ARCTIC 301: Advanced Inuktitut: Inuit Language

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Course content: ARCTIC 301 will continue to develop skills touched upon in the 200 level ARCTIC series and will expand student’s knowledge of Inuktitut in the four areas of language learning: listening, speaking, reading and writing. Students will engage with culture and news in Inuktitut. In Arctic 301 students continue with Dialectology finishing the tour of the Canadian dialects. Students will also be keeping a journal in Inuktitut to help them use the language meaningfully.

Learning objectives: At the end of the course, students should be able to recognize different Canadian dialects, write on a range of subjects and be able to express their opinion in Inuktitut, and be able to hold conversations with native speakers without strain.

Texts: Mallon & Kublu Advanced Inuktitut (in progress)
Monica Ittusardjuat Intermediate Inuktitut
Mallon Dialectology
Local Presses Nunatsiaq News
News of the North
Inuktitut 125 (dialogues)
Inuktitut Phase One (interactive CD)

Classes will follow this structure:
- Review of text material
- Explanation
- Exercises

Week 1:
Topic/Reading:
Assignments:

Week 2:
Topic/Reading:
Assignments:
Week 3:
Topic/Reading:
Assignments:

Week 4:
Topic/Reading:
Assignments:

Week 5:
Topic/Reading:
Assignments:

Week 6:
Topic/Reading:
Assignments:

Week 7:
Topic/Reading:
Assignments:

Week 8:
Topic/Reading:
Assignments:

Week 9:
Topic/Reading:
Assignments:

Week 10:
Topic/Reading:
Assignments:

SEGMENT ONE
Continuing Structural studies

SEGMENT TWO
Continuing Dialectology
In 203 we finished the first segment of our tour of dialect areas on at the Natsilik, on Boothia Peninsula.
From there we head south into the Barren Lands of the Keewatin and out to the western coast of Hudson Bay, reaching down almost to Churchill in Manitoba.
We are now in the most complicated dialect area in Canada, with a string of sub-dialects.
And that’s where we pause Dialectology till the Winter term.

SEGMENT THREE

- **Workshops with teachers**
  If, as we hope, our students have acquired superior skills in understanding the structure of Inuktitut, and if (another hope) teachers have also become interested in this field, then there is the chance of our students running workshops for their teachers.

- **Keeping a journal**
  The essential point here is whether it should be a private journal, (as most are), or to be shared with in class.
  Obviously, a private journal is of little use as a class project, so that answers that question.

- **SEGMENT FOUR**
  **VOCABULARY**
  Students and instructors must work out an efficient but not overwhelming way to achieve a goal we deliberately neglected in the first year of studies because we needed to concentrate on structure: the acquisition of a wide vocabulary.
  Encourage the students to brainstorm and experiment with ideas on this.

- **SEGMENT Five**
  Dialectology: strengthening exercise for phonology B.
There are various dialectal situations that increase students’ phonological dexterity.
We have already mentioned the Nunavik “Law of Double Consonants.
We explain that by a counting exercise.
Count consonant clusters.
In Nunavik CC + CC is “illegal”.
The third consonant must be sacrificed.
That is the way non-Nunavingmiut handle the situation.
But for Nunavingmiut it is not a mathematic situation.
It is a matter of rhythm.

Review

Final Exam

Grading:
- Class participation: 15%
- Quizzes: 25%
- Homework: 20%
- Mid-term Exam: 20%
- Final Exam: 20%

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ACKNOWLEDGEMENT: The University of Washington acknowledges that it lies on the historical lands of the Coast Salish peoples, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

ACCESS AND ACCOMMODATIONS: Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing,
physical or health impacts), you are welcome to contact DRS at 206-543-8924 
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accommodations for students with disabilities and/or temporary health conditions. Reasonable 
accommodations are established through an interactive process between you, me, and DRS. It is 
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learning environments consistent with federal and state law.