

## Sahaptin Language Curricular Outline

Curriculum talking points. Heritage College, 8 January 1999. Virginia Beavert, Coordinator.

Course	Major Focus	General	Notes
Sahaptin 100A	Introduction to the language	Sound system. Greetings and formulae. Demonstratives. <i>-wá</i> . Simple commands (TPR). Number. Numerals. Possessives. Some use of verbs and GR. WH-forms.	TPR = Total physical response GR = Grammatical relations WH- = <i>Chí?</i> <i>Tun?</i> <i>Shin?</i> <i>Mish?</i> etc.
100B	Grammar I	Formal GR1: 3rd VA ( <i>i-</i> , <i>pa-</i> ); SAP [1st, 2nd] enclitics; intransitive/transitive shifts: SAP > 3rd ( <i>á-</i> ). Use of indep. pronouns. Adjectives. Postpositions. Tense and aspectual changes. Nominalizations.	VP = Verb agreement SAP = Speech act participants
Sahaptin 200A	Grammar II	Review & GR2: Odd VA ( <i>pá-</i> , <i>pata-</i> ); <i>pamá-</i> , <i>pápa-</i> ; ergatives ( <i>-nín</i> , <i>-ín</i> ). Talking small. Adv. cases. Ditransitives. Light verb construction with <i>tyána-</i> . Relative clauses.	
200B	Grammar III	Review. Directional ( <i>-kik-</i> , <i>-im</i> ) incorporation. Uses of the benefactive ( <i>-ay-</i> ) and raising (eg., possessor advancement). Clause manipulation. Focus shifts.	
Sahaptin 300A	Grammar Review	All of the above. Verbal prefixes and V-stem variations. More case and pronoun work. Focus and clause variations. Story reading.	
300B	Manipulation	Continuation of the same. Story telling.	
Sahaptin 400A	Reading and Use	Review of 300. Reading of texts from Jacobs. Use of a dictionary. Introduction to Sahaptin grammar.	
400B	Production	Continuation of the same. Students produce a story (play, role play or activity) by themselves working in groups for video-taping.	

Methodology in 100- & 200-level courses: Teacher talk (loads of input); direct work; TPR; dialogue; repetition and dictation; role play.

Methodology in 300-level courses: Teacher talk; direct work; role play; activities; reading; discussion; composition.

Methodology in 400-level courses: Teacher talk; role play; discussion; activities; oral and written production.

All grammatical presentation (100B, 200A & B) is perhaps best done covertly, with emphasis on the situation—through a direct encounter, dialogue, or role play. Each course will have its set of core vocabulary to be used in the contextual situations.

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