 hours lecture, 4 units

Catalog Description

Continuation of NAKY 120. Students will continue to develop oral skills based on practical everyday situations and contexts.

Prerequisite

“C” grade or higher or “Pass” in NAKY 120 or equivalent

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Speak in formulaic expressions relating to daily life, environment and routine activities such as simple greetings, leave-takings and courtesy expressions, family members, numbers, time, dates, colors and basic objects in the immediate environment.
- 2) Function primarily with learned words, phrases and formulaic expressions to list, enumerate, identify and express minimal courtesies and agreement and disagreement.
- 3) Comprehend and orally communicate in the Kumeyaay language in the situations covered in NAKY 120 to include kinship, numbers, colors, body parts, and animals, among other topics.
- 4) Use essential vocabulary to read the Kumeyaay literature.
- 5) Apply vocabulary having to do with the family, shopping, home life, weather, seasons and food.
- 6) Describe the social, geographic, cultural and historical aspects of the Kumeyaay people.
- 7) Identify and discuss differences/similarities between Kumeyaay culture in family life, food and geography and other cultures.

Course Content

- 1) Listening and speaking tasks organized around thematic units on everyday topics to convey greetings, make introductions, and ask and answer questions appropriate to personal needs in and out of the classroom
- 2) Presentation of basic Kumeyaay geography, history, music, art, institutions, customs and culture in general; topics may include weather, money matters, work, time, travel
- 3) Discussion of cultural differences between the Kumeyaay speaking world and the students' own cultures in the areas of the role of parents and children, and the role and status of the Kumeyaay women and men
- 4) Presentation of grammar explanations to facilitate the acquisition and oral production of the Kumeyaay language
- 5) Utilization of situational fluency techniques (role plays, games and exercises that utilize repetition) to give students the opportunity to develop vocabulary in preparation for using the language in conversation

Course Objectives

Students will be able to use target language to:

- 1) Use advanced language and cultural materials presented in class to evaluate specific examples of Kumeyaay daily life situations, and describe how these situations would be addressed in the Kumeyaay culture.

- 2) Formulate meaning from authentic songs, stories and other traditional texts using advanced Kumeyaay language and cultural criteria set in class.
- 3) Speak using more complex vocabulary.
- 4) Using more complex Kumeyaay vocabulary and language skills, compare and contrast the role of parents and children, role and status of women and men, and customs and traditions in the Kumeyaay culture based on the language, customs, attitudes and social mores presented in class.
- 5) Utilize materials from class lessons and assigned readings to demonstrate advanced proficiency in Kumeyaay history, music, art, institutions and literature.
- 6) Using advanced Kumeyaay language skills and vocabulary, differentiate between the Kumeyaay sound system, structure and vocabulary and that of their own first (native) language, and using criteria established in class demonstrate these differences in oral and written form.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Oral exams that require students to demonstrate advanced ability to listen and speak Kumeyaay.
- 2) Cases that require students to demonstrate advanced ability to describe how every day situations would be addressed in the Kumeyaay culture.
- 3) Oral presentations that require students to demonstrate advanced proficiency in Kumeyaay history, music, art, institutions, and literature and to formulate meaning from songs, stories, and traditional texts.

Special Materials Required of Students

None

Minimum Instructional Facilities

Smart classroom with bulletin board, maps, cassette recorder, CD player, target language maps, video camera

Method of Instruction

- 1) Asking and answering questions; discussions
- 2) Role playing; paired and group activities; describing pictures and/or photographs
- 3) Oral presentations

Out-of-Class Assignments

- 1) Preparation for oral presentations
- 2) Conversational practice at the low intermediate level with Kumeyaay speaker

Texts and References

- 1) Required (representative examples):
 - a. Couro, Ted and Margaret Langdon. *Let's Talk 'Iipay Aa*. Malki Museum Press, 1975.
 - b. Couro, Ted and Christina Hutchison. *Dictionary of Mesa Grande Diegueño*. Malki Museum Press, 1973.
 - c. Shipek, et al. *Delfina Cuero, Her Autobiography and Account of Her Last Years and Her Ethnobotanic Contributions*. Ballena Press, 1991.
- 2) Supplemental: Handouts

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Understand simple statements and questions and participate in informal conversation by asking and answering questions.

- 2) Supply personal information and simple descriptions, orally.
- 3) Speak and understand in the past, present, and future tense informal commands; recognize and use pronouns; and use direct object pronouns.
- 4) Express likes and dislikes; narrate in the past; express extremes; tell how long something has been happening or how long ago something happened; and express desires and requests.
- 5) Apply vocabulary having to do with health and the body, Kumeyaay ceremonies, history, and traditions.
- 6) Identify and discuss differences/similarities between Kumeyaay culture and other cultures in regards to family life, food, history, geography, health, and pastimes.
- 7) Apply vocabulary having to do with the family, shopping, home life, weather, seasons and food.
- 8) Describe the social, geographic, cultural and historical aspects of the Kumeyaay people.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Engage in spoken interpersonal communication at the low intermediate level of the Kumeyaay language.
- 2) Plan and make oral presentations at the low intermediate level involving everyday topics in the Kumeyaay language.