



Sámi allaskuvla

Sámi University of Applied Sciences

CURRICULUM

Introductory
South Sami language in
practical situation
– Part I

Åarjelsaemiengiele fierhten biejjien
jieliemisnie
– Aalkoeööhpehtimmie 1

15 ECTS

Curriculum approved in the Research and academic board 31.08.2011, case 75-11. Changes approved by the head of the department of on 14.2.2012. Changes approved by head of the department of language, duodji, reindeer husbandry and social sciences on 20.08.20, Public case 20/00570-1 and 10.05.21, Public case 21/00367-1.

1. Name of the subject

Sami: Áarjelsaemiengiële fierhten biejjien jieliemisnie – Aalkoeööhpehtimmie 1

English: Introductory South Sami language in practical situation –Part I

Norwegian: Sørsamisk i praktiske situasjoner – Introduksjon del 1

2. Complete information about the study

Subject/Academic unit code	SAAL 1ÅAR
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 South Sami language in practical situation - Part II*.

4. Admission requirements

The education is intended for those who do not speak or write South Sami language.

According to the regulations for admission to higher education, introduction courses and semester courses in 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 should write motivation letters explaining which of the alternatives are the basis for the application.

The study places can be reserved for exchange and scholarship students.

5. Teaching language

The use of the Sami 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 Sami language among themselves and to the teachers whenever working. Central learning themes are connected to Sami traditions, life sustaining issues and other areas. The introductory headlines for the themes are:

The local environment

- the community and buildings
- clothing
- 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
- yoik and poetry
- Sami linguistic working and cultural arenas
- media and other means of communication

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

7. The expected outcome – competence

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 Sami language's connection to the Sami traditions, life sustaining issues and nature;
- appreciate the opportunities to participate in the language protection work along with Sami speakers in various communication situations.

8. Learning methods

The conditions for 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 production.

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 Sami among themselves by 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 period. The first two days of the course are mandatory.
- 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 Sami 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 possible for external candidates to conduct the course, 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 Sami 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 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 reading syllabus in Norwegian, Swedish, Finnish or another language. The syllabus can be changed in agreement with the teachers and students. A new reading list must then be submitted together with the the exhibiting portfolio prior to the exam.

Main textbooks	
Vangberg, Åsta og Brandsfjell, Helen Blind	In Norwegian: <i>Saemesth amma! Sørsamisk for nybegynnere bok 1.</i> Hattfjelldal, Sijti Jarnge. 2003. <i>Saemesth amma! Sørsamisk for nybegynner bok 2.</i> Hattfjelldal, Sijti Jarnge. 2004.
Grammars to choose of	
Vangberg, Åsta og Brandsfjell, Helen Blind	In Norwegian <i>Saemesth amma! Gïelemaahtotje – Liten grammatikk.</i> Hattfjelldal, Sijti Jarnge. 2009.
Dictionaries to choose of	
Bergsland, Knut & Magga, Lajla Mattsson	In Norwegian <i>Åarjelsaemien-daaroen baakoegærja. Sydsamisk-norsk ordbok.</i> Idut 1993.
Magga, Lajla Mattsson	<i>Norsk-sydsamisk ordbok Daaroen-åarjelsaemien baakoegærja.</i> Idut 2009.
Israelsson, Per-Martin & Nejne, Sakka	In Swedish: <i>Svensk-sydsamisk Sydsamisk-svenske ordbok och ortnamn. Daaroen-åarjelsaemien Åarjelsaemien-daaroen baakoegärja jïh sijjienommh.</i> Tärnaby, Sametinget 2008.
Giellatekno, UiT	Baakoeh: https://baakoeh.oahpa.no/nob/sma/ (hentet: 14.08.2020)
Digital facilities on the Internet to choose of	
Giellatekno, UiT	Oahpa! http://oahpa.no/aarjel/ (hentet: 14.08.2020)
Giellatekno, UiT	http://kuvsje.oahpa.no/ (hentet: 14.08.2020)

Additional reading:	
Mathisen, Hans Ragnar	Sámi kulturmuittut – Samiske kulturminner, Håndbok i stedsnavnregistrering med rapport fra to seminarer. Romssa Sámi Searvi. Keviselie forlag. 1991 (s. 1-5, 41-56) Sámi kulturmuittut : báikenammačoaggima giehtagirji = Samiske kulturminner : håndbok i stedsnavnregistrering : med rapport fra to seminarer - Nasjonalbiblioteket (nb.no) (hentet 30.03.2021)
Gaski, Harald & Kappfjell, Lena	Ávtese jáhta – áarjelsaemien tjaalegh j̄ih tjaalegh áarjelsaemien. Dat. 2005 (chosen texts in the compendium)