



Sámi allaskuvla
Sámi University of Applied Sciences

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. Approved by the Research and academic board 28.06.2017 DOS 64/17 and 28.5.2019 DOS 24/19, Public case: 17/00263. Changes approved by head of department on 29.03.21, Public case 21/00279-1.

1. Name of the subject

Sámi: Sámeigiella praktihkalaš dilis – Álgoeahppu 2. Oassi
Norwegian: Samisk i praktiske situasjoner – Introduksjon del 2
English: Introductory Sámi Language in Practical Situation –Part II

2. Complete information about the study

Subject/Academic unit code	SAAL2
Credits	15 ECTS
Organizational structure	Organized teachings for approximately 150 hours. The student is expected to work independently for an equal amount of time.

3. Further connecting educational programs

The course is not counted as part of a degree. After successful completion of this course it is possible to continue with *Sámi language – semester studies*, that is prerequisite for other courses at the Sámi University of Applied Sciences 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.

According to the regulations for admission to higher education, Sámi Language in practical situation – Introduction 1. Part and 2. Part and Semester Course in North Sami Language are exempted from the requirement for Higher Education Entrance Qualification. The exception applies to applicants who have a Sami connection due to Sámi University of Applied Sciences regulations. The exception applies to applicants who have a Sami connection according to the following alternatives

- Sami who have lost their language and want to learn Sami language, or
- Employees at public institutions in Sami areas who want to learn Sami language, or
- Others (eg, applicants who live in a Sami family or in a Sami area and wants to learn Sami)

Applicants will write motivation letters explaining which of the alternatives are the basis for the application.

The course has 15 study seats. Prioritization of study seats is done according to the regulations of Sámi University of Applied Sciences:

8 places are reserved cooperative institutions outside the Nordic region.

Remaining study seats are prioritized as follows:

1. Sami who have lost their language and want to learn Sami language
2. Employees at public institutions in Sami areas who want to learn Sami language
3. Others (eg, applicants who live in a Sami family or in a Sami area and wants to learn Sami)

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
- sámí traditional life sustaining models

Basic societal encounters

- art, traditional handicraft, literature, religion and yoiking
- sámí 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. Learning outcome

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. Learning methods

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

- 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.
- 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. Entrance of external candidates

It is possible, if the candidate fulfills the requirements in the Regulations for Examinations and Final assessment at Sámi University of Applied Sciences, and if the teaching programs are followed and the prerequisites for exams are approved at Sámi University of Applied Sciences or at one of Sámi University of Applied Sciences' collaborative institutions.

12. Quality assurance

With reference to the Sámi University of Applied Sciences quality assurance system and the students' possibilities and duties to assess Sámi University of Applied Sciences 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.

13. Reading list

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

Basic books:

In Norwegian:

Guttorm, Inga & Johan Jernsletten & Klaus Peter Nickel (1994): *Davvin 3 – Nordsamisk for nybegynnere*. Oslo, Folkets brevskole.

Guttorm, Inga & Johan Jernsletten & Klaus Peter Nickel (1993): *Davvin 4 – Nordsamisk for nybegynnere*. Oslo, Folkets brevskole.

In Swedish:

Guttorm, Inga & Johan Jernsletten & Klaus Peter Nickel (1983): *Davvin 3 – nybörjarkurs i nordsamiska*. Stockholm. Utbildningsradion.

Guttorm, Inga & Johan Jernsletten & Klaus Peter Nickel (1985): *Davvin 4 – nybörjarkurs i nordsamiska*. Stockholm. Utbildningsradion.

In Finnish:

Guttorm, Inga & Johan Jernsletten & Klaus Peter Nickel (2007): *Davvin 3 – saamenkielen peruskurssi*. Helsinki, Yleisradio – Inari, Saamelaiskäräjät.

Guttorm, Inga & Johan Jernsletten & Klaus Peter Nickel (2001): *Davvin 4 – saamenkielen peruskurssi*. Helsinki, Yleisradio – Helsinki, Yleisradio.

Optional language learning books:

Eira, Inger Marie Gaup & Maaren Palismaa (2014): *Hás čálát! Sámegeiela veahkkegirjjáš*. Idut.

Pope, Kirsten & Máret Sára (2012): *Eatnigiella. Giellaoahpu váldogirji 2. hápmi, 3. deaddileapmi*. Kárásjohka: Davvi Girji.

UiT Norgga árkatalaš universitehta Oahpa! Grammatihkka ja sojahanparadigmat.
<http://oahpa.no/sme/gramm/grammatihkka.html> (Read: 09.03.2021)

Optional dictionaries:

Norwegian:

Sámi-dáru-sámi sátnegirji. Samisk-norsk-samisk ordbok. (2003). Kárášjohka: Davvi Girji. Digital version: https://533.davvi.no/ordbok_samnor.php (Read: 09.03.2021)

Neahttadigisánit. Giellatekno. UiT Romssa árkttalaš universitehta. <https://sanit.oahpa.no/sme/nob/> (Read: 09.03.2021)

Swedish:

Svonni, Mikael (2012): *Davvisámi–ruota, ruota–davvisámi sátnegirji. Nordsamisk–svensk, svensk–nordsamisk ordbok.* Kárášjohka: ČálliidLágádus.

Finnish:

Sammallahti, Pekka (1993): *Sámi-suoma-sámi sátnegirji. Saamelais-suomalais-saamelainen sanakirja.* Ohcejohka: Girjegiisá.

Sátni.org. Sámi giellagáldu: www.satni.org (Read: 09.03.2021)

English:

Paker, Philip M. Parker (2008): *Webster's Saami – English Thesaurus Dictionary.* ICON Group International: San Diego

German:

Sammallahti, Pekka & Klaus Peter Nickel (2006): *Sámi-duiskka sátnegirji. Deutsch-saamisches Wörterbuch.* Karasjok: Davvi Girji.

Nickel, Klaus Peter & Pekka Sammallahti (2008): *Duiskka-sámi sátnegirji. Saamisch-deutsches Wörterbuch.* Karasjok: Davvi Girji.

French:

Fernandez, M.M. Jocelyne (1997): *Parlons Lapon – . Les Sames, langue et culture.* Paris, L'Harmattan.

Optional electronic sources on the internet:

Stáluid ja gufihhtariid máilbmi. Sámi musea ja Davvi-Sámi luondduguovddáš. [Anár]. 2002. http://www.samimuseum.fi/maahisweb/sapmi/sa_tarinat.html (Read: 09.03.2021)

Oahpa! UiT Romssa árkttalaš universitehta. <http://oahpa.no/> (Read: 09.03.2021)