FIRST NATIONS
LANGUAGES PROGRAM

X̱aad Kíl Née Adult Immersion Program & Simon Fraser University

Indigenous Nations Language Proficiency Certificate: X̱aad Kíl

INLG 133, 134, 130, and 158

Fall Term: September 9, 2027 - December 20, 2027



TABLE OF CONTENTS

ABOUT **4**
YOUR INSTRUCTIONAL TEAM **5**
COURSE SCHEDULE AND OFFICE HOURS **6**
UNIVERSITY CALENDAR **7**
Fall Term 2026 7
Spring Term 2027 7
COURSE REQUIREMENTS **8**
SFU GRADING SCALE 8
ACADEMIC HONESTY 8
NETIQUETTE 8
SAFE SPACE POLICY 9
CANCELLED CLASSES 9
GENDER PRONOUNS & PREFERRED NAME 9
SIMON FRASER UNIVERSITY ACADEMIC INTEGRITY NOTES 9
X̱AAD KÍL NÉE EXPECTATIONS AND POLICIES **10**
Attendance Policy **10**
Participation Rubric 10
Classroom Values and Expectations **12**
INLG 133 – Introduction to Indigenous Languages I (7 weeks) **13**
Course Outline 13
Attendance & Participation 13
Evaluation/Grading 13
Materials **14**
INLG 134 – Introduction to Indigenous Languages II (6 weeks) **15**
Course Outline 15
Attendance & Participation **15**
Evaluation/Grading 16
Materials **16**
INLG 130 - Practical Phonetics in an Indigenous Language (13 Weeks) **17**
Course Outline **17**
Attendance & Participation **17**
Evaluation/Grading **18**
Materials **18**
INLG 158 - Indigenous Language Immersion I (13 Weeks) **19**
Course Outline 19
Attendance & Participation **19**
Evaluation/Grading 20
Materials 20

ABOUT

X̲aad Kíl is at a turning point in our history. We've been lucky to have Elders who've dedicated their time and efforts to language strengthening and resource creation. We are now able to use these resources (stories, recordings, etc.), in our classrooms. With few birth speakers in X̲aad Kíl, now is the time to create new fluent speakers. Our vision for a successful program is that we will support emerging X̲aad Kíl speakers in order to increase our broader language community. Our chosen method is creating an immersive space for new learners to experience the language and providing ample opportunity for them to spend time in immersion.

To date, this will be the first full-time SFU certificate program offered in X̲aad Kíl. Building on the efforts of previous Bootcamp and community classes, the objective of this program is to offer daily immersion practice in X̲aad Kíl to create a new generation of L2 speakers. Year 1 focuses on developing language proficiency in the Novice to Intermediate-Low range on the American Council on the Teaching of Foreign Languages (ACTFL) scale.

This year the certificate is offered in partnership with Simon Fraser University's Department of Linguistics through their Indigenous Languages Program (INLP) and X̲aad Kíl Née, located in G̲aw Tlagée Old Masset, BC. The academic program of study and the credential to be awarded upon completion is the Certificate in First Nations Language Proficiency (CFNLP).

This program is offered on the territory of the Haida Nation.

YOUR INSTRUCTIONAL TEAM

Fall Term 2026

Instructor Team:

- Jaasaljuus Yakgujanaas (teamlead@xaadkilnee.ca)
- Jaskwaan Bedard (abedard@sfu.ca)
- Danielle Allard (danielle.l.allard@gmail.com)

Support Staff:

- Chloe Good (admin@xaadkilnee.ca)
- Grace Jones (programs@xaadkilnee.ca)

Academic Advisor:

- Janessa Ng (inlpadv@sfu.ca)

COURSE SCHEDULE AND OFFICE HOURS

Courses take place Mondays to Thursdays from 9:00 a.m. to 4:00 p.m.

Schedule for September 9th - October 23rd, 2026

	Monday	*Tuesday*	*Wednesday*	*Thursday*
9:00 am - 12:00 pm	**INLG 133:** Introduction to Indigenous Languages I Skil Jaday	**INLG 130:** Introduction to Indigenous Languages I Jaasaljuus	**INLG 133:** Introduction to Indigenous Languages I Skil Jaday	**INLG 158:** Introduction to Indigenous Languages I Jasḵwaan
12:00 pm - 1:00 pm	Lunch	Lunch	Lunch	Lunch
1:00 pm - 4:00 pm	**INLG 130:** Indigenous Language Immersion I Jaasaljuus	**INLG 133:** Introduction to Indigenous Languages I Skil Jaday	**INLG 158:** Introduction to Indigenous Languages I Jasḵwaan	**INLG 133:** Introduction to Indigenous Languages I Skil Jaday

Reading Week: October 26th - October 29th, 2026 (NO CLASSES THIS WEEK)

Schedule for November 2nd - December 7th, 2026

	Monday	*Tuesday*	*Wednesday*	*Thursday*
9:00 am - 12:00 pm	**INLG 134:** Indigenous Language Immersion I Jaasaljuus	**INLG 130:** Introduction to Indigenous Languages I Jaasaljuus	**INLG 134:** Indigenous Language Immersion I Jaasaljuus	**INLG 158:** Introduction to Indigenous Languages I Jasḵwaan
12:00 pm - 1:00 pm	Lunch	Lunch	Lunch	Lunch
1:00 pm - 4:00 pm	**INLG 130:** Indigenous Language Immersion I Jaasaljuus	**INLG 134:** Indigenous Language Immersion I Jaasaljuus	**INLG 158:** Introduction to Indigenous Languages I Jasḵwaan	**INLG 134:** Indigenous Language Immersion I Jaasaljuus

Last Day of Classes: December 7, 2026 **Exams:** December 9-20, 2026

UNIVERSITY CALENDAR

Fall Term 2026

September 7	Labour Day University closed
September 8	Welcome Day
September 9	Classes Start
September 30	National Day of Truth and Reconciliation All classes cancelled and university closed
October 8-9	Convocation
October 12	Thanksgiving Day All classes cancelled and university closed
November 11	Remembrance Day All classes cancelled and university closed
December 7	Last day of classes
December 9-20	Exams

Spring Term 2027

January 1	New Year's Day University closed
January 4	Welcome Day
January 5	Classes Start
February 15	Family Day All classes cancelled and university closed
February 16-21	Reading Break All classes cancelled
March 26	Good Friday All classes cancelled and university closed
March 29	Easter Monday All classes cancelled and university closed
April 12	Last day of classes
April 14-26	Exams

COURSE REQUIREMENTS

As adults, you are responsible for your own education. Students are expected to attend all lectures and read all supporting materials from the text. Students who do not attend regularly, complete the weekly homework assignments and the weekly readings will not do well in this course. No lecture notes will be available from the instructor if a student misses class. If you are having difficulty with the class, please see the Instructor or the Teaching Assistant(s) (TA).

SFU GRADING SCALE

PERCENT (%)	LETTER GRADE	NUMERICAL GRADE	DEFINITIONS
95 – 100	A+	4.33	Excellent Performance
90 – 94	A	4.00	
85 – 89	A-	3.67	
80 – 84	B+	3.33	Good Performance
75 – 79	B	3.00	
70 – 74	B-	2.67	
65 – 69	C+	2.33	Satisfactory Performance
60 – 64	C	2.00	
55 – 59	C-	1.67	Marginal Performance
50 – 54	D	1.00	
0 – 49	F	0.00	Fail. Unsatisfactory Performance.
Incomplete	N	0.00	Did not write final exam or otherwise complete course

ACADEMIC HONESTY

Cases of academic dishonesty will be handled per University guidelines. You are responsible for understanding SFU's policy. It can be viewed on-line at:
https://www.sfu.ca/students/academicintegrity.html

NETIQUETTE

When communicating with the instructors or the assistants, please be respectful (as we will be in response to you): Address us by name, be polite, be clear, and sign off with your name and SFU Student ID number. In most circumstances, you can expect a response within 48 hours (except for weekends, holidays, or other scheduled absences). If you do not receive a reply after that time, please feel free to send a prompt.

All matters related to this Program including course and assignment inquiries must be sent through SFU CANVAS and not social media, texting, nor email as per SFU policies.

SAFE SPACE POLICY

There will be zero tolerance for racist, sexist, homophobic, transphobic, classist, ableist or otherwise discriminatory remarks and hostile behavior of any kind. We will respect one another, even if we do not agree, and it is everyone's right to be able to participate fully and meaningfully in a learning environment free of such behavior or attitudes. If there is any reason such a space has been compromised for you, please know our door is open for an open conversation about this and we will make every effort to address it.

CANCELLED CLASSES

The instructors will make every best effort to find an alternative instructor in the event of their inability to teach for that day(s) for that course. In the event a substitute instructor cannot be obtained; the instructor will notify all students via their SFU emails and a note will be posted on SFU CANVAS. Challenges exist with so few X̱aad Kíl Nee instructors available to lead a full-time immersion program and we appreciate your patience. If a class is canceled, the instructor may assign additional assignments or reading materials in lieu of the regular class schedule. Students may use the time to finish other assignments as well.

GENDER PRONOUNS & PREFERRED NAME

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honour your request to address you by an alternate name or your gender pronoun. Please advise them of this preference early in the semester so that they may make appropriate changes to their records.

We ask that all students use the pronoun stated by participants in the class.

SIMON FRASER UNIVERSITY ACADEMIC INTEGRITY NOTES

SFU's Academic Integrity website is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for their own conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University.

X̲AAD KÍL NÉE EXPECTATIONS AND POLICIES

Attendance Policy

(see also: Attendance Policy for SFU)

Attendance and participation are the foundations of the program and make a big difference in participants' learning. As such, attendance is heavily weighted in your grade. Attendance and participation will be scored out of 4 points per session. Each day is divided into two sessions: morning session (9:00 am - 12:00 pm) and afternoon session (1:00 pm - 4:00 pm).

If you will be absent for any reason, do the following:

1. Message the group chat **before 8:45** am on the day in question to let everyone know you will not be present. You do not need to state the reason for absence in the group chat.
2. Also email your instructor team **before 9:00 am**, to let your SFU instructors know that you will be absent. You do need to state the reason for your absence in the email to Jaasaljuus and Jask̲waan.

   Instructor emails:
   Jaasaljuus Yakgujanaas (teamlead@xaadkilnee.ca)
   Jask̲waan Bedard (abedard@sfu.ca)
   Danielle Allard (danielle.l.allard@gmail.com)

If you are absent for multiple days, you still need to message the group and instructor each day to let them know you will not be in. If you know in advance that you will be absent for several days, you can message to let the group know when you will return.

With less than 50 class days in each term, if you miss more than **5 days total**, you will need to check in with the teaching team to discuss your attendance.

- Excused absences (such as sick days, cultural leave, family care/emergencies, medical appointments, bereavement, etc.) up to 5 days total for the term will be scored at a 50%
- Unexcused absences (including any no-call-no-show absences) and any excused absences beyond 5 days total will be scored at a 0%
- Arriving late will dock 1 point from your attendance for the session
- If you need to miss part of a session (for example, due to a previously scheduled appointment) and you have let the group know at least 1 day in advance, you will have the opportunity to still score full marks for that session
- Note that all assignments are based on in-class activities and completed in class, and therefore cannot be made up.

Participation Rubric

0	0%	- Does not attend class - Does not communicate in advance about absences to teaching team
1	25%	- Attends class but does not participate in language activities or discussions - Does not use Techniques - Does not "Angel" other learners - Does not volunteer for leadership roles or teaching opportunities - Does not use language outside of organized lessons or activities
2	50%	- Attends class and participates minimally in language activities or discussions - Occasionally uses some basic Techniques - Rarely 'Angels' other learners - Volunteers rarely for leadership roles or teaching opportunities - Rarely uses language outside of organized lessons or activities
3	75%	- Attends class and participates moderately in language activities or discussions - Consistently uses some basic Techniques, and occasionally uses some higher-level Techniques to enhance the learning environment for themselves and others - Consistently 'Angels' other learners - Volunteers occasionally for leadership roles or teaching opportunities - Occasionally uses language outside of organized lessons or activities
4	100%	- Attends class and participates fully in language activities or discussions - Mindfully utilizes Techniques to enhance the learning environment for themselves and others and to stay engaged in language learning throughout the day - Proficiently 'Angels' other learners - Volunteers frequently for leadership roles or teaching opportunities - Frequently uses language outside of organized lessons or activities

Classroom Values and Expectations

- **Attend all classes** Monday to Thursday, 9:00 AM – 4:00 PM, from late August to May, and notify staff of any absences. You are required to be present and on time every day. Students will adhere to the *OMVC Conditions of Employment*. Participation is crucial for the program and personal growth, absences will affect a student's learning.

- **Participate actively** and be patient with yourself. We won't be in full immersion from day 1. The curriculum for this program is a living curriculum. We'll be making changes throughout the program and adjusting to find the most effective pathway to language acquisition and that will require trial and error.

- **Yahgudáng** for Elders and mentors by following cultural protocols and listening attentively. We celebrate the diversity of X̲aad Kíl and the different dialects of G̲aw X̲aad Kíl. All participants are responsible for cooking, cleaning, and taking care of our space.

- **No translation:** We don't translate. When building our X̲aad Kíl brains, sometimes our "English brains" can get in the way. We will make every effort to help everyone understand without translation, but sometimes this process might take longer than just translating.

- **Be open to feedback** and committed to personal and collective language growth.

- **Contribute to the community** by participating in cultural activities and sharing language with others when appropriate. **This includes X̲aad Kíl Née related events that may sometimes fall outside of regular hours in the evenings or weekends.**

- **Communicate regularly** with staff about any challenges affecting your attendance or engagement. Students are expected to follow OMVC and SFU attendance policies. Visitors and guests are welcome, please give us a heads up in advance if you would like to bring friends, family or other guests to visit the program.

- **Media in classroom** Photos, videos, and language recordings will be taken daily, and participants are expected to sign a media release. We'll do our best to clear images with participants before we use them, but we may not always be able to. Images could be used on X̲KN's social media, website, or grant reporting. Communication with us is required if you have concerns about usage of photos and videos.

INLG 133 – Introduction to Indigenous Languages I (7 weeks)

Simon Fraser University

Class Location: "The Language Lab" 1740 Hodges Ave, Masset, BC V0T 1M0
Instructor: Danielle Allard
Start Date: September 9th, 2026
End date: October 23rd, 2026
Class Meeting Times:

- Monday mornings
- Tuesday afternoons
- Wednesday mornings
- Thursday afternoons

Course Outline

Introduces the structure of X̲aad Kíl, including phonetics, vocabulary, word formation, and grammatical constructions. Students who have credit for FNLG 231 may not take this course for further credit for the same designated language.

This course will introduce students to the structure of X̲aad Kíl with the goal of increasing conversational proficiency. Students will participate in daily immersion activities and will utilize the 'Where Are Your Keys?' (WAYK) methodology in their learning. Although it is not the focus, this course will incorporate a small amount of sign language. Gestures and sign language help students use motion and muscle memory to retain the unique grammar structures of X̲aad Kíl and communicate efficiently with instructors and peers in immersion.

At the end of this course, you should be able to:

- *Have short, daily conversations in X̲aad Kil*
- *Give a basic personal introduction in X̲aad Kil*
- *Ask and answer simple questions in the present tense*
- *Start to recognize and use negative clauses*
- *Support your peers during lessons using WAYK techniques*

Attendance & Participation

All courses in our comprehensive program follow the same policies for attendance, participation, and expectations for students (see above: Xaad Kíl Née Expectations & Policies)

- Attendance Policy
- Participation Rubric
- Classroom Values and Expectations

Materials

The following are required materials, to be distributed in class:
Assignment Binder, Hunting Book, X̲aad Kíl Née: Level 1 Glossary, Pocket Book

Evaluation/Grading

Completion of all course work is required to receive a course grade.

INLG 133 Assignments & Grading			
#	Focus	Detail	%
1	Lesson Participation & Feedback	*Participating in and giving feedback on lessons is an important contribution to the ongoing development of our collaborative immersion curriculum. For this assignment you will reflect on your participation in two lessons during the first half of the term. You might be participating in a lesson for the first time, reviewing a lesson, or assisting with a test to edit/refine the lesson. You may also be involved as an "angel" or a "scribe" during this lesson.*	20%
2	Teaching Fluency Freeway Lessons	*In INLG 134, students will be asked to lead 1 review lesson from the collaborative curriculum with their peers. This assignment will allow the instructor to support students as they practice their teaching skills. This assignment will also show how well the language is understood by the student, giving them an opportunity to share a good 'set-up' to demonstrate the language in the lesson at hand. The student will have help as needed from their instructor and their peers.* *Students will demonstrate their newly established teaching skill in X̲aad Kíl. Remember mistakes will happen, and will help us learn more. To the best of your ability, you are being asked to share your knowledge of the language, lessons, and Techniques up to this point with your peers.*	10%
3	Hunting Book Entries	*Each student will be given a "hunting book" at the beginning of the term. Hunting books are used to record personal language insights: e.g., language that students have learned, language they're hearing frequently and wondering about, or questions they are encountering.* *Students are encouraged to write in their hunting books at regular intervals to capture highlights of what they're learning. We encourage students to avoid using English as much as possible, instead using drawings and other strategies to capture the language without translation. Spelling in hunting books will not be graded. Students should write the language as they hear it, especially at the beginning of the course; spelling will improve over time.* *For this course, students are expected to submit 5 entries from their hunting books. You will either submit photos or copies of the pages with your 5 entries.*	20%
4	Attendance & Participation	*Attendance and participation will be graded daily out of 4.* *See above for expectations and rubric for attendance and participation.*	50%

INLG 134 – Introduction to Indigenous Languages II (6 weeks)

Simon Fraser University

Class Location: "The Language Lab" 1740 Hodges Ave, Masset, BC V0T 1M0
Instructor: Jaasaljuus Yakgujanaas
Start Date: November 2, 2026
End date: December 7th, 2026
Class Meeting Times:

- Monday mornings
- Tuesday afternoons
- Wednesday mornings
- Thursday afternoons

Course Outline

A continuation of the introductory course in X̲aad Kíl, including phonetics, vocabulary, word formation, and grammatical constructions. Students may take this course for credit with focus on a different Indigenous language. Prerequisite: INLG (or FNLG) 133. Students who have completed FNLG 134 or FNLG 232 or LING 232 may not complete this course for further credit for the same designated language.

In this course students will continue to increase their conversational proficiency in X̲aad Kíl through lessons focused on the structure of the language. Students will participate in daily immersion activities and will utilize the 'Where Are Your Keys?' (WAYK) methodology in their learning. Although it is not the focus, this course will incorporate a small amount of sign language. Gestures and sign language help students use motion and muscle memory to retain the unique grammar structures of X̲aad Kíl and communicate efficiently with instructors and peers in immersion.

At the end of this course, you should be able to:

- *Have daily conversations in X̲aad Kíl*
- *Give an expanded personal introduction in X̲aad Kíl*
- *Ask and answer simple questions in the past, present, and future tenses*
- *Recognize and use negative clauses*
- *Support your peers during lessons using WAYK techniques*
- *Lead a review lesson for your peers*

Attendance & Participation

All courses in our comprehensive program follow the same policies for attendance, participation, and expectations for students (see above: X̲aad Kíl Née Expectations & Policies)

- Attendance Policy
- Participation Rubric
- Classroom Values and Expectations

Materials

The following are required materials, to be distributed in class:

- Assignment Binder, Hunting Book, X̲aad Kíl Née: Level 1 Glossary, Pocket Book

Evaluation/Grading

Completion of all course work is required to receive a course grade.

INLG 134 Assignments & Grading			
#	**Focus**	**Detail**	**%**
1	Lesson Participation & Feedback	*Participating in and giving feedback on lessons is an important contribution to the ongoing development of our collaborative immersion curriculum. For this assignment you will reflect on your participation in two lessons during the second half of the term. You might be participating in a lesson for the first time, reviewing a lesson, or assisting with a test to edit/refine the lesson. You may also be involved as an "angel" or a "scribe" during this lesson.*	20%
2	Teaching Fluency Freeway Lessons	*In INLG 134, students will be asked to lead 1 review lesson from the collaborative curriculum with their peers. This assignment will allow the instructor to support students as they practice their teaching skills. This assignment will also show how well the language is understood by the student, giving them an opportunity to share a good 'set-up' to demonstrate the language in the lesson at hand. The student will have help as needed from their instructor and their peers.* *Students will demonstrate their newly established teaching skill in X̲aad Kíl. Remember mistakes will happen, and will help us learn more. To the best of your ability, you are being asked to share your knowledge of the language, lessons, and Techniques up to this point with your peers.*	10%
3	Hunting Book Entries	*Each student will be given a "hunting book" at the beginning of the term. Hunting books are used to record personal language insights: e.g., language that students have learned, language they're hearing frequently and wondering about, or questions they are encountering.* *Students are encouraged to write in their hunting books at regular intervals to capture highlights of what they're learning. We encourage students to avoid using English as much as possible, instead using drawings and other strategies to capture the language without translation. Spelling in hunting books will not be graded. Students should write the language as they hear it, especially at the beginning of the course; spelling will improve over time.* *For this course, students are expected to submit 5 entries from their hunting books (different from the hunting book entries submitted for INLG 133).*	20%
4	Attendance & Participation	*Attendance and participation will be graded daily out of 4.* *See above for expectations and rubric for attendance and participation.*	50%

INLG 130 - Practical Phonetics in an Indigenous Language (13 Weeks)

Simon Fraser University
Class Location: "The Language Lab" 1740 Hodges Ave, Masset, BC V0T 1M0
Instructor: Jaasaljuus Yakgujanaas
Start Date: September 8th, 2026
End date: December 7th, 2026
Class Meeting Times:

- Monday afternoons
- Tuesday mornings

Course Outline

This course will provide practical training in the description of sounds used in X̲aad Kíl. Students will be introduced to the sounds of X̲aad Kíl and learn tips and tricks in helping with both intonation and pronunciation. Throughout the course, students will begin to learn the X̲aad Kíl writing system, and will be introduced to text-based activities. Additionally, students will focus on listening to spoken language from their instructors, from visiting elders, and from recordings.

Students will also be frequently asked to record themselves during lessons and special activities called "Code talking" so they can become used to hearing their own voices and compare their own melody, intonation and pronunciation to their peers as well as first and second language speakers.

At the end of this course, you should expect to be able to:

- *Copy the intonation of a more fluent speaker*
- *Start to recognize the intonation differences between simple questions and answers*
- *Become familiarized with the sounds in X̲aad Kíl, including sounds both similar and not similar to English*
- *Become familiar with the vowels and accents of the X̲aad Kíl orthography*
- *Become accustomed to using X̲aad Kíl reference materials (Enrico Haida Dictionary, Dictionary of Alaskan Haida, and 1977 Haida Dictionary)*

Attendance & Participation

All courses in our comprehensive program follow the same policies for attendance, participation, and expectations for students (see above: Xaad Kíl Née Expectations & Policies)

- Attendance Policy
- Participation Rubric
- Classroom Values and Expectation

Materials

The following are required materials, to be distributed in class:
Assignment Binder, Hunting Book, X̲aad Kíl Née: Level 1 Glossary, Pocket Book

Evaluation/Grading

Completion of all course work is required to receive a course grade.

INLG 130 Assignments & Grading			
#	Focus	Detail	%
1	Wonder Wall	*Participating in and giving feedback on lessons is an important contribution to the ongoing development of our collaborative immersion curriculum. For this assignment you will reflect on your participation in two lessons during the first half of the term. You might be participating in a lesson for the first time, reviewing a lesson, or assisting with a test to edit/refine the lesson. You may also be involved as an "angel" or a "scribe" during this lesson.*	18%
2	Code Talking Videos	*Code Talking is a WAYK technique, which aims to help familiarize students with the pronunciation of words and intonation of sentences in X̲aad Kil. While the Taaw story plays, students will listen to the story, and at the same time copy the intonation and pronunciation of X̲aad Kil words and sentences. Students will practice Code Talking over the entirety of the course but are expected to record one Code Talking Video at their entrance into the program and one at the end of the term.*	16%
3	Text Annotation	*Students will continue the exercise of "code talking" along with a recording of a X̲aad Kíl fluent speaker telling a short story. In INLG 130, students will continue to work with this story by completing annotations and illustrations of the transcribed text.* *Students will listen to the story several times. Then they will annotate the story in two ways:* - *Students will use TQ: Break it Down to draw vertical lines between the "sense units" of words, doing their best to identify prefixes, roots, infixes, and suffixes in each word.* - *Students will use the convention below to mark lexical or grammatical pieces in the story that they know well, partially know, or don't yet understand.*	16%
4	Attendance & Participation	*Attendance and participation will be graded daily out of 4.* *See above for expectations and rubric for attendance and participation.*	50%

INLG 158 - Indigenous Language Immersion I (13 Weeks)

Simon Fraser University

Class Location: "The Language Lab" 1740 Hodges Ave, Masset, BC V0T 1M0
Instructor: Dr. Jaskwaan Bedard
Start Date: September 7th, 2026
End date: December 7th, 2026
Class Meeting Times:

- Wednesday mornings
- Thursday afternoons

Course Outline

Simon Fraser University Indignenous Languages Program is partnered with X̲aad Kil Nee to offer immersion class for X̲aad Kil Learners. INLG 158: Indigenous Immersion I in X̲aad Kil is designed to build immersion skills for beginner learners of X̲aad Kil, the Massett dialect of the Haida Language. INLG 158 will provide opportunity to practice X̲aad Kil sound systems; grammatical structure including verb types; and focus on conversation comprehension and participation with emphasis on active and engaged immersion participation utilizing the "Where Are Your Keys" (WAYK) language learning method.

This course will teach students how to spend extended periods of time immersed in X̲aad Kíl. Over the duration of this course, students will be asked to reflect on their personal proficiency development via a series of assessments. Students will also learn how to actively identify language they need and seek that language out from a X̲aad Kíl speaker in an immersion setting, without relying on translation into English.

At the end of this course, you should be able to:

- *Spend extended periods of time immersed in X̲aad Kíl*
- *Complete self-assessments to identify specific language targets that will improve personal proficiency*
- *Gain the skills to actively identify specific pieces of grammar and pursue language needed to increase fluency from immersion conversations*
- *Sit down with a more proficient speaker and learn without relying on translation*

Intensive language instruction in X̲aad Kíl at a beginner level. Students who have completed LING 132, 158 or 224 for a designated language may not complete this course for further credit for the same designated language. Students with credit for INLG 158 may not take this course for further credit

Attendance & Participation

All courses in our comprehensive program follow the same policies for attendance, participation, and expectations for students (see above: Xaad Kíl Née Expectations & Policies)

- Attendance Policy, Participation Rubric, Classroom Values and Expectations

Materials

The following are required materials, to be distributed in class:
Assignment Binder, Hunting Book, X̲aad Kíl Née: Level 1 Glossary, Pocket Book

Evaluation/Grading

Completion of all course work is required to receive a course grade.

INLG 158 Assignments & Grading			
#	Focus	Detail	%
1	Entry and Exit OPIs	*At the beginning and end of the term each student will have an immersion interview with the instructor. This oral proficiency interview (OPI) will be much like a conversation between the student and the instructor. This interview is NOT about memorization of words and phrases, it is about the students' growing ability to create with language.* *Entry interviews will record a baseline of students understanding entering the program. At the mid and end point of the program, the interviews will provide a snapshot of the student's progress.* *It is okay to ask questions during the interview as long as it is done in immersion. The exit interview will take place during the exam period.*	20%
2	Entry and Exit Assessments	*At the beginning and end of the term each student will be expected to complete the modified ACTFL assessment form and the NEW TOL NEW assessment form. These assessments are designed for students to track and evaluate their own progress in X̲aad Kíl proficiency.* *Entry assessments will record a baseline of students' understanding and familiarity with the language when entering the program. At the end of the program, the assessments will provide a snapshot of the student's progress.* *It is advised that students track any time spent learning outside of the program to record the most accurate estimate of hours spent learning the language.*	20%
3	Technique Tracking	*Techniques are an integral part of the Where Are Your Keys method and will aid students in their pursuit to keep activities in immersion as much as possible. Students are required to not only learn TQs, but to teach them to their peers as well. Students will use the same grid from the collaborative curriculum to track learned Techniques (TQ) as well.* *Time will be allotted in the program for students to update the Techniques Grid and students will be expected to track their progress on at least 20 techniques on the grid throughout the term.*	10%
4	Attendance & Participation	*Attendance and participation will be graded daily out of 4.* *See above for expectations and rubric for attendance and participation.*	50%