

**WLC 111 – Beginning Dakota I**  
**Concordia Language Institute**  
**Concordia College - Moorhead, MN**  
**Department of World Languages and Cultures**

**Spring 2023 Jan 16-May 5**  
**M, W, F 6pm-7:30pm**  
**Fully online**  
**Synchronous**

|              |                                            |
|--------------|--------------------------------------------|
| Instructor   | Anke al-Bataineh, Raine Cloud, Joshua Dunn |
| Office       | <u>Virtual Office</u>                      |
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## **COURSE DESCRIPTION**

WLC 111 is designed for students with little or no previous knowledge of the target language. This course is designed to present and reinforce the four basic language skills of listening, speaking, reading and writing and all of the modes of communication (interpretive, interpersonal, and presentation). We follow the World Readiness Standards and incorporate communication, culture, connections, comparisons, and community in all classes. We have an emphasis on justice and sustainability, broadly understood, in all of our courses. We also emphasize intercultural communicative competence in all of our courses. We want to get to know the cultures, history, and peoples who speak the target language around the world and in the United States and know how to interact with them in appropriate ways. In the end, we hope this course helps develop curious and courageous global citizens.

We find inspiration in the mission and goals of the Concordia Language Villages:

A courageous global citizen lives responsibly by

- Appreciating and seeking to understand diverse cultural perspectives
- Communicating with competence and cultural sensitivity in multiple languages
- Respecting human dignity and cultivating compassion
- Engaging critically and creatively with issues that transcend boundaries
- Advancing a more just, peaceful, and sustainable world for all

Classroom instruction will be mostly **in the target language** in order to promote higher levels of proficiency and **students will be expected to respond back in the target language**. This class is flipped, meaning you

will be required to learn some basic concepts outside of class so we can practice communicative skills together in class.

Dakota is the original language of Minnesota and Minnesota is the origin place of the Dakota people and the Dakota language. The land of Minnesota longs to hear this language spoken again, and speaking this language sustains a culture that has always taken excellent care of this land. Speaking this language is a privilege and a responsibility. The language has the power to change the reality of the people, the animals, the plants, and the earth, so it is not to be taken lightly or disrespected. If you are Dakota, you will find that some teachers speak differently than your own family and community, and that is okay; all dialects are valid and valuable. If you are not Dakota, please understand that you are a guest in this language and in this culture. **It is your responsibility to be humble and teachable**, to respect any limitations you may hear about what can be taught to you or how you should participate in the community. You will be expected to recognize the roles of genocide, White privilege, and generational trauma in the survival of this critically endangered language, and to learn with respect and care. We are all learners here, but Dakota people are our generous hosts in their language and lifeways.

## DEPARTMENT OF WORLD LANGUAGES AND CULTURES

*The purpose of the Department of World Languages and Cultures is to foster a deep sense of passion, curiosity, discovery, understanding, and connectedness with communities at all levels, from local to global, in order to empower our students to engage and act responsibly in a culturally sensitive and multilingual manner.*

Our goal is that, in every class, from 111 to 400-level courses, students will develop the skills, knowledge, and attitudes needed to interact with people who are different from them. We aspire that, by the end of our program, students will go beyond being just responsible global citizens to becoming partners, true partners, alongside people around the world, using our intercultural and communicative competencies.

In order to accomplish this, we endorse the World-Readiness Standards, often referred to as the “5 C’s”. The image below helps explain how these work in the context of traditional acquisition skills. The full description follows as well.



<https://images.app.goo.gl/5uknyVqMsPz1V6Qm7>



# WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

| GOAL AREAS                                                                                                                                                                               | STANDARDS                                                                                                                                                                                                 |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>COMMUNICATION</b><br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes                                      | <b>Interpersonal Communication:</b><br>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.                       | <b>Interpretive Communication:</b><br>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.                                                                | <b>Presentational Communication:</b><br>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
| <b>CULTURES</b><br>Interact with cultural competence and understanding                                                                                                                   | <b>Relating Cultural Practices to Perspectives:</b><br>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | <b>Relating Cultural Products to Perspectives:</b><br>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. |                                                                                                                                                                                                                                                         |
| <b>CONNECTIONS</b><br>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | <b>Making Connections:</b><br>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.          | <b>Acquiring Information and Diverse Perspectives:</b><br>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.                   |                                                                                                                                                                                                                                                         |
| <b>COMPARISONS</b><br>Develop insight into the nature of language and culture in order to interact with cultural competence                                                              | <b>Language Comparisons:</b><br>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.                       | <b>Cultural Comparisons:</b><br>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.                     |                                                                                                                                                                                                                                                         |
| <b>COMMUNITIES</b><br>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world                                 | <b>School and Global Communities:</b><br>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.                          | <b>Lifelong Learning:</b><br>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.                                                            |                                                                                                                                                                                                                                                         |

## COURSE GOALS AND LEARNING OBJECTIVES

We expect that students at the end of 111 are at the **novice mid** range for all areas as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency guidelines

(<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>).

The following statements describe what students will be able to do:

### SPEAKING:

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

### WRITING:

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

### LISTENING:

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

### READING:

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

In addition to language acquisition, all of our courses emphasize intercultural communicative competence, expecting students to attain the **novice mid** range by the end of 111. ACTFL defines benchmarks for intercultural competence as follows:



## NCSSFL-ACTFL CAN-DO STATEMENTS

## INTERCULTURAL COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS



## NOVICE

## INTERMEDIATE

|                                                                                              | PROFICIENCY BENCHMARK                                                                                         | PROFICIENCY BENCHMARK                                                                                                         |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>INVESTIGATE</b><br>Investigate Products and Practices to Understand Cultural Perspectives | In my own and other cultures <b>I can</b> identify products and practices to help me understand perspectives. | In my own and other cultures <b>I can</b> make comparisons between products and practices to help me understand perspectives. |
|                                                                                              | PERFORMANCE INDICATORS                                                                                        | PERFORMANCE INDICATORS                                                                                                        |
| <b>PRODUCTS</b>                                                                              | In my own and other cultures <b>I can</b> identify some typical products related to familiar everyday life.   | In my own and other cultures <b>I can</b> compare products related to everyday life and personal interests or studies.        |
| <b>PRACTICES</b>                                                                             | In my own and other cultures <b>I can</b> identify some typical practices related to familiar everyday life.  | In my own and other cultures <b>I can</b> compare practices related to everyday life and personal interests or studies.       |



|                                                                     | PROFICIENCY BENCHMARK                                                                                                                                        | PROFICIENCY BENCHMARK                                                                                                                                                       |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTERACT</b><br>Interact with Others in and from Another Culture | <b>I can</b> interact at a survival level in some familiar everyday contexts.                                                                                | <b>I can</b> interact at a functional level in some familiar contexts.                                                                                                      |
|                                                                     | PERFORMANCE INDICATORS                                                                                                                                       | PERFORMANCE INDICATORS                                                                                                                                                      |
| <b>LANGUAGE</b>                                                     | <b>I can</b> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. | <b>I can</b> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. |
| <b>BEHAVIOR</b>                                                     | <b>I can</b> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.                       | <b>I can</b> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders.                  |

***The World Readiness standards align nicely with the Concordia Goals for Liberal Learning. The purpose of our language program to foster a deep sense of passion, curiosity, discovery, understanding and connectedness with the local and global community in order to empower our students to engage and act responsibly in a culturally sensitive and multilingual manner (GLL 5, ACTFL 5.1)***

Common goals for language courses at Concordia College are:

- 1- for students to acquire the four language skills – listening, speaking, reading and writing – at various levels of proficiency. (GLL 2, ACTFL Standards 1.1, 1.2, and 1.3)
- 2- to develop the ability in students to communicate with people of other cultures in their language. (GLL 4, ACTFL Standards 2.1, 2.2, 4.1, and 4.2)
- 3- to give students the opportunity to have direct contact with speakers from the target language-speaking world (GLL 4, ACTFL Standards 3.2, 4.1, and 4.2)
- 4- to appreciate the contributions by people of the target civilizations to history, the arts, literature and their established institutions, etc. (GLL 3, ACTFL Standards 3.1 and 3.3)
- 5- for students to acquire a better understanding of the English language and the U.S. culture through comparison with other languages and cultures. (GLL 4, ACTFL Standards 3.2, 4.1, and 4.2)
- 6- to stimulate the curiosity and the imagination of students and motivate them to continue the study of languages beyond college to full proficiency. (GLL 1, ACTFL Standards 5.2)

## **ESSENTIAL QUESTIONS –**

**Each course addresses at least five of the following questions:**

1. How do we greet each other? How are those greetings similar and different in the target-language speaking communities?
2. Who are the members of your family and how does it compare to families in the target-language speaking communities?)
3. Describe life in school / at work. How is it different in the target-language speaking communities?
4. Describe where you live (city, country, rural, urban, suburban, etc.). How is this different from target-language speaking communities?
5. What is your daily routine? What is a daily routine for members of the target-language speaking community?
6. What do they eat/drink in the target-language speaking communities and why?
7. What do you do during your free time? Compare this to experiences in the target-language speaking communities. Consider the privilege implicit in this question: what kinds of resources are needed to have free time and hobbies? How it is similar and how does it differ in the target-language speaking communities?
8. What do you do to live sustainably? How does the target-language speaking community engage with issues of sustainability?
9. How do we (you and the target-language speaking community) show resilience across the above areas ?

## **THEMES –**

**Each course addresses at least five of the following themes:**

1. Greetings
2. Family
3. School / Work

4. Community living situations
5. Daily Life
6. Shopping and Food
7. Past-times
8. Sustainability

## COURSE GOALS AND OBJECTIVES

Students will develop beginning to novice mid proficiency in the target language. This includes:

1. The ability to “cope” with a simple conversation in the target language with a sympathetic interlocutor
2. The ability to extract meaning from authentic novice / intermediate level print and video documents
3. The ability to write simply but coherently and with reasonable accuracy in the target language
4. The ability to understand clearly articulated native speech in the target language within the limits of the student’s vocabulary
5. Knowledge of the basic structures and vocabular of the target language
6. Knowledge about the target language’s worlds and cultures

Upon successful completion of WLC 111, the student will be able to:

1. Produce the sounds of the target language and stress words correctly
2. Use greetings and expressions commonly employed in social gatherings
3. Make simple conjugation and grammatical agreements, when applicable to the language
4. Maintain ordinary conversation about his/her immediate environment (self, family, school / work...).
5. Read and write simple texts and sentences;
6. Locate the areas of the target language-speaking world on a map;
7. Understand basic aspects of cultures in the target language-speaking communities;
8. Comprehend cultural differences and their implications.

## REQUIRED RESOURCES /TEXTS AND RECOMMENDED ACTIVITIES

Note: As many of these languages are “less commonly taught” languages or critical / endangered languages, there often are few if any textbooks or published materials. Instructors must develop their own materials or rely on open-source resources found online.

### **Required materials:**

*All required readings and media in this course will be provided free of charge and electronically.*

### **Recommended materials:**

*These are for purchase independently and can help you greatly in your language and culture learning efforts, in this course and beyond.*

[Dakhóta Iá Wóhdaka Po! – Level 1 Speak Dakota Textbook](#)

[Dakhóta Iá Wóhdaka Po! – Speak Dakota! Level 1 Audio CD](#)

[Dakhóta Iá Wóhdaka Po! – Speak Dakota! Level 2 Audio CD](#)

[New Lakota Dictionary app](#)

[Dakota Grammar with Texts and Ethnography](#)

[The Dakota Way of Life](#)



## EVALUATION

Your final grade is based on the following distribution, which is subject to change:

|                                                   |                    |
|---------------------------------------------------|--------------------|
| Attendance (See WLC department attendance policy) | 10%                |
| Active Participation                              | 10%                |
| Homework                                          | 25%                |
| Culture Projects                                  | 20%                |
| Unit Tests                                        | 25%                |
| Final examination                                 | 10%                |
|                                                   | <b>TOTAL: 100%</b> |

### Grading scale

|    |          |    |                       |            |                |
|----|----------|----|-----------------------|------------|----------------|
|    |          |    | B+ 87 – 89<br>67 – 69 | C+ 77 – 79 | D+             |
| A  | 93 – 100 | B  | 83 – 86               | C          | 73 – 76        |
| A- | 90 – 92  | B- | 80 – 82               | D          | 63 – 66        |
|    |          |    | C-                    | 70 – 72    | D-             |
|    |          |    |                       | 60 – 62    | F 59 and below |

Note: Grades are rounded up at .6

## COURSE WORK

**Note that this course is available as a 4-credit and 3-credit option. We generally expect the same attendance at synchronous sessions but there is a difference in the workload, as identified below.**

All students are expected to attend and participate regularly.

### Attendance and Participation

Attendance and participation make up 20% of your grade because these concepts are so important to our community. Being late to class on a repeated basis may also constitute absences. Attendance will also influence your participation grade, though being present in body only does not constitute participation. Sleeping in class, texting in class, being involved in any non-class related activity, all detract from this community and our learning and count as absences. So, please embrace the spirit of this community!

Students who miss a class will lose the daily attendance point and the absence will count toward the 3-absence department rule. **Pre-approved** extenuating circumstances are the only exception to attendance points.

There is also a participation point per day, as well as in-class activities that historically could not be made up if absent. With the online class recordings, there is an opportunity to catch up on missed content. Students can recuperate participation points and in-class activity points for any classes missed (for any reason) by watching the recording and completing each activity in a comparable way. There will be an online form to complete to get these points. Recordings of the online class are archived on Moodle.

**Make-up work:** Students are expected to attend no less than 80% of live sessions, and to watch the recordings of all missed sessions before the following class session. All work must be submitted by the Tuesday following the end of class. Missing class means you will learn less language, that is the reality. Make class your top priority during these weeks. There are no make-up work opportunities, but students may sign up for the professor's office hours.

Most assessments in this course will be performance assessments, meaning students will participate in an interaction, entirely in Dakota, and demonstrate their command of the language. These will occur during class time. These will be graded together on general effort and progress, as opposed to on exact right/wrong answers. This counts for 80% of the grade. 20% of the grade is earned through the final presentation of the project and discussion with an intergenerational group of Dakota speakers at the on-site meeting on July 10. It is the student's responsibility to notify the instructor of any delays in submission or missing out on live class in advance. No excuses can be accepted after the fact unless a true emergency occurred.

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The class will meet in person for intergenerational Dakota activities on 3 Saturdays. If you are unable to attend these in-person sessions, please let the instructors know early, as the time can be made up in other ways.

## Coursework and homework

This is a fully online class with synchronous meetings via Zoom and asynchronous homework.

Tips for our online classes: Plug in to the internet when possible. Wear a headset.

This class is sometimes flipped, meaning that you may be required to learn the basics of the lesson before coming to class. In class, we will clarify concepts and do communicative activities.

There are at least five units in each section of 111. Each unit is expected to include 10 hours of synchronous (or equivalent) content. Both 4.0 and 3.0 credit students are expected to participate equally in the synchronous activities. 3.0 credit students will do fewer of the forums, Flipgrid videos, and other kinds of equivalent coursework. A 4.0 credit student will have 50 hours of contact time. A 3.0 credit student is only expected to have 37.5 hours of contact time.

Differences between the 4.0 and 3.0 credit course in the homework: There are approximately two hours of homework for every hour of class for 4.0 credit students for a total of 20 hours per unit. There are 15.5 hours of homework per unit for a 3.0 credit student.

For each thematic unit, students will learn vocabulary, applicable grammar, and culture. Issues of justice and sustainability will be linked to each unit. There will be a reading / text, video, speaking, writing, and listening activity for each unit. These activities will often take the form of homework / games to be completed outside of class.

Each of the three modes of communication will be assessed for each unit: interpretive, interpersonal, and presentational and graded with a proficiency-based model in mind (i.e., we will be looking at the standards for novice-mid and evaluating your performance based on those criteria).

An estimated time to be expected for homework for each unit: (15.5-20 hours divided roughly into the following categories):

- Vocabulary: 5 hours
- Grammar / Structures: 5 hours
- Culture: 5 hours (\*\*3-credit students will only have 3 required hours of culture activities)
- Listening activities: 1 hour (\*\*30 minutes required for 3-credit students)
- Reading: 1 hour (\*\*30 minutes required for 3-credit students)
- Video : 1 hour (\*\*30 minutes required for 3-credit students)
- Speaking activities: 1 hour (\*\*30 minutes required for 3-credit students)
- Writing activities: 1 hour (\*\*30 minutes required for 3-credit students)

## Unit Tests

These tests (5 in total) will cover your knowledge of the grammar, vocabulary, and culture of each unit. Tests will focus on your ability to use the material in meaningful and communicative contexts. Exams will incorporate different acquisition skills (listening, reading, writing and speaking) but be organized around the modes of communication. A strong knowledge of the vocabulary, grammar, and culture is necessary to be able to perform well on the performance-based tasks.

## Final Examination

The final examination is comprehensive. There will be listening comprehension, speaking, reading, culture, and writing sections on the examination, organized around the modes of communication and graded with the proficiency of novice-mid as the end goal.

### Communication:

- **Moodle / Google Classroom:** to access documents, previously recorded Zoom/Adobe Connect meeting, discussion boards, upload homework snips, check grades, and more
- **E-mail:** don't forget to check you Concordia account frequently. You can have it forwarded to another email account if you prefer but your Concordia email is your official email for this course. Here are instructions for how to do that :  
<https://cobbernet.cord.edu/directories/offices-services/information-technology/solution-center/resources/email/>
- **Zoom / Adobe Connect:** You will get an email invitation to join our class. Please look for it.
- **Concordia Google account:** You will need to know your Concordia google username and password.



## EXPECTATIONS AND ACADEMIC HONESTY

### Expectations:

As this is a course of a language quite new to you, we will be dealing with a great deal of new materials. Any absence can be detrimental to your success. There are serious consequences to missing a day of work, being late, and not having your work done. So please, embrace the spirit of being punctual, attending class on a regular basis, showing respect to one another, being active and productive, asking questions when you do not understand, being WILLING TO SPEAK THE TARGET LANGUAGE! I will always appreciate your efforts. This is a beginning language course: no one should be perfect or fluent in this course! You are all new to the language and learning.

Please note though that the class is taught in the target language (i.e., the target language is the language of instruction, not English) in order to help you develop your listening and speaking skills. You will therefore

be expected to try to express yourself in the target language as much as possible. Let's have fun and explore this beautiful language and related cultures together!

#### Academic honesty:

No criterion is more important in the lifelong learning process. In all of your work, you are responsible for dignifying the thoughts and work of others and for exercising and demonstrating original thought and work. The difference between the two should be clearly and appropriately identified and documented. Plagiarism, or any other form of cheating, will result in a zero for the work in question, the possibility of an F in the course, and any other disciplinary measures deemed necessary. At the bottom of cover sheets for all polished writing in this course, you should type and sign the statement on academic integrity. If you have any questions about what is appropriate, please come talk to me.

Students enrolling at Concordia College assume the obligation to maintain standards of academic integrity. Violation of academic obligations include: unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification, and the facilitation of such acts.

***Cheating*** includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work.

***Cheating*** includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work.

***Plagiarism*** is the use of another's ideas or words, or both, as if they were one's own.

However, ideas or direct quotations from others are acceptable with appropriate citation of sources. This is especially important as we work in an online environment where it is easy to "cut and paste" ideas found on the web. Keep track of resources you find. Cite them in your journals (even informal assignments). Be careful to give credit to other people's work.

In general, it is expected that the work you do be your own. All instances of plagiarism are reported to the Academic Affairs.

For more information, please consult the following sites:

- <https://concordia-www.s3.amazonaws.com/files/resources/catalog20-21.pdf> (pages 37 - 40)
- <https://cobbernet.cord.edu/handbooks/student-handbook/academic-policies/>

#### Accommodations for Students with Disabilities:

In accordance with the Americans with Disabilities Act, Concordia College and your instructor are committed to making reasonable accommodations to assist individuals with documented disabilities to reach their academic potential. Such disabilities include, but are not limited to, learning or psychological disabilities, or impairments to health, hearing, sight, or mobility. If you believe you require accommodations for a disability that may impact your performance in this course, you must schedule an appointment with Disability Services to determine eligibility. Students are then responsible for giving instructors a letter from Disability Services indicating the type of accommodation to be provided; please note that accommodations will not be retroactive. The Disability Services office is in Old Main 109A, phone 218-299-3514;

<https://cobbernet.cord.edu/directories/offices-services/counseling-center-disability-services/disability-services/>



## Statement on Mental Health.

Concordia College urges you to make yourself—your own health and well-being—your priority throughout this semester. It is important to recognize stressors you may be facing, which might be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, balanced nutrition and connecting with others are great strategies to help you flourish at Concordia. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other campus resources, such as Counseling Center. Contact the Counseling Center to learn more, at [counseling@cord.edu](mailto:counseling@cord.edu), (218) 299-3514, or stop in Lower Level, Old Main, room 109A. All appointments are free and confidential.

## Diversity Statement:

Concordia College aspires to be a diverse community that affirms an abundance of identities, experiences, and perspectives in order to imagine, examine, and implement possibilities for individual and communal thriving. Critical thinking grounded in the liberal arts compels us to participate in intentional dialogue, careful self-reflection, and honest interactions about difference, power, and inequity. As responsible engagement in the world calls us to recognize worlds that are familiar or unfamiliar, visible or less visible, Concordia will act to increase and support diversity in all areas of community life.

## Class Recording Policy:

1. Recordings of class sessions that include student participation are considered educational records by FERPA, requiring the college and instructors to protect students' privacy.
2. Instructors may make recordings of class sessions that include student participation if:
  - a) students are given advance notice of the intent to record,
  - b) the recording is accessible only to students in the class,
  - c) the recording is accessible for viewing only (no copying, downloading, or printing),
  - d) the recording is destroyed at the end of the semester.
3. The policy requires that class recordings be posted on the college's Google drive, which has the functionality to restrict access to viewing only.
4. Instructors must seek permission in advance from students if they intend to retain recordings of class sessions for use in subsequent semesters or for other educational purposes.
5. Students may not record class sessions without the advance permission of the instructor, and without the consent of the other students in the class. These recordings are for personal, educational use and may not be distributed to others. These recordings must be destroyed at the end of the semester.

## Title IX:

1 in 5 women and 1 and 16 men report experiencing a sexual assault or attempted sexual assault while in college. Concordia is dedicated to preventing and responding to sexual assault and has made most responsible employees mandated reporters.

Any Concordia student who experiences sex discrimination, sexual harassment, or sexual misconduct (including sexual assault, stalking, and domestic/relationship violence) can make choices about to whom to disclose and how to report. The options are summarized and links are available at <https://www.concordiacollege.edu/directories/offices-departments-directory/human-resources/title-ix/report-to-the-college/>. So that students who experience such trauma get support and these incidents are not overlooked, employees of the college (whether staff, faculty, or student workers) who are told about an incident (including direct disclosure by the victim) are required to report the incident to Ms Peggy Torrance, who is Concordia's Title IX coordinator. Victims may wish to contact Ms Torrance directly, or contact the deputy Title IX coordinator in the Office of Student Affairs who is Ms Laura Zeiher (218-299-4326).

If you are a victim seeking confidential support, please consider these resources:

Rape and Abuse Crisis Center (not college affiliated – 317 8th St. N. in Fargo, ph. 701-293-7273)  
Counseling Center (Academy 106, ph. 299-3514)  
Campus clergy (Office of Ministry, Campus Center, ph. 299-4161)  
Health Services Office (ph. 299-3662)

To report sexual assault, please contact one of the following:

Public Safety (Campus Center, ph. 299-3123)  
Title IX Coordinator (Lorentzen 150, ph. 299-3339)  
Student Development and Campus Life (Academy 101, ph. 299-3455)

Special Requests:

Please let me know if there is a special request or situation that might require some modifications for this course. I'm happy to make arrangements with you! Bon courage!

Tips for being successful in this course:

- Show up (come to class) and try.
- Communicate regularly with the professor.
- Do your homework regularly.
- Get involved in activities related to the target language / culture.
- Be curious. Connect the content to your passions. Find the fun.

*Your place to think...*

- How can I contribute to the class and participate actively?
- What strategies can help me be more comfortable speaking in this language?
- What is stressing me out the most about this course?
- What am I the most excited about learning?
- How can I let my teacher partner with me to be successful in my own learning?
- What do I need to do to be successful in this course?
- What is my number one goal for my learning in this course?

## Culture Portfolio

In your portfolio you will demonstrate what you have learned and you will see your progression throughout the semester. There are **two (2)** components to your culture portfolio:

### 1. Cultural exploration – due the class before each unit test so 5 total throughout the term

For each unit you will complete a culture activity. You should pick a different choice for each unit, without repeating any of them. For each choice, you will have a well-written paragraph of 7-10 sentences (or more) with a minimum of 5 of the sentences completely in the target language. As you progress, increase this number. For each unit, choose an activity that interests you and goes well together. Here are the choices:

- a. Photos and a description : Choose two photos. One photo that represents you and one photo that represents the target-language speaking community. Write a short description in the target language and compare the two photos (in English with some sentences in the target language as your proficiency allows)
- b. A work of art : Choose a work of art that represents the unit theme. Write a description of it in the target language and why / how it represents the theme (in English with some sentences in the target language as your proficiency allows)
- c. A person from the target culture : Research a person from the target-language culture who engages with the topic of the unit. Write a simple description of the person and what s.he does (in the target language). Explain how they represent the theme and why you chose to write about them (in English with some sentences in the target language as your proficiency allows).
- d. A current event : Find a current event related to the theme of the unit.that involves the target culture. Write a short description of the event in the target language. Explain how it represents the theme and why you chose to write about it (in English with some sentences in the target language as your proficiency allows).
- e. Culture and the three Ps : Think about the three “Ps”: products, practices, and perspectives as related to one of the units. Choose a product from the target culture. Find a photo of it. Write the name of it in the target language. Make a list of several practices related to it (in the target language). In English, explore some of the perspectives behind it.

### 2. Presentation on an area speaking the target language – one per term

Choose an area where the target-language and / or its culture are important. Provide information about the area, which should include the following : general background information and statistics, « amazing but true », and how it relates to themes studies in this course.

For your presentation, be sure to respect the following :

1. Introduction and the basic information in the target language
2. Details in English (although try to use the target language at least in the titles of your slides)
3. Reflections in English (compare with dominant US culture / your opinion)
4. Develop and conduct a comprehension quiz / game to check to see if the class understood your presentation (mixture of the target-language and English)
5. Ask if there are any questions

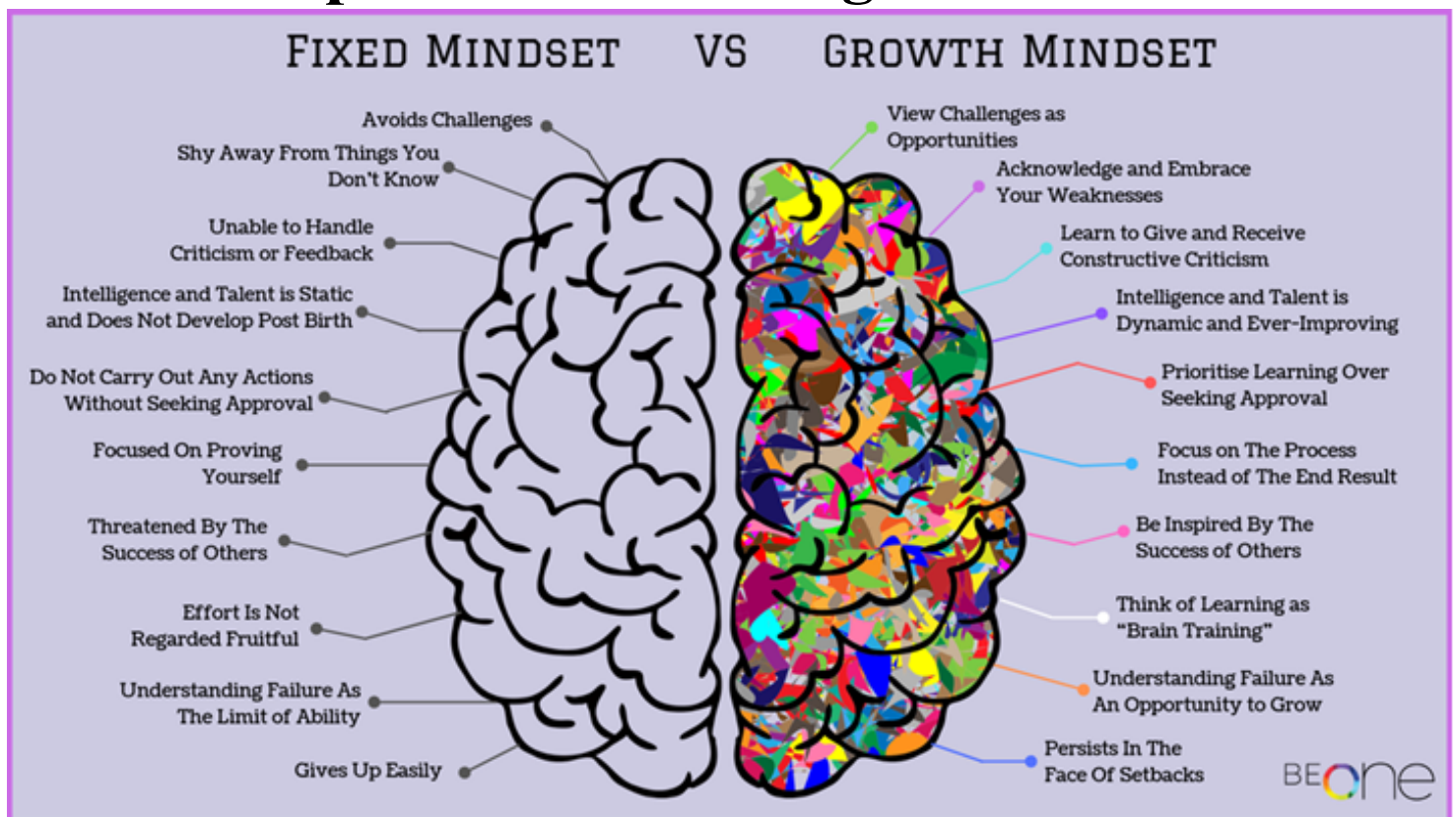
How to write the cultural reflection:

When you reflect in English about a cultural point, here are some suggestions:

- Describe what happens in the target-language culture and then what happens in your culture. You can make a chart if you would like to compare several points side by side or use a Venn Diagram.
- Name some differences and similarities you have noticed. No judgement, just stating what is different and what is similar.
- Try to explain these differences and similarities. Make several hypotheses, do not just provide one explanation.
- Give your opinion on what you have learned.

These presentations will be at the end of the class. You are encouraged to have visual aids, such as a PowerPoint or Prezi presentation or something using PowToon, Flipgrid, Glogster, etc. Your presentation will be between 5 – 7 minutes. Be sure to have a short comprehension quiz / game at the end and to encourage questions from the class.

## It's important to have a growth mindset.



## Class Calendar

For every hour of class, students are expected to spend two hours outside of class reviewing materials and preparing.

| Day           | Target Skills                                                                 | Cultural Activity               | Tradition Presentation    | Assessment                                                   |
|---------------|-------------------------------------------------------------------------------|---------------------------------|---------------------------|--------------------------------------------------------------|
| Jan 24-Feb 15 | Greeting, sharing feelings                                                    | Independent research on culture |                           |                                                              |
|               | Having, how many, asking what something is                                    | Independent research on culture |                           |                                                              |
|               | Counting, giving reasons, feelings in past, present & future                  | Independent research on culture |                           |                                                              |
|               | Give & understand simple directions                                           | Independent research on culture |                           |                                                              |
|               | Simple classroom stories, playing games with colors and numbers               | Independent research on culture |                           |                                                              |
|               | Wanting to do and not with classroom activities                               | Independent research on culture |                           |                                                              |
|               | Showing someone how to do, teamwork words                                     | Independent research on culture |                           |                                                              |
| Feb 15        | Telling stories about right & wrong behaviors                                 | Independent research on culture |                           | Unit Test 1: Guess Who                                       |
|               | Funny & serious stories                                                       | Independent research on culture |                           |                                                              |
|               | Telling others how to play a game                                             | Independent research on culture |                           |                                                              |
| March 10      | Give peers feedback                                                           | Independent research on culture |                           | Unit Test 2: Descriptions of cartoons                        |
|               | Interview someone about themselves                                            | Independent research on culture |                           |                                                              |
|               | Asking for help, clarification, checking comprehension                        | Bow-making                      | Semi-nomadic settlements  |                                                              |
|               | Giving instructions, telling directions & instrument use                      | Bow-making                      | Drum songs                |                                                              |
|               | Discussing family members, comparing things                                   | Bow-making                      | Moccasins                 |                                                              |
|               | Discussing locations, positions, distances, lengths                           | Bow-making                      | Beading                   |                                                              |
| April 5       | Telling actions in sequence, using prepositions                               | Bow-making                      | Contemporary music        | Unit Test 3: Animal photo post/Campfire cooking video        |
|               | Intergenerational immersion games & stories (at Upper Sioux Community Center) | Bow-making                      | Traditional games         |                                                              |
|               | Circumlocution, comparing past & present                                      | Medicine Pouch creation         | Pipestone carving         |                                                              |
|               | Positioning objects, prepositions, discussing art                             | Medicine Pouch creation         | Winter counts             |                                                              |
| April 21      | Discussing traditions, routines, appropriateness of actions                   | Medicine Pouch creation         | Women's songs & protocols | Unit Test 4: Animal life cartoon/Thipi painting presentation |
|               | Giving instructions, household chores, politeness, conditionals               | Medicine Pouch creation         | prayers                   |                                                              |
|               | Welcoming a guest to a traditional home                                       | Medicine Pouch creation         | Seasonal activities       |                                                              |
| May 5         | Intergenerational immersion games (at Upper Sioux Community Center)           | Medicine Pouch creation         | Traditional games, cont.  | Unit Test 5: Book presentation/Thipi guest Simulation        |



Link to our classroom in Zoom:

<https://us02web.zoom.us/j/219193946>

Link to professor office hours in Zoom:

<https://us02web.zoom.us/j/87201964623?pwd=bFN3QTVxZk8xd3BJM1RRTEZzbWFIZz09>

**Structural / grammatical concepts covered in WLC 111:**

- Gender in language use
- Numbers
- Writing system
- Nouns
- Verb conjugations
- Adjectives
- Adverbs
- Present tense verbs
- Future tense verbs
- Introduction to comparatives and superlatives
- Animacy
- Frequency of verbs
- Telling time
- Politeness with relatives & guests
- Negations
- Forming questions
- Prepositions
- Possessives

Note: It is a best practice to contextualize the grammar / structures within the unit. We are guided by the appropriate proficiency level but also take into account Krashen's  $i + 1$  hypothesis, which says we need to provide input one level higher than the student level in order for them to progress without being overwhelmed.

## Attendance and Participation in WLC during COVID-19

The Department of World Languages and Cultures (WLC) is committed to the College's mission of developing courageous responsible global citizens. One of our department learning goals is for students to be able to communicate with competence and cultural sensitivity in multiple languages. Our national standards affirm this goal and explain it this way: **Students should know how and when to say what to whom, and why.** We have set our department learning outcomes to align with these national standards and with outside accrediting bodies, such as the Minnesota Board of Teaching.

To achieve our student learning outcomes, we need to assess several different acquisition skills or modes of communication. The “interpersonal” mode is most relevant to this statement on attendance and participation. **For the interpersonal mode, conversations need to take place in real time, without scripts, where the interlocutors have to “negotiate meaning”.** You have to listen and understand what your partner is asking / saying and respond appropriately to be able to have a real conversation. This is directly applicable to real-world tasks and our ultimate goal of sending students out into the world with intercultural communicative competence. We want you to be able to interact appropriately with people in the target language: order food in a restaurant, talk to a friend, help someone who is lost, and so forth.

There is no technology that can fully replace the active negotiation that needs to happen in real time. For this reason, attendance and participation has been traditionally required for all WLC courses and we typically have a strong departmental attendance policy, with penalties for missing more than 10% of any course. **We know that students are most successful when they are attending class and participating regularly.** Due to COVID-19, we are suspending our regular attendance policy to be in compliance with the College's new COVID-19 attendance policies. **Please note that the College still expects that students are attending class regularly and this is especially important in WLC courses.** Each professor may address attendance this semester differently in their course so please read your syllabus carefully. In all cases, we expect you to be in class, in person for courses with that format, as much as possible. When you need to miss for legitimate COVID-19-related reasons, we will work with you so that you have access to the needed materials. Many professors have synchronous online versions of their blended classes for students who cannot attend in person due to COVID-19. Those classes may sometimes be recorded for students to watch asynchronously at a later date (please consult with your professor to see if this is applicable to your course). If this is not an option for your course, work with your professor on alternative arrangements. In all cases, we are here to help and no one should feel they have to learn material on their own when they need to miss for legitimate reasons. Your successful learning is our priority.

To that end, we continue to emphasize participation in all of our courses. This is an obvious relationship between attendance and participation in many ways: we need you to be in class in order to participate, especially as it pertains to the interpersonal mode. **We need you to be participating in the target language in real time.** This is an essential goal and there is no way to get around it. Most faculty have multiple ways that participation is assessed and we are striving to be even more creative and flexible given COVID-19. For some, watching the recorded classes and sending in comments / completing tasks may be accepted as an alternative when students have to miss for legitimate COVID-19-related reasons. Others may allow alternative assignments or have different ways that they take participation into consideration. Please work with your professor on the possibilities for your WLC course.

**Summary: To successfully meet essential departmental student learning objectives and national standards, attendance and participation is vital in WLC courses. You are expected to be in class as much as possible. When legitimate COVID-19-related situations occur, we will work with you to make sure you are still supported in your learning. However, even with COVID-19, regular and meaningful participation is an expectation in all WLC courses.** Read your syllabus and work with your professor to understand what that means for your individual WLC course. If you have any questions or concerns, please bring them up to your instructor. If you continue to have concerns, feel free to reach out to the department chair (Dr. Gay Rawson, [rawson@cord.edu](mailto:rawson@cord.edu)). We look forward to learning with you this semester and are here to help. Courage !

## Department of World Languages and Cultures - Attendance Policy

Adopted April 4, 2017

**Concordia College deems attendance and participation as “critical to a student’s success. Because any absence, excused or unexcused, detracts from the learning experience, students are expected to attend all classes.”** (Student Handbook, Academic Policies). In a language class, attendance and participation is vital. We emphasize all acquisition skills at all levels and engage students in interpersonal communication, something that cannot be easily done outside of class or “made up”.

The Student Handbook also has a policy explaining absences for **college-sponsored activities**: “In any class, under normal circumstances, students should not miss more than 10 percent of the total scheduled class periods because of a college-sponsored activity.” The Department of World Languages and Cultures follows the college policy in terms of excusing absences for college-sponsored activities and working with the student in regard to make-up work, rescheduling a test, etc. Students will need documentation and will need to contact their instructors before the absence because of a college-sponsored activity to come up with an acceptable plan. **Please note that excessive absences, whether due to college-sponsored activities or otherwise, can be detrimental to your learning.**

In all other situations, all absences count and there is no make-up work / rescheduled exams, quizzes, etc. Individual faculty members may determine extenuating circumstances however students should not count on this provision.

The Department of World Language and Cultures therefore has the following departmental attendance policy:

**All absences count** (except documented college-sponsored activities). **There is no make-up work.**

However, we know that life intervenes and so students may miss up to **one week of classes without points being deducted** from their final course grade (no make-up work or rescheduled exams, etc. though). This would be 3 absences for a MWF course, 2 absences for a T / H course, and 1 for an evening course that meets once a week, for example. For courses that do not meet on a semester schedule, such as summer and block courses, the above principle applies but it is adjusted for their duration. Instructors will confirm with students the exact number of permitted absences, which will never be more than 10%.

With each absence that exceeds the equivalent of a week for your course, **your final course grade drops 3%. It drops 3% for each subsequent absence.**

For example, if a student in a MWF class misses 5 classes, 6% will be deducted from their final course grade. So, a 90% becomes an 84% and a grade of B would be entered as the final grade.

**Moral of the story:** Come to class! The penalties for missing add up quickly. We are here to help you learn and improve and we want you to succeed! This policy is designed to help that happen.



## **Department of World Languages and Cultures - Attendance Policy**

**“I have read and understand the WLC  
attendance policy.**

**Any and all of my questions have been  
answered.”**

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**Student name**

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**Date**

**For more information on Concordia’s attendance policy, refer to the Student Handbook.**