



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.

Course Code and Number: HALQ 102	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Halq'eméylem Language II Course Short Title: Halq'eméylem Language II											
Faculty: Faculty of Humanities	Department (or program if no department): Modern Language										
Calendar Description: Students advance their Halq'eméylem knowledge and skills in reading, writing, and speaking the language.											
Prerequisites (or NONE):	HALQ 101.										
Corequisites (if applicable, or NONE):											
Pre/corequisites (if applicable, or NONE):											
Antirequisite Courses <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>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 26										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	30	Tutorials/workshops	15					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	30										
Tutorials/workshops	15										
Total hours	45										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: February 29, 2024										
Faculty Council approval	Date of meeting: March 8, 2024										
Undergraduate Education Committee (UEC) approval	Date of meeting: 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. Produce and discriminate among all of the sounds in the language.
2. Examine new sentence patterns.
3. Incorporate new vocabulary into sentences.
4. Write in the language, including reporting in small work groups and completing short writing assignments.

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 methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101. This is now combined with a study of transcribed texts, mainly based on traditional oral stories.

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.			
2.			
3.			
4.			
5.			

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

Course Content and Topics

- Review of HALQ 101, classroom phrases, phoneme chart; diphthong chart; ey to ew; phrases and grammar: review uses of sentence pattern, it is good/impossible or alright... (I) kw'els-Verb, (you) kw'as-Verb, (we) kwes-Verb-tset and (you folks) kwas-V-elep.
- Greetings and family; vocabulary and phrases; third person 'es' concept.
- General counting system; one to ten and by tens to one hundred; examining root, suffixes, and phrases.
- Stó:lō band names and weather; words and phrases; emphatic pronouns.
- Colors and clothing; vocabulary and phrases; concept of "The"; three variations.
- Preparation for midterm examinations; oral and written components.
- Diphthongs continuations; from iw to aw; words and phrases; counting money and people; #1-10 and by tens to one hundred; examining root, suffixes, and phrases.
- Time and body parts; vocabulary and phrases; "tlo" it is and it is my.
- Months (6) and their traditional meanings, object pronouns.
- Animals; vocabulary and phrases; negation, I and you.
- Vegetables and fruit; vocabulary and phrases; negation; we, you folks, and he/she/it.