

College of Micronesia-FSM
COURSE OUTLINE COVER PAGE

Yapese Writing	ML 102y
Course Title	Department and Number

Course Description:

The course is designed to provide students with academic writing skills using the Yapese language in a wide range of subjects and topics. The course aims to introduce the basic understanding of the standard spelling/writing systems of the Yapese orthography, and grammatical aspects of the language. Moreover, this course will help students in broadening their skills in developing writing materials for classroom use.

Course Prepared by: Yap DOE **State** Yap
 through support of the
TQE Grant Program

	Hours per Week	No. of Week	Total Hours	Semester Credits
Lecture	3	16	48	3
Laboratory				
Workshop				
	x	x	=	=
		Total Semester	Credits	3

Purpose of Course:

Degree Requirement	_____
Degree Elective	x
Certificate	_____
Other	x

Prerequisite Course(s): ML 101y Yapese Reading

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Signature, President, COM-FSM

Date Approved by President

I. LEARNING OUTCOMES:

A. General Objectives:

1. Student will be able to develop academic writing skills in Yapese language.
2. Student will be able to demonstrate the use of the uniform spelling system of the Yapese language in both the first and second language (L1, L2).
3. Student will be able to explain the basic grammatical aspect of the Yapese language.
4. Student will be able to compose and revise text in Yapese language.
5. Student will be able to use the research and technological resources in developing writing materials in Yapese language.
6. Student will be able to recognize and implement the systematic way of teaching the Yapese language.

B. Specifics:

Upon completing the course, the student will be able to:

- 1.1. create a single paragraph.
- 1.2. develop a topic sentence and include simple supporting facts and details
- 1.3. write legibly in cursive or joined italic, adhering to margins and correct spacing between letters in a word and words in a sentence.
- 1.4. use the forms of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) to create multiple-paragraph expository compositions.
- 1.5. use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- 2.1. spell words using the standard spelling system.
- 2.2. develop and edit selected Yapese stories using the standard spelling system.
- 2.3. use the Yapese Dictionary and other written materials to identify alternative word choices, sentence types and structure and meanings.
- 3.1. translate Yapese reading materials through writing.
- 4.1. edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
- 5.1. use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- 5.2. use clear research questions and coherent research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 5.3. write papers with appropriate research, organizational, and drafting strategies.
- 6.1. write one story appropriate for teaching story in the heritage language at various elementary grade levels.

II. COURSE CONTENT:

- History of the Yapese language

- Organization, Focus and Penmanship
 - single paragraph
 - topic sentence
 - supporting facts and details
 - cursive or joined italic, margins and correct spacing, and words in a sentence
 - form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative)
 - multiple-paragraph expository compositions
 - effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order
 - strategies of note-taking, outlining, and summarizing to structure composition drafts
 - elements of communication (e.g., purpose, speaker, audience, form)
- Research and Technology
 - various reference materials as an aid to writing (e.g., dictionary)
 - simple documents by using electronic media
 - Yapese Dictionary to identify alternative word choices and meanings
 - topics; questions; and inquiry, investigation, and research
- Composing, Revising and Evaluating Text
 - composition, editing and revising manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences
 - persuasive techniques (e.g. promises, dares and flattery, impressive generalities), and identify any logical misleading notions used in written/oral presentations and media messages
 - organization and consistency of ideas within and between paragraphs
 - biographies, autobiographies, short stories, or narratives
 - historical investigation reports, tales, legends, myths, etc.

III. TEXTBOOK:

Jensen, John Thayer. 1977, *Yapese Reference Grammar*. University of Hawai'i Press: Honolulu Hawai'i.

IV. REQUIRED COURSE MATERIALS:

Textbook

Notebook

Vernacular written text and samples

V. REFERENCE MATERIALS:

- Yapese Dictionary
- Selected handouts from various sources will be identified and prepared for students' use and readiness.

VI. INSTRUCTIONAL COST:

None

VII. METHODS OF INSTRUCTION:

- Lecture
- Discussion
- Question and Answer (Q&A)
- Intense writing and/or proofreading exercises

VIII. EVALUATION:

No credit by examination.

Suggested grading system: Students are to be evaluated based upon their achievement of the course objectives via quizzes (30%), mid-term examination (30%), and a final project (40%). The final project will be cumulative in nature and will enable students to demonstrate competency by either of the two as follows: 1) designing course outlines and syllabi in teaching the spelling/writing system in the elementary level; or 2) submitting a term paper on the topics relating to the Yapese orthography, its issues, and the recommended interventions, issues behind language teaching and learning, bilingual education issues, and the like.

IX. ATTENDANCE POLICY:

The standard COM-FSM academic honesty policy applies to this course.

X. ACADEMIC HONESTY POLICY

The standard COM-FSM academic honesty policy applies to this course.