

S Y L L A B U S 390.
Sahaptin-Yakima Indian Language, Heritage College
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I. INTRODUCTION AND OBJECTIVES

1. To present two approaches for teaching reading, and writing the Sahaptin Practical Alphabet.
2. Encourage the students to expand their list of possible creative talents to follow-up activities.
3. To provide the students with a list of resources, materials and a bibliography for continued research.

II. THE WRITING PROCESS

1. Five principals about teaching and learning to write.

- a. Students write best about topics that matter to them, to audiences who are interested in their ideas.
- b. Given the chance to serve as an audience for each other, students can more effectively teach other to write than a single teacher.
- c. Students write best when they have models around to show them how to write (by models, we mean both written products and people who are writing).
- d. Sometimes it is more effective to teach certain limited aspects (Sahaptin grammar) about writing directly by the teacher.
- e. By writing, students can often tell themselves things they didn't know they knew. It gives them a means to move from observation to re-action and reflection. Writing is thus a tool for learning in all subjects.

2. Description of the writing process

There are three stages; rehearsing, drafting and revising.

SEE THE ATTACHED SAMPLE PLAN

3. How to Begin a Writing Program