



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> HALQ 101	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Halq'eméylem Language I <b>Course Short Title:</b> Halq'eméylem Language I											
<b>Faculty:</b> Faculty of Humanities	<b>Department (or program if no department):</b> Modern Languages										
<b>Calendar Description:</b> An introduction to the Upriver Halq'eméylem language. Students learn to speak, read, and write the language; examine pronunciation, basic sentence patterns, counting systems, and essential vocabulary; and discover how these aspects interconnect to the Stó:lō's Indigenous worldview.											
<b>Prerequisites (or NONE):</b>	None.										
<b>Corequisites (if applicable, or NONE):</b>											
<b>Pre/corequisites (if applicable, or NONE):</b>											
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent 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>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>26</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	30	Tutorials/workshops	15					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	30										
Tutorials/workshops	15										
<b>Total hours</b>	<b>45</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval</b>	<b>Date of meeting:</b> February 29, 2024										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> March 8, 2024										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> May 17, 2024										

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Pronounce all unique sounds, with the ability to produce basic sounds and place of articulation.
2. Express simple ideas in Halq'eméylem and produce short sentences (see specific conversational and grammar objectives in the course content).
3. Write the language correctly.
4. Identify features of the spelling system.
5. Discuss how the Halq'eméylem language is embedded within culture (Indigenous worldview).

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	25%	Final exam:	30%		%
Quizzes/tests:	45%		%		%

**Details:**

Short vocabulary quizzes in each class	20% - Quizzes/tests
Midterm exam, with a written and oral component	25% - Quizzes/tests
Final exam, with a written and oral component	30% - Final exam
Class participation	15% - Assignments
In-class presentation	10% - Assignments

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

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students play vocabulary-learning games, follow TPR exercises, and practice and act out short conversations and dialogues. This is mixed in with short periods of grammar and pronunciation instruction. Students also work in a language-lab setting, using the language-lab features of the "Talking Dictionary".

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Indigenous knowledge	Coqualeetza Centre	Wisdom of the Edlers: Halq'eméylem word list	1980
2. Indigenous knowledge	Coqualeetza Centre	CD: Halq'eméylem Alphabet Card	2014
3.			
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Pronunciation drills
- Classroom phrases; Halq'eméylem phoneme chart.
- Place of articulation; gender; singular and plural and verbs.
- Greetings and family units; past and present tense; we and you folks.
- Stó:lō First Nation bands; yes/no questions.
- Colors and clothing; possessives my and your.
- Counting and days of the week; possessives our and your folks.
- Head parts and seasons; regular nouns, proper names, and his/her possessors.
- Weather and animals; intransitive and transitive verbs.
- Food items; forming simple yes/no questions with nouns; developing basic sentences; I, you, we, and you folks.
- Cultural activity; craft or guest speaker; brief examination of the Stó:lō seasonal chart, incorporating Stó:lō worldview.