

Capstone UNST 421: Curriculum/Material development for Indigenous Communities (Indigenous Language activism)

Online Class, 6 credits

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Course and Project Description

Students in this capstone will partner with the Warm Springs Tribal Language Program to support the self-determination of Indigenous peoples and their language sustainability efforts by developing curriculum/materials or creating fund-raising opportunities. This capstone class will create final products which are aligned with the partner's goal with our community-based, service-learning spirit. All through this process, students will learn the current cultural and language sustainability issues within this partner community and beyond. General class instruction is exclusively online, and students in this capstone are strongly encouraged, as a class goal, to create and participate in a healthy online community.

Community Partner(s)

The Warm Springs Tribal Language Program, against all odds, remains dedicated to maintaining and revitalizing their three tribal languages. This capstone class will learn about their work and support their fund-raising efforts by providing appropriate and useful final products for the tribal language program. **Important Note:** we are going to develop products for and with our community partner, not create our/your own products through this capstone. Be mindful about the copy-right issue.

Partner Website:

[Confederated Tribes of Warm Springs \(CTWS\)](#).

Course Learning Outcomes

This capstone provides learning opportunities addressing both the course and University Studies goals: 1) **communication**; 2) **inquiry and critical thinking**; 3) **diversity, equity, and social justice**; and 4) **ethics, agency and community** (please see the [University Studies Goals](#)).

By the end of the course, Capstone students will be able to demonstrate their understanding of Community Context (B) through final projects (A).

(A) Final project-related skills:

- aligning project goals with community needs [communication]
- developing final project ideas through research and communication [inquiry and critical thinking]
- project development [inquiry and critical thinking]
- creating a group portfolio [communication]
- working collaboratively with classmates and community partners [communication]

(B) Community context:

- understanding Indigenous and Heritage Language situation and their policies [diversity, equity and social justice]
- understanding individual & social factors which promote/inhibit minority languages [inquiry and critical thinking]
- reflecting on one's own heritage as a vehicle for engaging in community work [inquiry and critical thinking]
- learning how to contribute to a community (an Indigenous community, even as a person who may not be from the community) [ethics, agency and community]

(Note: UNST goals associated with a given course goal are given in brackets after each course goal. The goals assigned here represent initial UNST goal each component covers, but as students' knowledge deepens multiple UNST goals will be addressed.)

All of the students in this capstone will create and positively participate in our online community as a class goal all through the class process and activities.

Textbooks and Resources

Required Text (Online Access through PSU Library)

[The Routledge handbook of language revitalization](#)

Editors, Leena Huss, Leena Huss, Gerald Roche.

London : Taylor and Francis 2018 First edition. eBook

Online Access - please log-in and access our library; and download the PDF or read it online.

Required Video (Online Information Available in D2L)

- A Century of Genocide in the Americas: The Residential School Experience (2002)
- E Ola Ka Olelo Hawaii: The Hawaiian Language Shall Live (2007)

(NOTE: Other Required Online Readings to be announced through D2L.)

** For detailed information- please go to [Textbook and Resources](#) page on D2L, and again, D2L Weekly homepage has more detailed information about each week!

Course Requirements

This capstone course is based on the expectations that individual students will share their own knowledge with each other to contribute to the class community and partnering community. Under the service-learning philosophy, students will work individually, collaboratively as a team, and as an entire class community towards this mutually beneficial goal: to learn from doing work that is beneficial to the partner community. Mutual respect is expected to be given to classmates, to faculty, and to our partners in the community. Based on these components, there will be two categories of required assignments below:

(NOTE: You will find more detailed assignments/project descriptions in D2L)

Individual Assignments

(a) D2L Discussions: Initial reflection due by Tuesday at latest, if assigned. Initial reflection entries should respond to the prompt in the D2L Discussion tool. They are constructively aligned with the capstone spirit. Each entry of Reflective writing should be about 150-200 words in length and proof-read (before being posted). You are highly encouraged to demonstrate critical thinking processes and synthesis with other components (things you learned from the class and beyond).

(b) D2L Peer Feedback: Peer feedback on the participation in D2L must be submitted before midnight Thursday, if assigned. Read all of your classmates' reflective writing entries and respond to at least two of them. Posted discussion points should be thoughtful, proof-read (before being posted), respectful, and about 50-100 words each in length. The ideas shared in this way are vital contributions to the spirit of a classroom community and are tools to help each other learn. Please select the responses that haven't received any comment first.

(c) D2L Reading Assignment Discussions: Your post on the assigned readings from our text due before midnight Sunday (2 points each x 9). Each post should be about 150-200 words in length and proof-read (before being posted). You are highly encouraged to demonstrate critical thinking processes and synthesis with other components (things you learned from the class and beyond). The reading assignment discussions are open to everyone all through the class period, please read others' postings before you post yours--unlike [D2L Discussions \(a\)](#). When adding a new post to the discussion, look to see if a thread is already running for the same (or very similar) topic. If so, please reply to a post from your classmate; and if not, please start a new thread. Just like peer feedback, all of your comments/posts are supportive and constructive following our class netiquette guideline we are practicing (Week One). Don't hesitate to let me know if you have any further question at nariyo@pdx.edu.

(d) Individual Reflective Paper due Sunday, if assigned. Individual Reflective Writing entries should respond to assigned readings or other instructions (usually not from textbook readings above). All of the entries are constructively aligned with the capstone spirit. Writing entries should be: about one page (around 400 words), well-organized, and free of grammatical and spelling errors. Like other reflection writing exercises, you are highly encouraged to demonstrate critical thinking processes and synthesis with other components (things you learned from the class and beyond).

(e) Heritage Language Project (2 pages - about 1,000 words). This could be entirely reflections of your own heritage language(s) history including your brief interview of your family members. OR you can select another person (with their permission) and write up the paper: an interview can be conducted through email, online chats, phone or in person if the circumstance is allowed. It can be an Indigenous or Immigrant heritage. Take a look at a separate instruction in D2L.

(f) Peer review of your team member's Heritage language(s) project (your total comments up to 200 words for each paper). Your comments will be constructive and supportive, including some questions that might help your team members to think further and encourage critical thinking processes. This is part of group development activities.

Team Assignments

(a) Final Project Portfolio

The final project portfolio includes (more detailed information in D2L):

- A list of potential & practical final project ideas
- Project description
- Progress reports (1 & 2)
- Project demonstration in class
- Final product

Small groups will be formed to research and prepare a final product which will be aimed at supporting the long-term language sustainability of our community partner. The community partner will assist us in brainstorming a project idea and will provide feedback. Each team will demonstrate the final projects (in progress) in class, and everyone provided peer feedback in the process. It is required to use assigned documents (Google Documents, others) if assigned for your collaborative development processes for the prompt feedback and completion.

At the end of the term, each group will present our final products to our community partners.

(b) Group Initiated Discussions

Team-chosen article and small group discussion facilitation online, each team will select a useful article for the class, share with the class and facilitate discussions online. Take a look at a separate instruction in D2L.

Grading

***Important Note: Capstone (University Studies) follows the rules and procedures outlined in PSU's temporary pass/non-pass policy which can be here: : [Temporary P/NP Policy Change](#)**

| Source of points | Points available |
|--|------------------|
| <p>Individual Assignments:</p> <ul style="list-style-type: none"> • (a) Reflective writing through D2L Discussions (2 points each x 7) • (b) Peer reflective responses through D2L Discussions (2 points each week x 7) • (c) Reflection writing on the assigned readings from our text through D2L Discussions (2 points each x 9) • (d) Individual Reflection paper through D2L Dropbox (2 points each X 4) • (e) Heritage Language (Interview) Project (4 points) • (f) Peer feedback for your team members on the heritage language papers (2 points) <p><i>Self/Peer Assessment Tools (5 points reduction if not completed)</i></p> | 60 points |
| <p>Team Assignments:</p> <ul style="list-style-type: none"> • Group Final Project Portfolio collaboratively developed by your team members (30 points) • Team-chosen article and small group discussion facilitation (10 points) <p><i>Team Discussion Assignment (5 points reduction if not completed)</i> <i>Group Policy development (5 points reduction if not completed)</i> <i>Portfolio Assignment (5 points reduction if not completed)</i></p> | 40 points |
| TOTAL | 100 points |

Other Guidance

Netiquette (online etiquette)

There are special guidelines for online communication and personal conduct that apply to this class: Here are some examples <https://www.marian.edu/blog/posts/blog/2018/01/22/to-post-or-not-to-post-a-lesson-in-netiquette>, and guidance <https://www.pdx.edu/unst/strategies-for-success-in-online-classes>. Also, we will discuss these in class.

Time Commitment

This is a 6-credit online course. Please plan for approximately 8 hours of work time each week. For your final group project, you will need to maintain regular email, online or phone contact with your group members and our partners throughout the term to ensure a successful final project. Your 3-4 hours per week goes to work on the final project.

On-line Access to Course Information

The course syllabus, handouts, reflective writing prompts and additional resources will be made available on-line through D2L. To access this information, you must have a PSU ODIN account. Also, each group will work through a google drive, which will be shared with group members, also through a PSU ODIN account. Please let me know if you have any issue.

Students with Disabilities

Please contact me if you have a disability that may require some modification to the course. I will work with you and the Disability Resource Center (<http://www.pdx.edu/drc/>) to arrange needed support. Screen Reader Options: click [here](#).

Plagiarism

Please note that plagiarism will not be tolerated in this course. If you are quoting or relying heavily on another's work in your written assignments or class presentations, you must acknowledge the source appropriately. For more information on plagiarism, please refer to the following link: <https://library.pdx.edu/diy/avoid-plagiarism>

Title IX

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find [a link](#) of those individuals. For more information about Title IX please complete the required student module [Creating a safe campus](#) in your D2L.

Schedule

Here is our tentative weekly schedule - look at more details on [D2L Weekly Homepage](#). **Please note* that the schedule is subject to change.*

Week 1: Getting to know each other

Tasks: Introduce ourselves. Review syllabus.

Have read:

- Syllabus
- Capstone handbook
- Online Community Article
- Learning through Serving Article

DUE:

- Introductory Activities
- D2L Discussions #1
- Reflective Paper #1

Week 2: Understanding our task: Getting to know our community partner

Tasks: Learn about community Issues. Investigate project parameters. Begin team selection process (**Note: Active class participation is required to be included in this process including self introduction to the class and D2L class discussions**).

Have read:

- CTWS Language Program
- Textbook - chapters Introduction, 1 & 2

DUE:

- Reflective Paper #2
- D2L text reading assignment discussions

Week 3: Forming our teams: Heritage language project

Tasks: Complete team selection process.

Team formation activity. Work in teams.

Have read:

- Textbook - Chapters 3 & 4

DUE:

- Group Forming Activities
- D2L Discussion #2
- D2L (text) reading assignment discussions
- Reflective Paper #3

Week 4: Investigating the issues: Community Partner Needs

Tasks: Work in teams.

Have read:

- Textbook - Chapters 5 & 6

DUE:

- Group-led Discussion Materials
- D2L reading assignment discussions

Week 5: Exploring *doable* project ideas

Tasks: Team facilitation. Work in teams. Feedback from our partner.

Have read:

- Textbook - Chapters 7 & 9 (8)

DUE:

- Portfolio i) Final Project Ideas List
- D2L Discussions #3
- D2L reading assignment discussions

Week 6: Starting our project

Tasks: Team facilitation. Work in teams.

Have read:

- Textbook - Chapters 10 & 11

DUE:

- Portfolio ii) Group Project Description
- D2L Group-led Discussions (1)
- D2L reading assignment discussions

Week 7: Making progress on our project

Tasks: Work in teams.

Have read:

- Textbook - two chapters of your choice from Section 1.5 (New methodologies for Language learning)

DUE:

- Portfolio iii) Project progress report (1)
- D2L Group-led Discussions (2)
- D2L reading assignment discussions

Week 8: Demonstrating our project in class

Tasks: Work in teams.

Have read:

- Textbook - two chapters of your choice from Section 1.6 (Literacy, Language documentation, and the Internet)

DUE:

- Portfolio iv) Project progress report (2)
- D2L Group-led Discussions (3)
- D2L reading assignment discussions

Week 9: Getting and giving feedback

Tasks: Work in teams. Editing consultations.

Have reviewed: Peer project demonstrations

- Textbook - two chapters of your choice from Section 1.7 (Special Representations of Language)

DUE:

- Portfolio v) Working on a demo/presentation of your final project
- D2L Group-led Discussions (4) **if assigned**
- D2L reading assignment discussions

Week 10: Completing our project

Tasks: Work in teams. Cross-team feedback.

Have read:

- Textbook - two chapters of your choice from two different regions in Part 2 (Regional perspectives: Decolonizing and globalizing language revitalization)

DUE:

- Peer feedback on other teams' demonstration/presentations
- Final Reflective Paper (#4)
- D2L reading assignment discussions

Finals Week: Celebrate our achievement: Closing the circle

Tasks:

- UNST Goals Retrospective.
- Present your final products and group portfolios.
- Debrief community partnership. Celebrate achievement.

DUE:

- Final products/portfolio due
- Self/Peer assessment Tool due

******* All the class materials including class syllabus are copy-righted, 2020 Kono *******