




**SOUTH DAKOTA BOARD OF REGENTS**  
**ACADEMIC AFFAIRS FORMS**

**Revisions to General Education Requirements**

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

|                           |  |  |                          |
|---------------------------|--|--|--------------------------|
| <u>NSU</u><br>Institution | College of Arts and<br>Sciences/Department<br>of English,<br>Communication, and<br>Global Languages<br>Division/Department | <u>Michael Wanous</u><br>Institutional Approval Signature  | <u>9/5/2025</u><br>Date  |
| <u>NSU</u><br>Institution | Dr. Elizabeth Haller,<br>Associate Dean of the<br>College of Arts and<br>Sciences<br>Form Initiator                        | <br>Dean's Approval Signature | <u>8/28/2025</u><br>Date |

**Indicate (X) the component of the General Education Curriculum that the proposal impacts.**

|               |   |
|---------------|---|
| <u>X</u>      | System General Education Requirements   |
| <u>      </u> | Institutional Graduation Requirements   |
| <u>      </u> | Globalization/Global Issues Requirement |
| <u>      </u> | Writing Intensive Requirement           |

**Indicate (X) the revision(s) that is being proposed (more than one may be checked).**

|               |   |
|---------------|---|
| <u>      </u> | Revision to an approved course                                  |
| <u>X</u>      | Addition of a course to the set of approved courses             |
| <u>      </u> | Deletion of an approved course from the set of approved courses |

### **Section 1. Provide a Concise Description of the Proposed Change**

Add AIS 110 Dakota Language I (4 credits) and AIS 112 Dakota Language II (4 credits) to the list of approved NSU courses that fulfill SGR #4 Arts and Humanities

### **Section 2. Provide the Effective Date for the Proposed Change**

01/01/2026

### **Section 3. Provide a Detailed Reason for the Proposed Change**

**AIS 100** - Adding Dakota Language I to the list of approved General Education courses affirms the importance of South Dakota's cultural heritage by providing students with the opportunity to study an Indigenous language deeply connected to the region's history and communities. As a humanities course, it introduces students to both the structural and cultural dimensions of language learning, building foundational skills in reading, writing, and speaking Dakota while cultivating an understanding of the values, beliefs, and ideas expressed through the language. Offering Dakota as a general education option broadens student choice, highlights the significance of Indigenous knowledge systems, and enhances students' preparation for meaningful engagement in an interconnected world. This change also aligns with ongoing efforts to preserve and revitalize Native languages, ensuring that higher education supports both academic and community needs.

**AIS 112:** Dakota Language II builds directly on Dakota Language I to advance student proficiency in a non-English language while deepening their understanding of kinship, relationships, and community expectations expressed through the Dakota language. By completing structured voice recordings, mini-presentations, and a final presentation, students demonstrate both linguistic competency and an appreciation for the cultural and philosophical frameworks of Dakota people. These assessments provide clear evidence that students achieve the General Education Goal 4 outcomes: demonstrating knowledge of the human experience, understanding core concepts of language learning, and developing foundational competency in reading, writing, and speaking Dakota

### **Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes**

**AIS 110** - This course clearly meets General Education Goal 4 by requiring students to demonstrate foundational competency in reading, writing, and speaking Dakota through cumulative self-introductions, structured assessments, and a final oral interview, thereby ensuring proficiency in a non-English language and an understanding of the discipline of language learning.

Additionally, the course aligns with Goal 4 by integrating language instruction with cultural contexts of kinship and community, enabling students to demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience

**AIS 112** - Adding Dakota Language II to the list of approved General Education courses affirms the value of continued language study and provides students with the opportunity to build on the foundation established in Dakota Language I. As a humanities course, it not only strengthens proficiency in reading, writing, and speaking Dakota but also cultivates an understanding of kinship systems, personal relationships, and cultural expectations essential to communication in the language. Offering Dakota Language II as a general education option expands student pathways, highlights the significance of

Indigenous knowledge within South Dakota, and prepares students to engage more meaningfully with both academic and community contexts. This change supports the preservation and revitalization of Dakota language while ensuring students meet the specified goals and outcomes of General Education Goal 4.

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

See below for the AIS 110 Syllabus and the AIS 112 Syllabus.



**AIS 110-NT1: Dakota Language I (4 credits)**  
**Fall 2025**

**INSTRUCTOR INFORMATION**

Akisa Peters

Instructor of Dakota Language, Sisseton Wahpeton College

Phone: 605-924-0586 Email: [Akisa.Peters@northern.edu](mailto:Akisa.Peters@northern.edu)

**OFFICE LOCATION and DROP-IN HOURS**

My office is on the campus of Sisseton Wahpeton College

I will hold office hours via Zoom a minimum of 4 days per week for a total of 6 hours. Precise times and the Zoom link will be available on the first day of class.

**RESPONSE TIME EXPECTATIONS**

E-mail:

I regularly check email Monday through Friday before 6:00pm and will respond within 24 hours. Please also regularly check the News feature on our D2L course page for messages from me regarding class.

Grading Response Times:

All efforts will be made to have assignments graded within two weeks of their due date. You should read my comments (if any) on each assignment and consider them when completing further assignments.

*The instructor reserves the right to change the syllabus as needed to accomplish course goals.*

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**COURSE MEETING TIMES and LOCATION**

**This class meets fall semester 2025 online.**

**CATALOG COURSE DESCRIPTION**

An introduction to the Dakota language, focusing on Dakota kinship and community. Students will gain a strong foundation in the Dakota language and culture.

**ADDITIONAL DESCRIPTION**

When starting to learn the Dakota language, the elders and fluent speakers will typically say that introducing oneself is important for language learning. This course is designed as an introduction to the Dakota language that will focus on Dakota kinship and community while developing a detailed self-introduction with an understanding of what is being said.

Considerable class time will be devoted to language learning activities, practicing acquired language, and discussions about the deeper meaning of what is taught. By the end of the course, students will have a strong foundation in the Dakota language with the basic tools to continue their language learning. They will also be able to introduce themselves and their relatives in a very detailed and thoughtful way.

## REQUIRED MATERIALS and TECHNOLOGY

The materials needed for this course vary depending on the students' needs. The course content has been developed by the Dakota Studies department at Sisseton Wahpeton College. Hard copies of these materials will be distributed upon request. There are some technology items that are required for students who are attending the course online.

- Technology required for online: computer/laptop with webcam, speakers, and microphone
- Reliable access to the internet.
- D2L – <https://d2l.sdbor.edu> (or go to [www.northern.edu](http://www.northern.edu) and click on Desire2Learn). Select the “Getting Started with D2L” link on the left side of the course main page for information about D2L.
- Software to view **PDF** files

Northern State University's NET Services is your contact for any technical support, including D2L.

**Phone:** 605-626-2283 / **Email:** [help@northern.edu](mailto:help@northern.edu) / **Location:** MJ 303

**Note:** You are encouraged to have a backup plan in case of internet connection issues or computer malfunctions. For example, access to computers and internet at a local library; free Wi-Fi access such as at a coffee shop; borrow computer from neighbor or family member.

## RECOMMENDED MATERIALS

The recommended reading will assist in learning, but course content will not be taken directly from these readings.

- *English – Dakota Dictionary*, by John P. Williams
- *Dakota – English Dictionary*, by Stephen R. Riggs
- *550 Dakota Verbs*, by Harlan LaFontaine and Neil McKay

## INSTRUCTIONAL METHODS

The methods used in this course include lecture/readings, discussion, and language use activities.

## COURSE ASSESSMENTS

Your course grade will be based on evaluation of your performance on the following graded activities:

|                                      |            | <u>COURSE GRADING SCALE</u> |
|--------------------------------------|------------|-----------------------------|
| Weekly cumulative self-introductions | 40%        | A = 90 – 100%               |
| Midterm                              | 25%        | B = 80 – 89%                |
| Final                                | 25%        | C = 70 – 79%                |
| <u>Attendance and participation</u>  | <u>10%</u> | D = 60 – 69%                |
|                                      | 100%       | F = 59% or less             |

Specific point value assigned for each assignment can be found in Content on D2L. Your overall course grade will be consistently updated in the Grades section on D2L. Attach all assignments in **PDF** or

**Microsoft Word format only.** It is your responsibility to verify the correct assignment is turned in by the due date.

**Weekly cumulative self-introductions:** In this class, weekly units will be used to add to the student's self-introduction. At the end of each week, students will speak their introduction to the rest of the class, adding more details each week.

**Midterm:** The midterm will be a 3-part exam. The first part will be a dictation focused on transcribing sounds to script. The instructor will clearly state several names of people, places, or things that students likely have not heard before. Students will write what they hear. For example, students have a paper with only numbered blank lines, the instructor says "Siŋtewas'tewiŋ" several times, and students write the name on the first blank line. They can use the orthography of their choice, but they must be consistent throughout the exam. The purpose of this part is to evaluate students' ability to match Dakota sounds to the written alphabet(s).

The second part will evaluate the student's ability to comprehend spoken questions. The instructor will ask the questions learned in previous lessons in an unannounced order, and students will respond by writing their responses with complete sentences, again using a consistent orthography. There is no reading portion in this part. For example, the instructor may say, "Tukted yati he?" and students write "Ateyapi Típi ed wati" on a blank line.

The third part will only be given after collecting parts 1 and 2 from students. Part 3 is entirely written. Students will read the responses to the questions they have learned and then write the corresponding question. That is, students might see a blank line followed by "Tóka Nuŋwaŋ emataŋhaŋ." To answer, students would write on the blank line "Tuktenitaŋhaŋ he?"

**Finals:** The final exam will be in the style of a one-on-one "interview" with the instructor. There will be a clearly defined scope of questions that the student can prepare for, but the instructor may ask questions in any order, requiring the student to listen and actually comprehend the question being asked. Prior to the final, the instructor will have each student fill out a family tree survey with relevant information (i.e. names of relatives, where each one lives, etc.). The instructor will use this information to ask the student relevant questions.

The week before finals, the instructor will distribute a sign-up sheet where students can choose a 10- or 15-minute time slot during finals week to sit down individually with the instructor for their "interview" online.

**Attendance and Participation:** It is crucial that language students are exposed to the target language as much as possible. Without attending class, it will be very easy to fall behind. Being present for class means being in class on time and staying for the duration of the class. Also, with the addition of online-learning, students are required to attend class with cameras on and ready to participate. Failure to adhere will result in the loss of attendance points for the day. Of course, it isn't always that simple. If you are going to miss class, arrive late, or leave early, please be sure to let me (the instructor) know before class.

In-class participation is vital to a successful language learning experience. Failure to participate may result in falling behind and becoming lost in the content. Participation points will be based on the student's involvement in class discussions and activities and the use of Dakota language during class. Failure to do so will result in the loss of participation points for the day.

**Grading Philosophy:** Students are expected to try their absolute best in each and every class, but understandably, some students excel more than others when learning a new language. With that in mind, grading will depend more on individual attendance, individual active participation, and individual language production rather than having set expectations for a group's progress.

### **Late and Missed Assignments**

Unexcused late work will not be accepted. However, if a student experiences a family emergency or some other excusable reason for submitting an assignment late, the student should contact the instructor immediately (at least 24 hours prior to the assignment deadline).

D2L regularly posts **scheduled "down times"** on the D2L main page. Please plan accordingly so that you do not miss any due dates as a result of a scheduled "down time".

- You have sufficient notice of all due dates throughout the semester, so you are expected to plan your time accordingly to make sure all assignments for this class are completed by the date and time due.
- Not reading ("seeing") or following the information provided in Content or in the assignment instructions provided for you in D2L is not an acceptable excuse for a missing, late, or inaccurate assignment or for a lack of preparation for the course.
- If you are unfamiliar with D2L, contact the NSU Help Desk for assistance.

### **ACADEMIC DISHONESTY**

Students are encouraged to seek input and feedback from one another; however, students MAY NOT give or solicit answers for class assignments or exams. Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to: plagiarism, allowing another to complete your work but presenting it as your own – which includes the use of any AI software to complete all or a portion of an assignment, copying answers or work done by another student, allowing another student to copy from you, copying all or a portion of the work of someone who took this class in a previous semester, and using unauthorized materials during a quiz or an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined on pages 28-30 of the [Northern State University Student Handbook](#) apply to this course. The consequences for cheating and academic dishonesty in this class include but are not limited to **receiving no or reduced credit for the assignment and failing the course**. Students may also fail the course after receiving failing or reduced grades for affected assignments. Further penalties arising from multiple cases of reported plagiarism may include expulsion from the university.

Under no circumstances is it ever acceptable to cheat or plagiarize and neither will be tolerated in this class. ALL cases of cheating and plagiarism will be reported to the Dean of Students. All students suspected of academic dishonesty will receive due process..

**Plagiarism consists of (but is not limited to) the following:**

- presenting another person's published or unpublished work as your own
- the intentional or unintentional use of another's words or ideas—**IN WHOLE OR IN PART**—and presenting them as your own (which includes the use of any AI software to complete all or a portion of an assignment)
- copying material from published or unpublished sources without giving proper credit to the source.

**Cheating consists of (but is not limited to) the following:**

- copying all or a portion of the work of someone in class
- copying all or a portion of the work of someone who took this class in a previous semester
- allowing someone in class to copy all or a portion of your work
- allowing someone else to complete your work and presenting it as your own

**ANY ATTEMPT AT PLAGIARISM OR CHEATING ON AN ASSIGNMENT IN THIS CLASS WILL RESULT IN AUTOMATIC FAILURE OF THE ASSIGNMENT.** Further penalties range from failure of the course to university expulsion. All cases of cheating and plagiarism **will be reported** to the Provost. All students suspected of academic dishonesty will receive due process.

**CLASS BEHAVIOR POLICY**

Everyone is expected and encouraged to help create an environment that promotes learning, dignity, and mutual respect. ***Students may be dropped from the class and be subjected to further disciplinary action*** if they do any of the following during this course: engage in verbally abusive behavior, display disrespect to others, or behave aggressively towards others.

**DESIRE2LEARN (D2L)**

All assignments must be turned in using **PDF** or **Microsoft Word format only**. It is your responsibility to verify the correct assignment was turned in using one of these formats by the due date. D2L regularly posts scheduled “down times” on the D2L main page. Please plan accordingly so that you do not miss due dates as a result of a scheduled “down time”.

Because it's your responsibility to verify the correct assignment was turned in by the due date, and you are to plan around D2L “down times”, turning in the wrong assignment, using the wrong format, or encountering a D2L down time are **NOT** acceptable excuses for failing to turn in an assignment or turning in a late assignment.

**ATTENDANCE POLICY**

Look above at the Attendance and Participation portion of the Course Assessments section on this syllabus.

**COURSE GOALS AND MEASURABLE STUDENT LEARNING OUTCOMES**

Students successfully completing this course will have met South Dakota Board of Regents General Education Goal 4: *Students will understand the diversity and complexity of the human experience through the study of the arts and humanities.*

As a result of taking this course, students will

- **Student Learning Outcome 1**: demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.



- Student Learning Outcome 2: Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities (language learning).
- Student Learning Outcome 3: Demonstrate foundational competency in reading, writing, and speaking a non-English language.

## NORTHERN STATE UNIVERSITY POLICY STATEMENTS

**Academic Freedom:** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in teaching is fundamental for the protection of the rights of faculty members in teaching and of students in freedom in learning. It includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation:** Complete attendance confirmation by \_\_\_\_\_. Please contact the Finance Office in the Krikac Admin Building, (605) 626-2566, or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu), if you have any questions.

**Drop/Add Period:** The last day to drop or add this course and receive a refund is \_\_\_\_\_. A course dropped by this date will not appear on the academic transcript. This class may be dropped after that date through \_\_\_\_\_, but no refund will be received. A course dropped during this time will receive a grade of W on the transcript.

**Complaint Procedure:** Northern State University seeks to resolve student concerns and complaints in a fair and prompt manner. Students may file a concern or complaint using the [Concerns and Complaints webpage](#). SARA complaints from out-of-state students may be filed using the [SARA Complaint Resolution form](#).

**Diversity Statement:** Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

**Grade Appeal Policy:** A student who wishes to appeal a final grade may utilize the Student Academic Appeal Process described in the [NSU Student Handbook](#).

**Student Success Services and Supports:** The NSU Student Success Center provides a network of support to help you reach your academic and personal goals. We offer a wide range of services, including the following:

Academic Advising, Academic Coaching & Support, American Indian Circle Program, Career Services, Navigate (see below), Study Spaces—Individual & Group, success workshops and programming, TRIO Student Support Services, and Tutoring & Supplemental Instruction (SI).

As your instructor, I am personally committed to supporting your academic success in this course. I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU's student success program, **Navigate**. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other Student

Success staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu) or 605-626-7782.

Land Acknowledgement: Northern State University acknowledges that we are on the traditional land of the “Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people,” and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

#### SOUTH DAKOTA BOARD OF REGENTS POLICY STATEMENTS

Acceptable Use of Technology: While Northern State University strives to provide access to computer labs and other technology, it is the student’s responsibility to ensure adequate access to technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty, and staff should observe all relevant laws, regulations, [Board of Regents Policy 7:1](#), and any institutional procedural requirements.

ADA Statement: Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact: Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2<sup>nd</sup> Floor, Phone 605-626-3007.

Please note: if your home institution is not Northern State University, then you should contact your home institution’s Office of Accessibility services. The accessibility services at your home institution and at NSU will work together to ensure your request is evaluated and responded to.

Emergency Alert Communication: In the event of an emergency arising on campus under [Board of Regents Policy 7:3](#), Northern State University will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure their information is updated in the emergency alert system. The student’s cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

Freedom in Learning: Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

## COURSE OUTLINE/SCHEDULE

The weekly assignment schedule for this course is included in D2L and below. The instructor reserves the right to modify the schedule at any time to accomplish course goals.

| Week  | Class Topic  |
|-------|--|
| Wk 1  | Tóked eniciyapi he? (Dakota name protocol and complexity)                                |
| Wk 2  | Dakota language sounds; Dakota writing systems and their evolution                       |
|       | Tóked yaun he? (and responses)   |
| Wk 3  | Tóked yaun he? (and responses)   |
|       | SWO district names   |
| Wk 4  | Tukted enitanhan he? (ni- & ma-)   |
|       | Tukted niyuhapi he? (additional place names; ed)   |
| Wk 5  | Tukted yati he? (ya- & wa-)  |
|       | Tukted inicağa he?   |
| Wk 6  | Numbers  |
|       | Waniyetu tonanika he?  |
| Wk 7  | Midterm review   |
|       | Midterm review   |
| Wk 8  | MIDTERM  |
|       | MIDTERM  |
| Wk 9  | ____ duha he? (3. person relative terms; bd- & d-; wica-)                                |
|       | ____ duha he?, continued   |
| Wk 10 | ____ tóked eciyapi he? ____ tóked ewicakiyapi he? (relative term inflections)            |
|       | ____ tóked eciyapi he? ____ tóked ewicakiyapi he? (relative term inflections), continued |
| Wk 11 | ____ tuwe he? ____ tuwepi he? (-pi)  |
|       | Tuwe icañniyapi he? (null conjugation)   |
| Wk 12 | ____ tukted etanhan he? ____ tukted etanhanpi he?  |
|       | ____ tukted ti he? ____ tukted típi he?  |
| Wk 13 | ____ tukted icağa he? ____ tukted icağapi he?  |
|       | ____ waniyetu tónakca(pi) he?  |
| Wk 14 | Putting it all together  |
|       | Putting it all together, continued   |
| Wk 15 | Final exam review  |
|       | Final exam review  |
| Wk 16 | FINAL EXAMS – Individual Interview Times   |
|       | FINAL EXAMS – Individual Interview Times   |



**AIS 112-NT1: Dakota Language II (4 credits)  
Fall 2025**

**INSTRUCTOR INFORMATION**

Akisa Peters

Instructor of Dakota Language, Sisseton Wahpeton College

Phone: 605-924-0586 Email: [Akisa.Peters@northern.edu](mailto:Akisa.Peters@northern.edu)

**OFFICE LOCATION and DROP-IN HOURS**

My office is on the campus of Sisseton Wahpeton College

I will hold office hours via Zoom a minimum of 4 days per week for a total of 6 hours. Precise times and the Zoom link will be available on the first day of class.

**RESPONSE TIME EXPECTATIONS**

E-mail:

I regularly check email Monday through Friday before 6:00pm and will respond within 24 hours. Please also regularly check the News feature on our D2L course page for messages from me regarding class.

Grading Response Times:

All efforts will be made to have assignments graded within two weeks of their due date. You should read my comments (if any) on each assignment and consider them when completing further assignments.

*The instructor reserves the right to change the syllabus as needed to accomplish course goals.*

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**COURSE MEETING TIMES and LOCATION**

**This class meets fall semester 2025 online.**

**CATALOG COURSE DESCRIPTION**

Learn the Dakota language skills necessary to discuss events and actions of daily life, including vocabulary, such as terms for personal routines, and foundational grammar structures, such as verb conjugations, which are critical for communication in the Dakota language. Develop the ability to speak and navigate simple conversations in the language.

**ADDITIONAL DESCRIPTION**

The elders and fluent speakers often remind us that “relationship words” are the most important aspect of the Dakota language. In fact, many elders say that if Dakota people stop using relationship words and no longer understand the attitudes and behaviors expected with different relatives, the Dakota language will be lost. This course, along with Dakota Language I, takes these remarks very seriously. The class is designed to impart language knowledge related to kinship and community. In the

process, students will develop the ability to provide detailed introductions of themselves and descriptions of their relatives. Class time will be devoted primarily to teaching different kinship terms, words for describing the attitude expected of specific relatives, and words for describing the conduct expected of specific relatives.

### COURSE PREREQUISITES

Successful completion of AIS 110 Dakota Language I

### REQUIRED MATERIALS and TECHNOLOGY

The materials needed for this course vary depending on the students' needs. The course content has been developed by the Dakota Studies department at Sisseton Wahpeton College. Hard copies of these materials will be distributed upon request. There are some technology items that are required for students who are attending the course online.

- Technology required for online: computer/laptop with webcam, speakers, and microphone
- Reliable access to the internet.
- D2L – <https://d2l.sdbor.edu> (or go to [www.northern.edu](http://www.northern.edu) and click on Desire2Learn). Select the “Getting Started with D2L” link on the left side of the course main page for information about D2L.
- Software to view **PDF** files

Northern State University's NET Services is your contact for any technical support, including D2L.

**Phone:** 605-626-2283 / **Email:** [help@northern.edu](mailto:help@northern.edu) / **Location:** MJ 303

**Note:** You are encouraged to have a backup plan in case of internet connection issues or computer malfunctions. For example, access to computers and internet at a local library; free Wi-Fi access such as at a coffee shop; borrow computer from neighbor or family member.

### RECOMMENDED MATERIALS

The recommended reading will assist in learning, but course content will not be taken directly from these readings.

- *English – Dakota Dictionary*, by John P. Williams
- *Dakota – English Dictionary*, by Stephen R. Riggs
- *550 Dakota Verbs*, by Harlan LaFontaine and Neil McKay

### INSTRUCTIONAL METHODS

The methods used in this course include lecture/readings, discussion, and language use activities.

### COURSE ASSESSMENTS

Student learning and growth will be assessed through weekly voice recordings and three brief presentations. Your course grade will be based on evaluation of your performance on the following graded activities:

|                                     |            | <u>COURSE GRADING SCALE</u> |
|-------------------------------------|------------|-----------------------------|
| Weekly voice recordings             | 30%        | A = 90 – 100%               |
| Mini-Presentations                  | 20%        | B = 80 – 89%                |
| Final Presentation                  | 20%        | C = 70 – 79%                |
| <u>Attendance and participation</u> | <u>30%</u> | D = 60 – 69%                |
|                                     | 100%       | F = 59% or less             |

Specific point value assigned for each assignment can be found in Content on D2L. Your overall course grade will be consistently updated in the Grades section on D2L. Attach all assignments in **PDF or Microsoft Word format only**. It is your responsibility to verify the correct assignment is turned in by the due date.

**Weekly voice recordings:** Each week, students will submit a brief voice recording to the instructor through D2L. They will usually be just 4 or 5 sentences in duration. The voice recordings provide the instructor with an opportunity to assess student grammar and pronunciation. Moreover, this assessment format is intended to encourage students to continue practicing and speaking Dakota outside of class. Recordings are due Fridays by noon. There are 11 voice recordings assigned during the semester. Students will be allowed to miss one recording, resulting in a total of 10 voice recordings, each of which is worth 3% of the final Weekly Voice Recording grade.

**Mini-Presentations:** Students will have 2 mini-presentations during the semester. Addressing the class, students will draw on course content to provide information about themselves and their relatives. Mini-presentations will be approximately 10 sentences in duration.

**Final Presentation:** During the last week of the semester students will provide a final presentation, which should be approximately 3 minutes in length. The final presentation is a time for students to draw on everything they have learned during the semester in order to produce a detailed introduction of themselves and their relatives. The weekly audio recordings and 2 mini-presentations will prepare students to complete the final presentation without too much difficulty or anxiety.

**Attendance and Participation:** It is crucial that language students are exposed to the target language as much as possible. Without attending class, it will be very easy to fall behind. Being present for class means being in class on time and staying for the duration of the class. Also, with the addition of online-learning, students are required to attend class with cameras on and ready to participate. Failure to adhere will result in the loss of attendance points for the day. Of course, it isn't always that simple. If you are going to miss class, arrive late, or leave early, please be sure to let me (the instructor) know before class.

In-class participation is vital to a successful language learning experience. Failure to participate may result in falling behind and becoming lost in the content. Participation points will be based on the student's involvement in class discussions and activities and the use of Dakota language during class. Failure to do so will result in the loss of participation points for the day.

**Grading Philosophy:** Students are expected to try their absolute best in each and every class, but understandably, some students excel more than others when learning a new language. With that in mind, grading will depend more on individual attendance, individual active participation, and individual language production rather than having set expectations for a group's progress.

### **Late and Missed Assignments**

Unexcused late work will not be accepted. However, if a student experiences a family emergency or some other excusable reason for submitting an assignment late, the student should contact the instructor immediately (at least 24 hours prior to the assignment deadline).

D2L regularly posts **scheduled "down times"** on the D2L main page. Please plan accordingly so that you do not miss any due dates as a result of a scheduled "down time".

- You have sufficient notice of all due dates throughout the semester, so you are expected to plan your time accordingly to make sure all assignments for this class are completed by the date and time due.
- Not reading (“seeing”) or following the information provided in Content or in the assignment instructions provided for you in D2L is not an acceptable excuse for a missing, late, or inaccurate assignment or for a lack of preparation for the course.
- If you are unfamiliar with D2L, contact the NSU Help Desk for assistance.

## ACADEMIC DISHONESTY

Students are encouraged to seek input and feedback from one another; however, students MAY NOT give or solicit answers for class assignments or exams. Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to: plagiarism, allowing another to complete your work but presenting it as your own – which includes the use of any AI software to complete all or a portion of an assignment, copying answers or work done by another student, allowing another student to copy from you, copying all or a portion of the work of someone who took this class in a previous semester, and using unauthorized materials during a quiz or an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined on pages 28-30 of the [Northern State University Student Handbook](#) apply to this course. The consequences for cheating and academic dishonesty in this class include but are not limited to **receiving no or reduced credit for the assignment and failing the course**. Students may also fail the course after receiving failing or reduced grades for affected assignments. Further penalties arising from multiple cases of reported plagiarism may include expulsion from the university.

**Under no circumstances is it ever acceptable to cheat or plagiarize and neither will be tolerated in this class. ALL cases of cheating and plagiarism will be reported to the Dean of Students.** All students suspected of academic dishonesty will receive due process..

### **Plagiarism consists of (but is not limited to) the following:**

- presenting another person’s published or unpublished work as your own
- the intentional or unintentional use of another’s words or ideas—**IN WHOLE OR IN PART**—and presenting them as your own (which includes the use of any AI software to complete all or a portion of an assignment)
- copying material from published or unpublished sources without giving proper credit to the source.

### **Cheating consists of (but is not limited to) the following:**

- copying all or a portion of the work of someone in class
- copying all or a portion of the work of someone who took this class in a previous semester
- allowing someone in class to copy all or a portion of your work
- allowing someone else to complete your work and presenting it as your own

**ANY ATTEMPT AT PLAGIARISM OR CHEATING ON AN ASSIGNMENT IN THIS CLASS WILL RESULT IN AUTOMATIC FAILURE OF THE ASSIGNMENT.** Further penalties range from failure of the course to university expulsion. All cases of cheating and plagiarism **will be reported** to the Provost. All students suspected of academic dishonesty will receive due process.



## CLASS BEHAVIOR POLICY

Everyone is expected and encouraged to help create an environment that promotes learning, dignity, and mutual respect. ***Students may be dropped from the class and be subjected to further disciplinary action*** if they do any of the following during this course: engage in verbally abusive behavior, display disrespect to others, or behave aggressively towards others.

## DESIRE2LEARN (D2L)

All assignments must be turned in using **PDF** or **Microsoft Word format only**. It is your responsibility to verify the correct assignment was turned in using one of these formats by the due date. D2L regularly posts scheduled “down times” on the D2L main page. Please plan accordingly so that you do not miss due dates as a result of a scheduled “down time”.

Because it’s your responsibility to verify the correct assignment was turned in by the due date, and you are to plan around D2L “down times”, turning in the wrong assignment, using the wrong format, or encountering a D2L down time are **NOT** acceptable excuses for failing to turn in an assignment or turning in a late assignment.

## ATTENDANCE POLICY

Look above at the Attendance and Participation portion of the Course Assessments section on this syllabus.

## COURSE GOALS AND MEASURABLE STUDENT LEARNING OUTCOMES

Students successfully completing this course will have met South Dakota Board of Regents General Education Goal 4: *Students will understand the diversity and complexity of the human experience through the study of the arts and humanities.*

As a result of taking this course, students will

- Student Learning Outcome 1: demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.
- Student Learning Outcome 2: Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities (language learning).
- Student Learning Outcome 3: Demonstrate foundational competency in reading, writing, and speaking a non-English language.

## NORTHERN STATE UNIVERSITY POLICY STATEMENTS

**Academic Freedom:** The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in teaching is fundamental for the protection of the rights of faculty members in teaching and of students in freedom in learning. It includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Attendance Confirmation:** Complete attendance confirmation by \_\_\_\_\_. Please contact the Finance Office in the Krikac Admin Building, (605) 626-2566, or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu), if you have any questions.

**Drop/Add Period:** The last day to drop or add this course and receive a refund is \_\_\_\_\_. A course dropped by this date will not appear on the academic transcript. This class may be



dropped after that date through \_\_\_\_\_, but no refund will be received. A course dropped during this time will receive a grade of W on the transcript.

Complaint Procedure: Northern State University seeks to resolve student concerns and complaints in a fair and prompt manner. Students may file a concern or complaint using the [Concerns and Complaints webpage](#). SARA complaints from out-of-state students may be filed using the [SARA Complaint Resolution form](#).

Diversity Statement: Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

Grade Appeal Policy: A student who wishes to appeal a final grade may utilize the Student Academic Appeal Process described in the [NSU Student Handbook](#).

Student Success Services and Supports: The NSU Student Success Center provides a network of support to help you reach your academic and personal goals. We offer a wide range of services, including the following:

Academic Advising, Academic Coaching & Support, American Indian Circle Program, Career Services, Navigate (see below), Study Spaces—Individual & Group, success workshops and programming, TRIO Student Support Services, and Tutoring & Supplemental Instruction (SI).

As your instructor, I am personally committed to supporting your academic success in this course. I can connect you to any of the services listed above. In addition, if you demonstrate any academic or behavioral concerns, I will discuss the issues with you and attempt to resolve them. I may also provide feedback through NSU's student success program, **Navigate**. If you receive feedback, please visit with me. You can also seek assistance from your professional advisor or other Student Success staff members. My goal is to make your learning experience in this course as meaningful and successful as possible. If you have questions regarding any of these services, please ask me or contact the Student Success Center at [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu) or 605-626-7782.

Land Acknowledgement: Northern State University acknowledges that we are on the traditional land of the "Oceti Sakowin (o-che-tee sha-koh-ween), an alliance that consists of the Santee, Yankton, and Teton Lakota people," and is home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future. As inspired by: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

## SOUTH DAKOTA BOARD OF REGENTS POLICY STATEMENTS

Acceptable Use of Technology: While Northern State University strives to provide access to computer labs and other technology, it is the student's responsibility to ensure adequate access to technology required for a course. This may include access to a computer

(not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty, and staff should observe all relevant laws, regulations, [Board of Regents Policy 7:1](#), and any institutional procedural requirements.

ADA Statement: Northern State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Student Accessibility Services who will work to resolve the issue as quickly as possible. Contact: Assistant Director, Office of Student Accessibility Services, Student Center Room 222 – 2<sup>nd</sup> Floor, Phone 605-626-3007.

Please note: if your home institution is not Northern State University, then you should contact your home institution's Office of Accessibility services. The accessibility services at your home institution and at NSU will work together to ensure your request is evaluated and responded to.

Emergency Alert Communication: In the event of an emergency arising on campus under [Board of Regents Policy 7:3](#), Northern State University will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure their information is updated in the emergency alert system. The student's cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

Freedom in Learning: Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

## **COURSE OUTLINE/SCHEDULE**

The weekly assignment schedule for this course is included in D2L and below. The instructor reserves the right to modify the schedule at any time to accomplish course goals.

| Week  | Class Time  | Assignments (Due Friday)                                |
|-------|---|---|
| Wk 1  | Course overview: Topic-based courses and honoring the elders' teaching  |   |
|       | Review important terms: Birth order names; life stage words; place names; the verbs <i>etaghag</i> , <i>icagA</i> , and <i>ti</i>   | Voice recording 1                                       |
| Wk 2  | Campus Closed<br>MLK Day  |   |
|       | Grandparents and parents: Action words like <i>icahyA</i> , <i>waciyAg</i> , <i>okiyA</i> , <i>ugšida</i> , and <i>ohoda</i>  | Voice recording 2: Parents                              |
| Wk 3  |   |   |
|       | Grandparents and parents: Conjugating action words like <i>icahyA</i> , <i>waciyAg</i> , <i>okiyA</i> , <i>ugšida</i> , and <i>ohoda</i> ; use of <i>heuj</i> to link sentences   | Voice recording 3: Grandparents                         |
|       | Younger brothers: Kinship terms; stating someone's age; use of  |   |
| Wk 4  | <i>hēca</i> with life stage words and birth order words   |   |
|       | Older brothers: Kinship terms; stating someone's age; use of <i>hēca</i> with life stage words and birth order words  | Voice recording 4: Brothers                             |
| Wk 5  | Younger/older brothers: Time expressions like <i>tōhni</i> , <i>wāgwagana</i> , <i>tohagwaca</i> , <i>ca'</i> , <i>a'a</i> , and <i>ohni</i>  |   |
|       | Younger/older brothers: Action words like <i>ihayA</i> , <i>ihahyA</i> , <i>nahyeyA</i> , and <i>cagzeyA</i>  | Voice recording 5: Brothers                             |
| Wk 6  | Younger/older brothers: Action words like <i>ihayA</i> , <i>ihahyA</i> , <i>nahyeyA</i> , and <i>cagzeyA</i>  |   |
|       | Younger sisters: Kinship terms; stating someone's age; use of <i>hēca</i> with life stage words and birth order words   |   |
| Wk 7  | Older sisters: Kinship terms; stating someone's age; use of <i>hēca</i> with life stage words and birth order words   |   |
|       | Younger/older sisters: Time expressions like <i>tōhni</i> , <i>wāgwagana</i> , <i>tohagwaca</i> , <i>ca'</i> , <i>a'a</i> , and <i>ohni</i> ; action words like <i>tehniA</i> , <i>iyokpya</i> , <i>ihayA</i> , <i>nahyeyA</i>  | Voice recording 6: Sisters                              |
| Wk 8  | Mini-presentation 1: Parents, grandparents, brothers, and sisters; instructor feedback  |   |
|       | Nieces and nephews: Kinship terms; review of sibling terms and also the words <i>cungkātku</i> and <i>clinkātku</i>   |   |
| Wk 9  | Nieces and nephews: use of <i>-pi</i> and <i>wahedekA</i> with common activities like <i>dowagpi</i> , <i>wacipi</i> , <i>fabškatapi</i> , <i>wayawapi</i>  |   |
|       | Uncles and aunts: Kinship terms; descriptive words like <i>ksāpA</i> , <i>wacigayka</i> , <i>oh'arwaka</i> , <i>was'akA</i> , <i>wahedekA</i> , <i>oh'neca</i> , and <i>wahbana</i>   | Voice recording 7: Nieces and nephews, Uncles and aunts |
| Wk 10 | Uncles and aunts: Action words like <i>ugšpeklyA</i> , <i>wagšpeklyA</i> , <i>wahokuglyA</i> , <i>iyopayA</i> ; use of <i>-pi</i> and <i>ugšpeklyA</i> with words for common activities like <i>dowagpi</i> , <i>wacipi</i> , <i>fabškatapi</i> , and <i>wayawapi</i>                             |   |
|       | Male cousins: Kinship terms; stating where someone lives; use of <i>toharyag/heharyag</i> for how long they have lived there  | Voice recording 8: Male cousins                         |
| Wk 11 | CAMPUS CLOSED: SPRING BREAK   |   |
|       | CAMPUS CLOSED: SPRING BREAK   |   |
| Wk 11 | Male cousins: Verbs for common activities like <i>wihni</i> , <i>hokuwa</i> , <i>wakšu</i> , <i>wakagege</i> , and <i>waspayAg</i> ; use of <i>ce'</i> for habitual activities; use of <i>kici</i> and <i>ob</i>  |   |
|       | Female cousins: Kinship terms; stating where someone lives; use of <i>toharyag/heharyag</i> for how long they have lived there  | Voice recording 9: Female cousins                       |
| Wk 12 | Female cousins: Verbs for common activities like <i>wihni</i> , <i>hokuwa</i> , <i>wakšu</i> , <i>wakagege</i> , and <i>waspayAg</i> ; use of <i>ce'</i> for habitual activities; use of <i>kici</i> and <i>ob</i>  |   |
|       | Mini-presentation 2: Uncles, aunts, male cousins, female cousins; instructor feedback   |   |
| Wk 13 | Sister in-laws: Kinship terms; descriptive words like <i>wacipko</i> , <i>caykšizA</i> , <i>oh'aršicA</i> , <i>tawacihuykšni</i> , <i>kūšA</i> , <i>tawaciy wanicA</i> , <i>cayte wanicA</i> ; phrases like <i>iyekaba</i> , <i>hakša ope šni</i> , <i>hwaca</i> , <i>hoši</i> , and <i>wagge</i> |   |
|       | Sister in-laws: Phrases <i>tōked kuwa</i> , <i>taryag kuwa</i> , <i>tehiya kuwa</i> , and <i>ohwahaghar kuwa</i> ; use of <i>kici</i> -prefix   | Voice recording 10: Sisters in-law                      |
| Wk    | Brother in-laws: Kinship terms; phrases <i>tōked kuwa</i> , <i>taryag kuwa</i> , <i>tehiya kuwa</i> , and <i>ohwahaghar kuwa</i> ; use of <i>kici</i> -prefix   |   |
| 14    |   |   |
| Wk 15 | Brother in-laws: The <i>kici</i> -prefix in <i>kicizA</i> , <i>kicizA</i> , <i>kicipszīg</i> , <i>okicizA</i> , <i>wacigikicizA</i> , <i>wasšekicizakA</i>  |   |
|       | Parents-in-law: Kinship terms; <i>kici</i> <i>wōhdaA</i> , <i>ed etugwAg</i> , <i>itugwA</i> , and <i>ohoda</i>   | Voice recording 11: Brothers in-law and parents in-law  |
| Wk 16 | Final Presentation  |   |
|       | Final Presentation  |   |