



Sámi allaskuvla

Sámi University of Applied Sciences

CURRICULUM

Introductory Sámi language in
practical situation – Part I

15 ECTS

Curriculum approved in the academic board case OAL 37/07.
Research and academic board chair approved changes 27.10.2009
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Public case: 17/00262

1. Name of the subject

Sámi: Sámeigiella praktihkalaš dilis – Álgooahppu 1. oassi
Norwegian: Samisk i praktiske situasjoner – Introduksjon del 1
English: Introductory Sámi Language in practical situation –Part I

2. Complete information about the study

Subject/Academic unit code	SAAL1
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 *Introductory Sámi language in practical situation - Part II*. Thereafter again *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 education is intended for those who do not speak or write Sámi language. 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

The 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
- winter clothings
- socializing and service situations

Life Sustaining issues

- time concepts (hours, days and nights, months, seasons)
- weather, travelling and navigation
- nature terms and place names
- sámi traditional life sustaining models

Basic societal encounters

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

The very basics of syntax, morphology and phonology will be handled. The part of speech inflect patterns and consonantal gradations will be taught along with practical work in various situations. Phonetics will naturally be connected to oral language practice.

7. Learning outcome

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

- understand and use common speech and sayings in everyday life situations;
- be able to shortly tell about oneself and common activities;
- be able to ask and answer questions regarding what one does have or not have, ones location, where one is going, the weather and the environment;
- masters basic conversation when the other is speaking clearly and is ready to assist;
- be aware of the Sámi language's connection to the Sámi traditions, life sustaining issues and nature;
- appreciate the opportunities to participate in the language protection work along with Sámi speakers in various communication situations;

8. 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 prove individual learning with 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

- Short oral group presentations (minimum 5 times) on various themes to the class.
- Reflectional log where ones 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 displays ones lingual competence. The theme of the project work will facilitate this text production.

Before the exam the student will choose parts from the work portfolio to the exhibiting portfolio.

- 1 dialogue or conversation based on the group work
- 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 passed or failed.

11. Entrance of external candidates

It is not possible.

12. Quality assurance

With reference to the SUC quality assurance system and the students possibilities and duties to assess Sámi University Colleges educations 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 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

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

In Norwegian:

Davvin 1 – Nordsamisk for nybegynnere. Oslo, Folkets brevskole. 2006.(186 p.)

Davvin 2 – samisk for nybegynnere. Folkets

brevskole. 1983.

In Swedish:

Davvin 1 – nybörjarkurs i nordsamiska.

Stockholm, Brevskolan. 1983.

Davvin 2 - nybörjarkurs i nordsamiska.

Stockholm, Brevskolan 1984

In Finnish:

Davvin 1 – saamenkielen peruskurssi.

Helsinki, Yleisradio – Inari, Saamelaiskäräjät. 2008.

Davvin 2 – saamenkielen peruskurssi.

Inari, Saamelaiskäräjät oppimateriaalitoimisto –

Helsinki : Yleisradio 2007. (226 p.)

Optional language learning books

Pope, Kirsten & Máret Sárá

The Sámi parliament - Sámediggi

Eatnigiella. Kárášjohka, Davvi Girji. 1998.

Davvisámegiella grámmatihka

[URL:www.risten.no/bakgrunn/gram/sme/index_se.htm](http://www.risten.no/bakgrunn/gram/sme/index_se.htm). Dated from 10.6.2009

Optional dictionaries

risten-no

The Sámi parliament - Sámediggi. URL:

www.risten.no (Read: 10.6.2009)

Davvi Girji (doaim)

Sámi - dáru - sámi sátnegirji. Davvi Girji. 2003.

In Swedish:

Sátnegirji - Sámi-Ruota, ruota-sámi.

Svonni, Mikael

- Johkamohkki, Sámi Girjjit. 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**
Boađe mu mielde (join me)
Davvi Girji. 2007. URL:
<http://www.davvi.no/eGirji/580/580intro.php>
(read:10.6.2009)
- Egirji (e-book)*
Biigá. URL: www.egirji.no/meahccai/
(read:10.6.2009)
- Stáluid ja gufihhtariid máilbmi (the realm of the Ogres and the Underground people)*
Sámi musea ja Davvi-Sámi luondduguovddáš. [Anár]. 2002. URL:
www.siida.fi/maahisweb/sapmi/sa_tieto_kertoji_en.html (read:10.6.2009)
- Gulahalan (Communication)*
Utbildningsradion. URL:
<http://www4.ur.se/gulahalan/>(Goas lohkan:10.6.2009)
- Sámigiella (The Sámi language)*
Skolverket. URL:
http://modersmal.skolutveckling.se/samiska/index.php?option=com_content&task=blogcategory&id=1&Itemid=62
(read:10.6.2009)
- Oahpa! (Learn!)*
Tromsa, Romssa universitehta/The University of Tromsø. 2009. URL:
<http://giellatekno.uit.no/oahpa/index.html>
(read:10.6.2009)