

S.73-138

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

Subject FACULTY OF ARTS - DEPARTMENT OF
MODERN LANGUAGES - NEW COURSE

Date NOVEMBER 15, 1973

PROPOSALS - SWAHILI 100-3 -
~~INTRODUCTORY SWAHILI I; SWAHILI 101-3~~
- INTRODUCTORY SWAHILI II

MOTION: "That Senate approve the new course proposals,
as set forth in S.73-138, for
Swahili 100-3 - Introductory Swahili I
Swahili 101-3 - Introductory Swahili II."

S.73-138

SIMON FRASER UNIVERSITY

MEMORANDUM

To Senate

From Senate Committee on Undergraduate

Studies

Subject Faculty of Arts - Department of

Date November 8, 1973

Modern Languages - New Course Proposals,

Swahili 100-3, Introductory Swahili I,
Swahili 101-3, Introductory Swahili II.

On the recommendation of the Faculty of Arts the Senate Committee on Undergraduate Studies has approved for the Department of Modern Languages the new course proposals for

Swahili 100-3, Introductory Swahili I

Swahili 101-3, Introductory Swahili II

as set forth in SCUS 73-35 and recommends approval to Senate.

I. Mugridge

HE:mp

SIMON FRASER UNIVERSITY

SCUS 73-35

MEMORANDUM

Mr. H.M. Evans Registrar Subject: <u>SWAHILI and CHINESE COURSES</u>	From: I. Mugridge Assistant Vice-President, Academic Date: October 15, 1973
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I have received the attached memorandum from the Administrative Assistant to the Dean of Arts. I am now transmitting it to you for inclusion on the Agenda of the Senate Committee on Undergraduate Studies.

I. Mugridge

I. Mugridge

/mt

Encl.

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OCT 16 1973

REGISTRAR'S OFFICE
(Office Services)

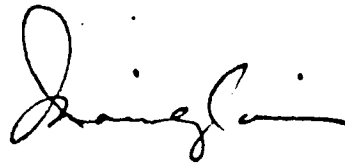
SIMON FRASER UNIVERSITY

MEMORANDUM

Dr. Ian Mugridge, Chairman
Senate Committee on Undergraduate
Studies
Subject Swahili and Chinese Courses

From M. Cairns
Secretary, Faculty of Arts
Date October 5, 1973

The Faculty of Arts Curriculum Committee received the attached memo from Dr. Bouton at its meeting of October 4, and requested that it be passed on to the Senate Committee on Undergraduate Studies.



:dm

MEMORANDUM

OCT 4 1973

REGISTRAR'S OFFICE
(Office Services)

To: Dr. R. Saunders,
Chairman,
Faculty of Arts Curriculum
Committee.
Subject: Swahili and Chinese Courses.

From: Dr. Ch. P. Bouton,
Department of Modern Languages.
Date: October 2, 1973.

With reference to the memo from Dr. Mugridge dated August 28th, 1973, the following information which was requested by the Senate Committee on Undergraduate Studies should be brought to the attention of the Faculty of Arts Curriculum Committee concerning the acceptance of the following courses: Swahili 100-3, Swahili 101-3, Chinese 100-3, Chinese 101-3 and Chinese 250-3.

1. With regard to the current validity of the petitions, I would like to offer the following information. Assuming a normal progression in their academic careers, approximately 70% of the students who signed the petitions will have second to sixth semester standing by Fall 1973. Thus the overwhelming majority of students who signed these petitions are still on campus and in a position to take the courses. We, of course, cannot determine whether the passage of time since their signing has eroded their apparent enthusiasm for the courses. The implication of your memo appears to be that such an erosion has indeed occurred. In the absence of any evidence that such is the case, we prefer to believe that the students who signed the petitions are still interested in the courses. In fact, I think this is shown to some extent by the recent demand to offer Chinese and Swahili on a non-credit basis during the Fall Semester 1973. Regardless, of the petition, I am quite satisfied that there is sufficient student interest to warrant putting on these courses and, in any case, a minimum enrolment of 10 will be imposed before the classes are scheduled.

Secondly, the petition for Swahili was initiated by and sent to the DML by the Simon Fraser Student Society. The Swahili courses are an attempt by the DML to respond to what a certain group of students perceive to be a need for such courses. Section IIIC of the current new course proposal form asks: "What is the nature of student demand for this course?" I understand from consultations with our representative to the ACC and SCUS that this question is rarely answered with such specificity as is the case with our submission of a list of signatures of students interested in a course or group of courses. Are we, in fact, being penalized for this specificity and openness in answering this question?

In response to the comment that in both cases the list of signatures was identical for all courses within the Swahili and Chinese offerings. That is that each separate course did not have a different list of signatures. The Swahili petition,

continued....

as I already mentioned, initiated from the students. It petitioned for Swahili courses, not the specific courses of our proposal. The specific courses in both cases were drawn up by competent persons to meet the announced needs of the students. Secondly, it would be rather silly to expect in the absence of any Swahili or Chinese course, that, say, the second course of a series of courses would have a different set of signatures from the first course of the series; especially in light of the sequential nature of language skill courses where one would not be able to take the second course without the first.

2. With regard to Departmental resources, these courses have been paid for out of the Departmental funds for hourly paid Native Informants. They will continue to be financed in this way and will, therefore, have no repercussions on our resources.

I also would like to point out that Mr. Harry Chin, a Vancouver businessman, has donated \$20,000 in order to begin a program in Chinese studies and also establish a Chinese culture and civilization collection in the University Library.

3. With regard to the range of topics proposed for Chinese 200 3, Reading and Writing Chinese, I enclose herewith a revised course outline. We feel the 200 level number for this course is justified by the degree of general maturity required for its undertaking. However, we will not object to your renumbering of this course as you see fit.

4. With regard to the competence and availability of the proposed instructors; Peter Kamau has been teaching the Swahili courses on a non-credit basis for several semesters. The success of these courses speaks for his pedagogical competence. The same may be said of Mr. Andy Ngao and Mr. Titus Yu is ready to undertake Chinese 250 (see attached letter).

I hope this letter suffices for your purposes and that the proposed courses may now be presented to Senate for approval as credit bearing courses.

Dr. Ch. P. Bouton,
Chairman, OML.

CB/bg
cc - Dr. I. Muiridge
Miss H. Cairns
✓ Mr. H. Evans

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SIMON FRASER UNIVERSITY

MEMORANDUM

Dr. C. Newton

Chairman,

Department of Modern Languages

Senate action on Sinhill 100-3 and 101-3

Subject add on Chinese 100-3; 101-3 and 200-3

From I. Muirbridge

Assistant Vice-President, Academic

Date August 23, 1973

At its meeting of 18th July, 1973, the Senate Committee on Undergraduate Studies discussed the above concern. Following extensive discussion of a motion to recommend their approval to Senate, the following motion was moved, seconded and carried:

"That the new course proposals be referred through the Faculty or Arts Curriculum Committee to the Department for clarification of the question of the support for the courses and the current accuracy and validity of the petitions; the question of the effect on departmental resources to teach these courses; the range of topics proposed for Reading and Writing Chinese and the justification for the 200 level number; and the question of availability of the proposed instructor who is also being proposed to offer a number of other courses in the General Studies area and who is also employed full-time in the Library."

It would seem to me that the questions raised in this motion are self-explanatory with the exception of the point made about the support for the courses. The Committee noted that the student petitions presented in support of both the Sinhill and Chinese courses were, in both cases, the same for all courses in each language. It was also noted that it was some time since these petitions had been written and the question was raised of the current validity and of the existence of on-going support for the offering of such courses.

Should any further clarification of the above motion be required, I would be happy to discuss it with you or with other representatives of your department. Further information may also be obtained from the Registrar who is Secretary of this Committee.

I. Muirbridge
I. Muirbridge

:ams

c.c. Miss M. Cairns
Mr. H. Evans

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SIMON FRASER UNIVERSITY

SCUS 73-29

MEMORANDUM

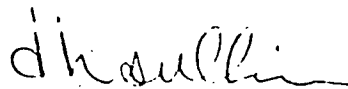
Mr. H. Evans, Secretary
Senate Committee on
Undergraduate Studies
Subject NEW COURSE PROPOSALS - DEPART-
MENT OF MODERN LANGUAGES

From D. H. Sullivan, Dean
Faculty of Arts
Date July 3, 1973

The Department of Modern Language new course proposals, listed below, have been approved by the Faculty of Arts Curriculum Committee at its meeting of March 29, 1973 and were subsequently ratified by the Faculty.

Would you therefore please place these proposals on the agenda of the next SCUS meeting.

Thank you.



D. H. Sullivan

DHS:dt

Attachments:

Swahili 100, Introductory Swahili I
Swahili 101, Introductory Swahili II
Chinese 100, Mandarin Chinese I
Chinese 101, Mandarin Chinese II
Chinese 250, Reading and Writing Chinese

SIMON FRASER UNIVERSITY

MEMORANDUM

Chairman,
Faculty of Arts Curriculum
Committee.

Subject Chinese and Swahili Courses.

From Dr. Neville J. Lincoln,
Department of Modern Languages.

Date June 13, 1973.

With reference to the Chinese and Swahili courses recently submitted by this Department for the approval of your Committee, this is to clarify that although the courses will be taught by Mr. Peter Kamau and by Messrs. Hsiao and Yu respectively, they will be under the supervision of the Chairman of the Department, i.e. Dr. Charles Bouton, who will be responsible for the preparation of course outlines and grading.

With regard to the Swahili instructor, I would like to point out that Mr. Peter Kamau has already taught this course on a non-credit basis for several semesters during which time we were able to observe his classes. We have no doubt as to his ability to make this course a success. He also has several years experience teaching Swahili to Peace Corps volunteers in the United States. With regard to the Chinese instructors, although both Messrs. Hsiao and Yu have been highly successful in putting on these courses on a non-credit basis, Mr. Yu in particular strikes one as being an extremely learned individual to the extent that it would, in my opinion, be a great loss to the University if we were not able to take advantage of this opportunity of having him teach this course for us. He is currently completing a Ph.D. degree in Chinese Studies at the University of Washington.

njl/bg

Neville J. Lincoln
Neville J. Lincoln,
Chairman, DML.

September 1969

FACULTY OF ARTS
NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Modern Languages

Course Number: 100

Title: Swahili

Sub-Title or Description:

Introductory Swahili I

Credit Hours: 3

Vector Description: 2-0-2

Pre-requisite(s): None

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 20+ (minimum 12)

Semester Offered (eg. Yearly, every Spring; twice yearly,
Fall and Spring):

When course will first be offered: Fall ~~1973~~

1974

III JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

Beginning Swahili

- B. What is the range of topics that may be dealt with in the course?

(See Course Outline)

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OFFICE

C. How does this course fit the goals of the department?

Adds lower level options.
Services African Studies Program.

D. How does this course affect degree requirements?

No effect

E. What are the calendar changes necessary to reflect the addition of this course?

Mere addition of course

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

Considerable (see enclosed petition)

H. Other reasons for introducing the course.

Its success as a non-credit course
(up to 30 enrolments)

IV BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Peter Kamau (hourly paid native speaker)
under Faculty supervision. He has already
taught this as a non-credit course.

3.

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

A few additional library books.

Approval:

Curriculum Committee: MAR 29 1973

Dean of Faculty: *[Signature]*

Senate:

INTRODUCTORY SWAHILI I

Text: Kiswahili Kwa Kitendo

Author: Sharifa Zawawi

References: Swahili Grammar (Including Intonation)
by E.O. Ashton

Basic Structure of Swahili Part II
by James L. Brain

Swahili
by D. V. Perrott

First Week:

Introduction..... Zawawi, pp. 1-12
The Alphabet
Vowels
Consonants
Syllables
Intonation
Dialects

Second Week:

Spelling and Pronunciation..... Ashton, pp. 3-20
Roots, Stems and Affixes
Noun Classes and Concordial Prefixes
The KI- and VI- Classes

Third Week:

The M- and MI- Classes..... Ashton, pp.21-45
The M- and MA- Classes
Verbs and Their Tenses
(Six Primary Tenses)
Pronouns: Personal and Non-Personal
"Somo la Kwanza" (Chapter One) Dialogue..... Zawawi, pp.13-16

Fourth Week:

Adjectival Concepts..... Ashton, pp.46-53
Adjectival Concord
Uninflected Loan Words
The Numerals
Uses of Adjectives
Word Order in Adjectives
"Somo la Pili" (Chapter Two) Dialogue..... Zawawi, pp.17-18
Mtihani - A Quiz

Fifth Week:

The JI- and MA- Classes..... Ashton, pp. 64-69
"Somo la Tatu" (Chapter Three) Dialogue.... Zawawi, pp. 19-20

Sixth Week:

The N- Classes (Singular and Plural)..... Ashton, pp. 82-91
Nouns of Non-Personal Classes Denoting
Living Things
"Somo la Nne" (Chapter Four) Dialogue..... Zawawi, pp. 21-22

Seventh Week:

The U- Classes..... Ashton, pp. 104-109
The U- (BU-) Classes
"Somo la Tano" (Chapter Five) Dialogue.... Zawawi, pp. 23-24

Eighth Week:

The Infinitive Form of the Verb..... Ashton, pp. 123-124
The KU- Class
Mtihani - A Quiz

Ninth Week:

The Mahali Class and the Adverbial Subject Ashton, pp. 125-132
Intonation
Nominal and Adverbial Subject Compared
"Somo la Sita" (Chapter Six) Dialogue..... Zawawi, pp. 26-28

Tenth Week:

Verbs and Their Tenses..... Ashton, pp. 133-144
-KA, -KI, -SIPO
Monosyllabic Verbs
Interrogatives..... Ashton, pp. 151-157
Prepositions and Conjunctions..... Ashton, pp. 195-201
"Somo la Saba" (Chapter Seven) Dialogue... Zawawi, pp. 29-32

Eleventh Week:

The Comparative Degrees (Viz. Inequality). Ashton, pp. 201-277
Verbs and Their Tenses
Derivative Verbs
Formative Suffixes
Compound Tenses
Further Compound Forms
"Somo la Nane and Tisa" (Chapters 8 & 9)
Dialogue..... Zawawi, pp. 33-36

continued....

Twelfth Week:

Miscellaneous Notes on Verbs
Revision
Classes End

MTIHANI - FINAL EXAM

September 1969

FACULTY OF ARTS
NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Modern Languages

Course Number: 101

Title: Swahili

Sub-Title or Description:

Introductory Swahili II

Credit Hours: 3

Vector Description: 2-0-2

Pre-requisite(s): Swahili 100

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 20+ (minimum 12)

Semester Offered (eg. Yearly, every Spring; twice yearly,
Fall and Spring):

When course will first be offered: Fall ~~1969~~ - 1974

III JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

Continues work of Swahili 100

- B. What is the range of topics that may be dealt with in the course?

(see course outline)

C. How does this course fit the goals of the department?

Adds lower level options.
Services African Studies Program.

D. How does this course affect degree requirements?

No effect.

E. What are the calendar changes necessary to reflect the addition of this course?

Mere addition of course.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Considerable (see enclosed petition)

H. Other reasons for introducing the course.

Its success as a non-credit course
(up to 30 enrolments)

IV BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Peter Kamau (hourly paid native speaker)
under faculty supervision. He has already
taught this as a non-credit course.

3.

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

A few additional library books

Approval:

Curriculum Committee: MAR 29 1973

Dean of Faculty:

Senate:

Ch. Sullivan

DEPARTMENT OF MODERN LANGUAGES

INTRODUCTORY SWAHILI II

Text: Kiswahili Kwa Kitendo

Author: Sharifa Zawawi

References: Swahili Grammar (Including Intonation)
by E. O. Ashton

Swahili - Basic Course (F.S.I.)
by Carleton T. Hodge

First Week:

Noun classes and concordial prefixes..... Ashton, pp. 10-34

Second Week:

Aims of Swahili Basic Course..... Hodge, pp. V-XXVI
"Somo la Kumi na moja (Chapter Eleven)..... Zawawi, pp. 41-43

Third Week:

Mazungumzo (Conversation)
Miezi ya Mwaka (Months of the year)
Negation
Dialogue
"Somo la kumi na mbili (Chapter Twelve)..... Zawawi, pp. 44-47

Fourth Week:

Basic Dialogue
Routine greeting sequence..... Hodge, pp. 1-8
"Somo la kumi na Tatu na Kumi na Nne
(Chapter Thirteen and Fourteen)..... Zawawi, pp. 48-55

Fifth Week:

Basic dialogue - Breakfast in the dining
room..... Hodge, pp. 9-18
Mazungumzo (Conversation)
Mozoezi (Exercises)
Possessive Pronouns
"Somo la kumi na Tano" (Chapter Fifteen)..... Zawawi, pp. 56-59

Sixth Week:

Basic dialogue - One of the hungry children
Unit 12 Hodge, pp. 19-26
"Somo la kumi na Sita" (Chapter Sixteen)..... Zawawi, pp. 60-64

Seventh Week:

MTIHANI - A QUIZ
"Somo la kumi na saba na kumi na nane"
(Chapter Seventeen and Eighteen)
Mazoezi (Exercises)

Eighth Week:

Basic dialogue..... Hodge, pp. 27-34
(Unit 14)
Revision
"Somo la kumi na tisa na Ishirini"
(Chapter Nineteen and Twenty)..... Zawawi, pp. 76-82

Ninth Week:

Basic dialogue..... Hodge, pp. 35-47
(Unit 16)
Formation of Nouns from Verbs..... Ashton, pp. 284-290
Diminutives, Augmentatives and Collectives.... Ashton, pp. 295-303
"Somo la Ishirini na moja" (Chapter Twenty-one) Zawawi, pp. 83-85

Tenth Week:

Basic dialogue..... Hodge, pp. 48-51
"Somo la Ishirini Mbihi (Chapter Twenty-Two).. Zawawi, pp. 89-93
MTIHANI - (A QUIZ)

Eleventh Week:

Mazoezi (Exercises)..... Zawawi, pp. 96
"Somo la Ishirini na Tatu"..... Zawawi, pp. 94-98
Mazungumzo (Conversation)

Twelfth Week:

"Somo la Ishirini na Nne na Ishirini na Tano"
(Chapter Twenty-four and Twenty-five)..... Zawawi, pp. 99-106
Mazungumzo
Maswali na Majibu..... Zawawi, pp. 101-105
(Questions and Answers)

Thirteenth Week:

GENERAL REVISION
Miscellaneous questions and answers
Mazungumzo
Maswali na Majibu
Classes End
MTIHANI - FINAL EXAM