



Sámi allaskuvla
Sámi University College

CURRICULUM

Introductory Sámi language in practical situation – Part II

15 ECTS

Curriculum approved in the academic board case OS 33/08 30.4.2008

Pro-Rector approved changes 31.10.2008

Research and Academic Board chair approved changes 9.11.2009

Research and Academic Board chair approved changes 05.01.2011

1. Name of the subject

Introductory Sámi Language in Practical Situation –Part II

2. Full description of the study

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|-------------------------------------|---|
| Subject/Academic unit code | SAAL2 |
| Level of education | Introduction: the course is not counted as part of a degree. |
| Credits | 15 ECTS |
| Duration | Part time in one semester |
| Structure and accomplishment | Organized teachings for approximately 150 hours. The student is expected to work independently for an equal amount of time. |

3. Further connecting educational programs

After successful completion of this course it is possible to continue with *Sámi language – semester studies*. These courses are prerequisite for other courses at the Sámi University College that require a certain knowledge level of Sámi language.

4. Admission requirements

The Sámi language competence should be at an Introductory Sámi language in a practical situation – part I level. The course is intended for beginners or those who have a passive knowledge of the Sámi language but do not speak it. The intake emphasizes the group composition. The study places can be reserved for exchange and scholarship students.

5. Teaching language

The use of the Sámi language is emphasized and employed from the beginning.

6. Contents

An environment of communication is organized for practical situations. The students are expected to communicate in Sámi language among themselves and to the teachers whenever working. Central learning themes are connected to Sámi traditions, life sustaining issues and other areas. The introductory headlines for the themes are:

The local environment

- the community and buildings

- climatic clothings
- socializing and service situations

Life sustaining issues

- time concepts (hours, days and nights, months, seasons)
- weather, travelling and navigation
- natural resources
- Sámi traditional life sustaining models

Basic societal encounters

- art, traditional handicraft, literature, religion and yoiking
- Sámi linguistic working and cultural institutions
- media and other means of communication

The oral communication taking place in practical situations in various environments will form basic sentences encouraging practice of the part of speech inflect patterns and consonantal gradations touching upon the most common derivations.

7. The expected outcome – competence

After completing this course, the student shall be able to exhibit the following:

- masters basic conversations in an everyday life situation;
- masters a short conversations about what one or others are doing, did do and have been doing, and what one wants to do, can do and is able to do.
- is aware of the Sámi language's connection to the Sámi traditions, life sustaining issues and nature;
- communicates in common conversations in everyday life settings in the local community and in some societal encounters;
- appreciates the opportunities to participate in the language protection work along with Sámi speakers in various communication situations.

8. Teaching and learning methods

It is mandatory for the student to attend at least 80 % of the teachings in each organized study week. The first two days of the course are mandatory.

The conditions for a successful learning and achievements are active participation in oral practices, group assignments and instructions.

The subject teacher organizes learning situations in order to provide a safe language practice environment.

Fellow students along with encouraging environment as well as teaching resourced concretized tools will function as a support to the language execution.

Sámi lingual and in particular traditional skilled individuals who are invited as guest lecturers for specific themes, will support the students to achieve communication competence.

The student will achieve individual learning through a work portfolio (for instance as papers, CDs, the digital workspace of the class). The student will document language production in connection with themes, like picture texts and dialogues.

In connection with the studies instructions will be offered. The basis of the instruction is the reflectional log of the student and the work portfolio.

In between the sessions the students will communicate in Sámi among themselves with the aid of modern communication tools.

9. Prerequisite for exams

- Do role playing (maximum of 3 students) and present it orally (app. 10 min.). The use of Sámi language during the work process will be emphasized. The role play can be based on an event, a story or a tale in a dialogue form.
- Short individual oral presentation (app. 5 minutes) on a theme of choice.
- Reflectional log where one's linguistic progress is assessed (minimum 3 half page logs)
- Participation in a project work (maximum 3 students per group) with an oral presentation (app. 10 min.). The use of Sámi language during the work process will be emphasized. The project should be based on educational content and competence relevance.
- A text (1 page) that demonstrates one's lingual competence and the ability to formulate simple sentences. The theme of the project work will facilitate this text production.

Before the exam the student will select some parts of the work portfolio for the exhibiting portfolio, including:

- 1 role play or individual oral presentation
- 1 reflectional log
- 1 work on a theme
- 1 text on the basis of the project work

The assignments should be submitted within an agreed deadline and be approved by the subject teacher.

10. Exam

There will be an approximately 15 min. individual oral exam based on the exhibiting portfolio. The assessment emphasizes the use of oral language, and the grade is either pass or fail.

11. Credits transfer and approval

If the student has attended a similar course, this will be considered on the basis of a separate application. With reference to the U/A act § 3-5.

12. Admission of external candidates

This is not possible at the moment.

13. Quality assurance

With reference to the SUC quality assurance system and the students' possibilities and duties to assess Sámi University Colleges courses as well as the quality of the service.

At the student level the course will be assessed at an evaluation meeting and the students will fill out assessment schemes at the end of the course. At the institutional level the course will be assessed based on the students assessment schemes, examination reports, censor reports and academic reports.

14. Mandatory reading list

It is optional to read the reading materials in either Norwegian, Swedish, Finnish or in any other language. The reading list can be reduced or modified in collaboration with the teachers and the students.

Basic books

[Guttorm, Inga](#) & Johan
Jernsletten &
[Klaus Peter](#) Nickel

In Norwegian:

Davvin 3 – Nordsamisk for nybegynnere. Oslo, Folkets
brevskole. 1994. (186 p.)

Davvin 4 – samisk for nybegynnere. Folkets brevskole.
1993. (268 p.)

In Swedish:

Davvin 3 – nybörjarkurs i nordsamiska. Stockholm,
Utbildningsradion. 1983. (184 p.)

Davvin 4 - nybörjarkurs i nordsamiska. Stockholm,
Utbildningsradion 1985. (267 p.)

In Finnish:

Davvin 3 – saamenkielen peruskurssi.

Helsinki, Yleisradio – Inari, Saamelaiskäräjät. 2007. (212
p.)

Davvin 4 – saamenkielen peruskurssi. Helsinki, Yleisradio
2001. (259 p.)

Optional language learning books

Pope, Kirsten & Máret Sára
The Sámi parliament - Sámediggi

Eatnigiella. Kárašjohka, Davvi Girji. 1998.

Davvisámegiella grámmatihka. **Error! Hyperlink**

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- Sámediggi. URL: www.risten.no (drawn: 10.6.2009)
- Davvi Girji (ed.)
- Sámi - dáru - sámi sátnegirji*. Davvi Girji. 2003.
- Svonni, Mikael
- In Swedish:
Sátnegirji - Sámi-Ruota, ruota-sámi. Johkamohkki, Sámi Girjjet. 1990.
- Sammallahti, Pekka
- In Finnish:
Sámi-suoma-sámi-sátnegirji-Saamelais-suomalais-saamelainen sanakirja. Ohcejohka, Girjegiisá. 1993.
- Fernandez, M.M. Jocelyne
- In French:
Parlons Lapon – . Les Sames, langue et culture. Paris, L'Harmattan.1997.
- Sammallahti, Pekka & Klaus Peter Nickel
- In German:
Sámi-duiskka sátnegirji. Kárášjohka, Davvi Girji. 2006.
- Optional electronic sources on the internet**
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- Davvi Girji. 2007. URL:
<http://www.davvi.no/eGirji/580/580intro.php>
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- Egirji*
- Biigá. URL: www.egirji.no/meahccai/ (drawn:10.6.2009)
- Stáluid ja gufihhtariid máilbmi*
- Sámi musea ja Davvi-Sámi luondduguovddáš. [Anár]. 2002. URL:
www.siida.fi/maahisweb/sapmi/sa_tieto_kertojien.html
(drawn:10.6.2009)
- Gulahalan*
- Utbildningsradion. URL:
<http://www4.ur.se/gulahalan/>(drawn:10.6.2009)
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- Skolverket. URL:
http://modersmal.skolutveckling.se/samiska/index.php?option=com_content&task=blogcategory&id=1&Itemid=62
(drawn:10.6.2009)
- Oahpa!*
- Tromsa, Romssa universitehta/The University of Tromsø. 2009. URL: <http://giellatekno.uit.no/oahpa/index.html>
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