

ORIGINAL Course Implementation Date:	September 2022
REVISED Course Implementation Date:	
Course to be REVIEWED Date: (six years after GSC approval)	February 2028

OFFICIAL GRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HALQ 720		Number of Credits: 3 See Course credit policy (105) and Principles for Course Credit Assignment: Graduate Studies	
Course Full Title: Halq'eméylem Teaching Methodologies Course Short Title (if title exceeds 30 characters): Teaching Halq'eméylem			
Faculty: College of Arts		Department/School (or program if no department): Modern Languages	
Calendar Description: (55 words maximum) An examination of the major theoretical and practical applications within the teaching of second language learners of Upriver Halq'eméylem. Students will review and expand their knowledge of teaching methodologies pertaining to various age, levels, and types of First Nation language programming, such as beginners, intermediate, advanced, or immersion settings, with the inclusion of Stó:lō worldview.			
Prerequisites (or NONE):		HALQ 302, HALQ 710, and HALQ 715.	
Corequisites (if applicable, or NONE):		NONE	
Pre/corequisites (if applicable, or NONE):		NONE	
Antirequisite UFV Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Dual-listed with: Equivalent UFV course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>			
Total Contact Hours: 45 Sample structure of instructional hours: 1. Face to face instruction (in class, lecture, etc.) 30 2. Lab hours 3. Online class learning 4. Community learning 15 5. Group work See: Course credit policy (105) and the Principles for Course Credit Assignment: Graduate Studies Note: For each contact hour students should expect to spend at least three hours further on coursework outside of class.		Special Topics (Double-click on box to select) Will this course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the topic will be recorded when offered. Grading system: Letter Grades: <input checked="" type="checkbox"/> Credit/No Credit: <input type="checkbox"/> Prior Learning Assessment and Recognition (PLAR) <input checked="" type="checkbox"/> Yes, upon approval and on a case by case basis. <input type="checkbox"/> No, PLAR cannot be awarded for this course because Expected Frequency of Course Offerings (every semester, annually, every other year, etc.): Every other year	
Senate Graduate Studies Committee		Date Approved: December 16, 2021	

Course Objective

The overall purpose/rationale for this course is:

- To address former and new theoretical teaching approaches and methods used to support second language learners.
- To understand and explore what theoretical methods would be more applicable to second language learners of Upriver Halq'eméylem and other Indigenous languages.
- To be exposed to practical teaching skills to second language learners of Upriver Halq'eméylem and other Indigenous languages.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Apply theoretical teaching methods that are implemented amongst second language learners.
- Apply theoretical teaching methods that are implemented amongst various First Nation language programming; beginners, advanced, intermediate and immersion types.
- Integrate cultural relevance within teaching methodology with an emphasis on Stó:lō worldview.
- Demonstrate practical teaching knowledge and skills to second language learners of Upriver Halq'eméylem.
- Use proper protocol, copyright, and publishing rights

NOTE: The following sections vary by instructor. Please see course syllabus available from the specific instructor.

Sample Instructional Methods

(e.g., face to face instruction, online collaborative, online self-directed, experiential, student led learning, group collaboration, etc.).

Lecture, seminar, guest speakers, presentations, and group discussions.

Sample Text(s) and Resource Materials:

1. Jones, Mari C. and Ogilvie, Sarah, Keeping Languages Alive, Documentation, Pedagogy and Revitalization, 2019, college sales@cambridge.org
2. Hinton, Leanne, Bringing Our Languages Home: Language Revitalization for Families, 2013, Heyday Books, Berkeley, California.
3. Ignace, Marianne, Handbook for Aboriginal Language Program Planning in B.C., 1998, First Nation Education Steering Committee, B.C.
4. Ignace, Marianne, First Nations Language Curriculum Building Guide Kindergarten to Grade 12, 2016, First Nations Education Steering Committee and First Nations Schools Association.
5. McIvor, Onowa, BC First Nations Language Education Planning Workbook, 2015, First Nations Education Steering Committee and First Nations Schools Association.
6. Richards, Jack and Rodgers, Theodore S. Approaches and Methods in Language Learning, 3rd Ed. Cambridge University Press.

Sample Required Additional Supplies and Materials

(software, hardware, tools, specialized clothing, etc.)

Laptop computer

Sample Evaluation Methods and Weighting

(e.g., term paper, essay, assignment, research paper, final exam, midterm exam, major paper, thesis, practicum, research proposal, lab work, etc.)

Assignments	30%	Project	30%	%	%
Individual/Group Project	20%	Presentation	20%	%	%

Sample Course Content and Topics

- Week 1-4 Major second language learning trends, theoretical and pedagogy aspects.
Second language teaching methods to obtain comprehension and oral proficiency.
- Week 5-8 Major second language learning trends amongst First Nations.
Key aspects that are integral to the development and implementation for effective teaching methods and approaches within First Nation language programming.
- Week 9-10 Stó:lō knowledge within Halq'eméylem teaching methods and approaches.
Interconnectedness between First Nation culture and their First Nation language.
- Week 11-14 Guest speakers will demonstrate the major or innovative trends in second language learning teaching methods, emphasis on First Nation language programming.
Practical second language teaching skills, emphasis on Halq'eméylem language programming.