UNIVERSITY COLLEGE of the FRASER VALLEY

PAC FORM #2 (Page 1)

COURSE IMPLEMENTATION DATE: September 2004
COURSE REVISED IMPLEMENTATION DATE: September 2006
COURSE TO BE REVIEWED: September 2008
(Four years after implementation date) (MONTH YEAR format)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	**Modern Languages**	
HALQ 201	**N/A**	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Intermediate Halq'eméylem I
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Halq'eméylem 201 is an intermediate course in the Halq'eméylem language. At the end of the course, students will have acquired an additional 450-500 vocabulary items (for a total, with prerequisites, of approximately 1500 vocabulary items). Students will have gained control of all of the major inflectional endings in the language, and will be expected to translate extended texts without vocabulary aids. The course will also cover issues in dialectal variation in Upriver speech, and comparison between Upriver vs. Downriver and Island dialects. The course is designed to be challenging and fun, and the students who complete it will have a strong, solid, foundation in the language.

PREREQUISITES: **HALQ 102**
COREQUISITES: **N/A**

SYNONYMOUS COURSE(S)
(a) Replaces: **N/A** *(Course #)*
(b) Cannot take: **N/A** *(Course #)* for further credit.

SERVICE COURSE TO:
(Department/Program)
(Department/Program)

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures:	**35**	Hrs
Seminar:	**13**	Hrs
Laboratory:	**12**	Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT: **26**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **once per year**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Betty-Joan Traverse
Chairperson: Jim Andersen *(Curriculum Committee)*
Department Head: Betty-Joan Traverse
Dean: Virginia Cooke
PAC Approval in Principle Date:
PAC Final Approval Date: May 26, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

By the end of Halq'eméylem 201, students should have acquired the tools:

- To communicate accurately in the new set of situations covered in the course.
- To be able to recognize and identify major dialectal variation in the language.
- To have strong command of all sounds in the language.
- To have strong command of all the inflectional endings in the language.
- To be able to listen to and understand a text of some length in the language, without aids.
- In addition to written dictations and quizzes, students will produce short original written texts in the language.

METHODS:

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101 and 102, combined with continued study of texts.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Students will be expected to complete three major components of the course evaluation: Final exam/ Unit tests/ Midterm exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]
S'olh Halq'emeylem ('Our Halq'emeylem') (Halq'emeylem Language textbook Sto:lo Nation self-published, 2002).
Sounds of Sto:lo (pronunciation guide on CD-ROM, Sto:lo Nation self-published, 2000)
Spirit of the Sto:lo (CD-ROM games, Sto:lo Nation self-published, 2001)
Talking Dictionary (3,500 vocabulary items, with sound playback on computer, many items recorded with two speakers in two forms)

SUPPLIES / MATERIALS:

In addition to the materials listed above, students will receive at least three texts with audio and transcribed versions.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]
Students are evaluated in several ways;

1. Short vocabulary quizzes in each class (20%).
2. Mid-term exam, with a written and oral component (25%).
3. Final exam, with a written and oral component (30%).
4. Class participation (15%).
5. In-class presentation (10%).

Pronunciation
After reviewing all sounds in the Halq'eméylem language, students will focus on the sound-based dialectal differences between the Upriver area, and gain an understanding of how Upriver Halq'eméylem differs from Downriver and Island dialects. For words that are different in *any* of these dialects, the students are expected to identify which dialect the word comes from.

Communicative Interactions

- Students should be able to ask and talk about taking a trip: ways of travelling, travelling up and down river, places they have visited, etc.
- Students should be able to ask about and talk about fishing practices: where they fish, how they fish, and asking and telling other people how to do tasks related to fishing (e.g. asking and answering 'how do you drift net', etc.).
- Students should be able to ask and answer questions about sickness, e.g. talking about how they were sick last week, what they were feeling, what their child was feeling, etc.
- Students should be able to write out and follow simple recipes in the Halq'eméylem language.
- Students should be familiar with some common cultural practices related to the use of plants, know words for significant local plants, and be able to explain in the Halq'eméylem language traditional uses for local plants.
- Student should be able to read and understand completely a longer traditional story, either *Mink and Ms. Pitch* or the *Skunk* story (recorded onto audio CD), and translate all parts of those stories. Each student must be able to tell a selection from the story they have studied, in front of the class, without aids and in their own words, entirely in Halq'eméylem.

Vocabulary

- Students will be responsible for learning 30-35 words each week, for an approximate total of 450-500 words by the end of the course. The words will be selected from the Talking Dictionary groupings, covering topics related to communicative interactions as described above combined with selected high-frequency items.

Grammar

- Passives, and how passives are used to construct 3/2 sentences.
- Relative clauses.
- Patterns of making the *-ing* forms.1

1 Halq'eméylem has 5 different patterns for forming the -ing form; students will have been learning the specific forms with their vocabulary, but in this course they will learn to produce the correct -ing form spontaneously for new words, without seeing it.