Introduction to Spoken Yucatec Maya

Instructor Credentials and Contact Info:

Course Instructor: Professor Christopher Eidemiller

- Formally-trained Anthropologist, Linguist, 2nd Language Acquisition Specialist, Online Teaching and Learning Certification;
- Instructor of Spanish Language & Latin American Culture, 10+ years;
  Cultural and Language Tour Guide of Yucatan, Mexico, 8+ years;
- Multilingual with American English, New World Spanish (Mexico), and Yucatec Maya of the Yucatan Peninsula.

Instructor’s Academic Credentials:

- A.A. Theatre Arts, Columbia College, California, 1993
- B.A. Anthropology/ Spanish, University of Oregon, 1999
- M.A.T. Second Language Teaching, Pacific University, 2001
- M.A. Spanish Linguistics, New Mexico State University, 2016
- Graduate Certification in Online Teaching and Learning, 2015

Instructor’s Availability and Contact Information:

Virtual office hours via Skype @ecopine

- Tuesdays and Thursdays from 6pm to 8pm (GMT -08:00; Pacific);
- Contact can also be made by appointment via email.

Email correspondence, contact me at:

- ecopine@nmsu.edu
- director@experienceyucatan.com
Introduction to Spoken Yucatec Maya

Course Overview

Introduction to Spoken Yucatec Maya is a multi-faceted course that is designed to introduce of Second Language Learners of Spanish to the universal structure of language and how this is used by members of a Yucatec Mayan Speech Community in cultural-identification and personal expression by its constituents. More importantly, this should be considered more of an avenue for accessing the Mayan Culture through language, for the purpose of better understanding its people.

Over the next 18 weeks, you will examine:

- The components of online learning and the web-based tools associated with this course;
- How to effectively learn language independently online in preparation for real-life usage;
- Proficiency Learning as a universal objective for Second Language Learning;
- How to enhance your productive and receptive language skills in your second language (Spanish), as a prerequisite for approaching spoken Yucatec Maya as a third;
- The history of the Yucatec Mayan Language Speech Community, its longstanding geo-cultural framework, and its modern positioning in society… linguistically speaking of course;
- Commonly-used idiomatic expressions in Yucatec Maya used for gaining access to the contemporary culture, and how to find acceptance as a potential participant;
- Phonetics, Morphology, Syntax, Semantics, and other Basic Grammatical Enhancements associated with communication within a bilingual Yucatec Mayan Pueblo;
- Visit, and participate in an actual bilingual speech community on the Yucatan Peninsula; and
- Make lifelong connections for continued Second (and Third) Language Learning.

Course Structure

Introduction to Spoken Yucatec Maya 101 is hybrid course, with 16 weeks of online Proficiency-based* objective-language learning and practice; followed by TWO-WEEKS of Residence in a Yucatec Maya Speech Community for purposes of Authentic Application of the learned material.

The bulk of the course is organized into 8 separate two-week learning modules, with five different categories of assessment: 1) Language Practice Activities; 2) Benchmark Language Samples; 3) Discussions; and 4) Quizzes. A fifth category: 5) Travel to the Yucatan, will serve as a summative form of assessment in the final of the weeks of the course that will be conducted on-location in a Mayan-speaking Speech Community during the summer.

*Proficiency-based simply means 95% achievement of expectations at each predetermined benchmark standard. The course offers an unlimited number of opportunities to achieve these standards, but NOT an unlimited amount of time. Even self-guided instruction demands an organized progression when learning Second Language!


**Introduction to Spoken Yucatec Maya**  

Course Syllabus

**Required Reading**

There are three textbooks required for participating in this course, each of which supporting the pursuit of Yucatec Maya as a third language beyond the classroom. Also, there will be several other readings that can be found online through links included in the corresponding modules.


**Course Prerequisites**

There are only two prerequisites for taking this course, but they should be considered of high-concern for the participant.

1. **Dominion of the Spanish Language** in all of its forms, including its cultural application. To attempt this course, you must be confident in your use of the Spanish Language and its Cultural Counterparts. Because Yucatec Maya is used in the context of a Colonial-Spanish Influence, this course has been created to simulate the corresponding social structure. The fact is that Yucatec Maya cannot be learned, nor used in real-life situations, without a strong foundation in productive language skills in Spanish, but also familiarity with the cultural foundations that support its presence.

2. **GANAS!** To complete this course, you must also have a strong desire to enhance your productive language skills in Spanish, aspirations of contributing to the conservation of a marginally-endangered speech community through direct participation, and willingness to travel to the Yucatan Peninsula in the summer following the completion of this course.

**Tech Skill Prerequisites**

- Students must have a computer with webcam, voice speaker, and microphone; and a dependable internet connection running at least 1mps; [Check your Speed](#).
- Ability to navigate Canvas; for assistance: Contact the ICT Help Desk (575) 646-1840 (M-F: 8:00am-5:00pm Mountain Time) or email [help@nmsu.edu](mailto:help@nmsu.edu) for technical problems,
- Produce, cut, paste, and post MS Word documents; see [MS Word tutorials](#).
- Ability to use Skype, access and post You Tube videos, and correspond via email,
- Ability to locate a variety of academic resources on Internet; see [Internet Tutorials](#).
Learning Community Overview

This course is based upon a cooperative learning philosophy that allows students to rise to their inherent potential for learning language, and seeks to create an atmosphere conducive for acquiring a second language through intrinsic desire rather than explicit detail. Language is a natural cultural phenomenon that directs our everyday lives and acquiring a second language should come as a matter of natural acquisition, much like a person’s first language is acquired, demanding the same respect as the people who speak it.

To achieve these details in learning a second language, this course incorporates recommendations made by the 5 C’s of Language Learning as documented by the American Council on the Teaching of Foreign Languages, addressing the importance of:

1. Communication in Languages other than English in order to Gain Information, Express and Exchange Opinions, Concepts, and Ideas in a Variety of Contexts,
2. Knowledge and Understanding of other Cultures and the Diversity of Perspectives based upon Cultural Practices and Products through Language,
3. The Ability to Acquire Information and Recognize Distinctive Viewpoints through Connections in Language,
4. Develop Insight into the Nature of Language and Culture through Comparisons, and
5. The Role of Participating in Multilingual Communities at Home and Abroad, and the importance of becoming a lifelong learner of Second Language for Personal Enrichment.

Netiquette & Discussion Expectations

According to Wikipedia: "Netiquette (neologism, a morphological blend formed from "Internet etiquette") is a catch-all term for the conventions of politeness and respect recognized on Usenet, in mailing lists, in live chat systems, and on other electronic forums such as Internet message boards. These conventions address the relationship between personal behavior and group phenomena, and outline a dynamic set of guidelines for conduct that is conducive to pleasant, efficient and agreeable interaction."

Language Use in this Course:

- In assigned discussions, be as clear, concise, and as academic as possible, while also considering how your post will be received by others. During this course, we will use the (1+1) x 2 formula in which posting will include: one compliment and one constructive criticism for two colleagues.
- Always make sure that to address the “Idea” in your responses, and not the person.
- On the other hand, as you receive comments from your colleagues, consider the limits of written communication and the emotive features absent from the correspondence. While some posts may seem impolite or even rude, understand that participants’ speech is restricted in this forum.
- While you should be more formal in discussion activities, informal writing is wholly acceptable during web-conference, as well as chat and Skype sessions.
Communication Stylings

- Conscientiously participate in your endeavors in this course to maximize its potential.
- Recognize and assess the far-reaching implications of your ideas and comments.
- Formulate your written responses and comments with relevant support.
- Be creative and unhindered in your comments. Online courses allow you the anonymity to express your original ideas in a forum sheltered from face-to-face confrontation.
- Communicate boldly, but at the same time conscientiously. Assertive communication gives you a voice in your attempt to influence others to your understanding, but always respect how your comments will be received, and be prepared to support your assertions.

Course Objectives:

*By the end of this course, participants will have:*

- Created an individualized approach to learning language;
- Developed a personalized approach to an attainable language goal;
- Synthesized the physical and cultural background of the contemporary Yucatec Mayan language;
- Identified the Yucatec Mayan Substrate Influence in the Yucatecan Spanish speech patterns;
- Learned basic greetings and salutations used to gain access to the Modern Mayan Speech Community;
- Learned vocabulary in Mayan specific to gaining access to the pueblos of the Yucatan Peninsula;
- Understood basic grammar and syntactic constructs in the Yucatec Maya Language;
- Learned how to produce simple phrases in the Present Progressive and the Simple Present Tenses;
- Incorporated Qualifying Adjectives, Demonstrative Adjectives, and Possessive Adjectives;
- Achieved basic proficiency of listening skills through identifying topic threads within a conversation;
- Been well-prepared to embark upon a journey to a Mayan-speaking pueblo on the Yucatan Peninsula.

Assessment

There are five categories of graded assignments: Language Practice Activities, Oral Language Production, Group Discussions, Module Quizzes, and a Summer Supplement category that includes an *Introductory Survey of the Yucatec Mayan Language in situ*, which should be addressed as early as possible in the semester.

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Grading Policy, Late Assignments, Revisions, and Response Time:

This course uses the standard grading scale in that: > 90% = A; 80 - 90% = B; 70 - 80% = C. However, because course participants will have access to well-defined expectations, grading rubrics, and highly-critical feedback for activities such as productive language skills (practice and evaluation), and group discussions; as well as unlimited opportunities to garner full points for other assignments such as Vocabulary and Grammar Quizzes. Only assignments that are submitted late will have points deducted. Late assignments will be accepted for ten days after the due date, but lose a significant point value for each day the assignment is late (10% of the total value each day). Grades and individualized feedback for all assignments will posted to Canvas before the end of the next module.

Plagiarism

Plagiarism is an absolutely unacceptable practice in this course, and grounds for expulsion from this class and from this university. The blatant theft of intellectual property of another and declaring it your own is not only unlawful and contradictory to the learning process, but also morally reprehensible and will not be tolerated. If students’ choose to use the words or ideas of another person, they must properly cite the matter utilizing MLA formatting guidelines for citations and references. This course, professor, university, and the entire academic community emphasize using citations and references to avoid plagiarism. For information on avoiding plagiarism, visit NMSU's Plagiarism website. For assistance in creating academic citations, visit:

www.studymode.com/citation-generator

ADA and Students with Disabilities Accountability

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director
Student Accessibility Services (SAS)
Corbett Center, Rm. 244
Phone: (575) 646-6840
E-mail: sas@nmsu.edu
Website: sas.nmsu.edu
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Discrimination Policies and Academic Equity

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation.

For more information on discrimination issues, Title IX or NMSU’s complaint process contact:

Gerard Nevarez, Executive Director or Agustin Diaz, Associate Director
Office of Institutional Equity (OIE)
O’Loughlin House
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
Website: http://www.nmsu.edu/~eeo/

Links to other Student Services

For urgent assistance with your Canvas Course: Contact the ICT Help Desk (575) 646-1840 (M-F: 8:00am-5:00pm Mountain Time) or email help@nmsu.edu for technical problems.

You can also access other Services offered by the university, which include:

- Student Accessibility Services: 575-646-6840
- Academic Life Support: Academic Assistance Student Support Services
- Basic academic research skills; see NMSU Library and Research Help for Students,
- Study Skills and General Learning Skills; see Student Success Center, Academic Support Services
- General Writing Skills: Writing Center; Online Writing Center
- Accessibility of Technologies: Student Technology Help

For support with Technology:

ICT Help Desk for help logging in to Canvas.
Canvas Student Orientation
Firefox Access
Adobe Reader Access
Microsoft Office Access Information
Skype Access Support
Chrome and Google Products Access Information