

SIMON FRASER UNIVERSITY

S. 83-20

MEMORANDUM

TO: SENATE

From: DEAN OF GRADUATE STUDIES

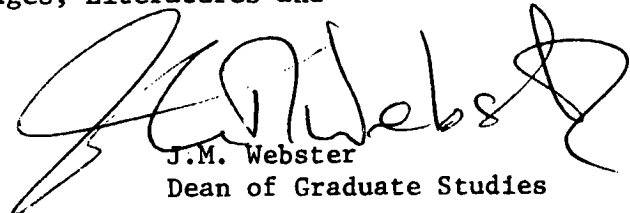
Subject: GRADUATE CURRICULUM CHANGES -
DEPARTMENT OF LANGUAGES, LITERATURES
AND LINGUISTICS

Date: DECEMBER 22, 1982

Action undertaken by the Senate Graduate Studies Committee at its meeting on December 20, 1982, gives rise to the following motion:-

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-20, the proposed revisions to the Graduate Programmes in the Department of Languages, Literatures and Linguistics"


J.M. Webster
Dean of Graduate Studies

The proposal from the Department was considered with care by the Faculty of Arts Graduate Studies Committee and a number of revisions were made. Further revisions were made after discussion with the Department, following discussion of the papers at SCAR.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dr. John Webster, Chairman
Senate Graduate Studies Committee
.....
Subject..... DLLL Curriculum Revisions
.....

From..... T. Perry, Chairman
..... DLLL Graduate Studies Cttee
.....
Date..... November 15, 1982
.....

This memorandum is intended to clarify the intent of the reorganization of our calendar entry. The separation of the requirements and course listings by Division does not alter the substance of our program. We have not, as it may appear, attempted to split our program into five distinct programs. The various entries remain administratively and academically united, even though course development, planning, and staffing remains, as always, in the hands of the Divisions (which are the curricular entities within the Department). You will see that each area of study has had different sets of requirements in the past (indeed one object of the calendar restructuring was to untangle these varying requirements from one another). There remains for our Department only one M.A. and one Ph.D. program (plus the M.A.T.F.).

Responsibility for the program remains in the hands of the Departmental Program Committee; the various Divisions function in no way as program committees in their own right. All matters, including curricular matters (requirements, course proposals, scheduling, staffing, and content) are subject to approval of the Departmental Committee. The breadth of subject matter treated in our Department requires a compartmentalization within the curriculum, however, as reflected in the divisional structure adopted by our Department. Whenever reference to the name of one of the Divisions is made, as in "The M.A. degree in Linguistics, French..." etc., such descriptions could be construed as "the M.A. degree with specialization in Linguistics, French..." etc. That is, as a reference to the divisional name as a subject area rather than as a possible program unit.

I hope this helps to clarify somewhat the often Byzantine internal structure of our Department. In any case, I hope that this will forestall any possible misunderstanding about the effect of our program revisions. They do not in any sense promote the divisional subject areas to the status of autonomous programs.

Thomas A. Perry
T. Perry

cc. N.J. Lincoln, Chairman, DLLL
✓ R. Saunders, Chairman, Faculty of Arts
Graduate Studies Committee

OFFICE OF THE DEAN

NOV 15 1982

FACULTY OF ARTS

DEPARTMENT OF LANGUAGES, LITERATURES & LINGUISTICS

CURRENT COURSES No. of Cr. Hrs.	TITLES	ACTION TAKEN	CHANGES	NEW COURSES	TITLES	REVISED CURRICULUM
LING. 700-5	Introductory Graduate Seminar in Linguistics	Course deleted				
LING. 800-5	Phonology	Credit change from 5 to 4				LING. 800-4
LING. 801-5	Morphology & Syntax	Credit change from 5 to 4				LING. 801-4
LING. 802-5	Semantics	Credit change from 5 to 4				LING. 802-4
LING. 803-5	Theory	Credit change from 5 to 4				LING. 803-4
LING. 804-5	Descriptive Techniques	Credit change from 5 to 4				LING. 804-4
LING. 805-5	Historical and Comparative Linguistics	Credit change from 5 to 4				LING. 805-4
LING. 806-5	Sociolinguistics	Credit change from 5 to 4				LING. 806-4
LING. 807-5	Computational Linguistics	Credit change from 5 to 4				LING. 807-4

CURRENT COURSES No. of Cr. Hrs.	TITLES	ACTION TAKEN	CHANGES	NEW COURSES	TITLES	REVISED CURRICULUM
LING. 808-5	History of Linguistics	Credit change from 5 to 4				LING. 808-4
LING. 810-5	General Linguistics I	Change of title and credit hours			Topics in Linguistics I	LING. 810-4
LING. 811-5	General Linguistics II	Change of title and credit hours			Topics in Linguistics II	LING. 811-4
LING. 812-5	General Linguistics III	Change of title and credit hours			Topics in Linguistics III	LING. 812-4
LING. 813-5	General Linguistics IV	Change of title and credit hours			Topics in Linguistics IV	LING. 813-4
LING. 850-3	Seminar in Second Language Acquisition	Change of title and credit hours			Psycholinguistic Aspects of Language Learning	LING. 850-4
LING. 851-3	Seminar in Experimental Design for the Applied Linguist	Change of title and credit hours			Research Techniques and Experimental Design	LING. 851-4
LING. 855-5	Applied Linguistics I	Change of title and credit hours			Applied Linguistics	LING. 855-4
LING. 898	M.A. Thesis					LING. 898

CURRENT COURSES No. of Cr. Hrs.	TITLES	ACTION TAKEN	CHANGES	NEW COURSES	TITLES	REVISED CURRICULUM
LING. 899	Ph.D. Thesis					LING. 899
			No Change			FREN 807-4
			No Change			FREN 808-4
FREN 802-3	Problems in French Semantics and Lexicology	Change of credit hours and number				FREN 809-4
FREN 803-3	Problems in French Linguistics Theory	Change of credit hours and number	To FREN 812			(see page 4)
FREN 804-3	Contrastive Structures of French and English	Change of credit hours and number	To FREN 814			(see page 4)
FREN 805-3	History of French	Change of credit hours, number and title	To FREN 813			(see page 4)
FREN 806-3	Problems in French Dialectology	Change of credit hours and number	To FREN 811			(see page 4)
FREN 807-4	Problems in French Phonology	No change				
FREN 808-4	Problems in French Grammar	No change				

CURRENT COURSES No. of Cr. Hrs.	TITLES	ACTION TAKEN	CHANGES	NEW COURSES	TITLES	REVISED CURRICULUM
			Formerly FREN 806-3			FREN 811-4
			Formerly FREN 803-3			FREN 812-4
			Formerly FREN 805-3		Problems in the History of French	FREN 813-4
			Formerly FREN 804-3			FREN 814-4
				FREN 815-4	French Creoles	FREN 815-4
				FREN 816-4	Sociolinguistic Approaches to French Studies	FREN 816-4
				FREN 817-4	French Applied Linguistics	FREN 817-4
				FREN 818-4	Phonostylistics of French	FREN 818-4
				FREN 820-4	Types of Discourse	FREN 820-4

CURRENT COURSES No. of Cr. Hrs.	TITLES	ACTION TAKEN	CHANGES	NEW COURSES	TITLES	REVISED CURRICULUM
				FREN 821-4	Theories & Methods of Literary Analysis	FREN 821-4
FREN 898	M.A. Thesis					FREN 898
FREN 899	Ph.D. Thesis					FREN 899
				GERM 700-4	Proseminar in German Linguistics	GERM 700-4
GERM 820-5	Problems in German Phonology	Change of title and credit hours			German Phonology	GERM 820-4
GERM 821-5	Problems in German Morphology	Change of title and credit hours			German Morphology	GERM 821-4
GERM 822-5	Problems in German Syntax	Change of title and credit hours			German Syntax	GERM 822-4
GERM 823-5	Problems in German Linguistics	Change of title and credit hours			Topics in German Linguistics	GERM 823-4
GERM 824-5	Contrastive Structures of German and English	Change of credit hours				GERM 824-4

CURRENT COURSES No. of Cr. Hrs.	TITLES	ACTION TAKEN	CHANGES	NEW COURSES	TITLES	REVISED CURRICULUM
GERM 825-5	History of German I	Change of title and credit hours			History of German	GERM 825-4
GERM 826-5	History of German II	Change of title and credit hours			Topics in the History of German	GERM 826-4
GERM 827-5	Comparative Germanic Linguistics	Change of title and credit hours			Topics in Comparative German Linguistics	GERM 827-4
GERM 828-5	North Germanic	Delete				
GERM 829-5	East Germanic	Delete				
				GERM 890-4	Seminar for Doctoral Candidates	GERM 890-4
GERM 898	M.A. Thesis					GERM 898
GERM 899	Ph.D. Thesis					GERM 899

CURRENT COURSES No. of Cr. hrs.	TITLES	ACTION TAKEN	CHANGES	NEW COURSES	TITLES	REVISED CURRICULUM
RUSS. 800-3	Problems in Russian Phonology	Credit change from 3 to 4				RUSS. 800-4
RUSS. 801-3	Problems in Russian Morphology	Credit change from 3 to 4				RUSS. 801-4
RUSS. 802-3	Problems in Russian Syntax	Credit change from 3 to 4				RUSS. 802-4
RUSS. 803-3	Problems in Russian Linguistics	Credit change from 3 to 4				RUSS. 803-4
RUSS. 804-3	Contrastive Structures of Russian & English	Credit change from 3 to 4				RUSS. 804-4
RUSS. 805-3	Historical Russian Linguistics	Credit change from 3 to 4				RUSS. 805-4
RUSS. 806-3	Historical Slavic Linguistics	Credit change from 3 to 4				RUSS. 806-4
RUSS. 807-3	Comparative Slavic Linguistics	Credit change from 3 to 4				RUSS. 807-4

CURRENT COURSES No. of Cr. Hrs.	TITLES	ACTION TAKEN	CHANGES	NEW COURSES	TITLES	REVISED CURRICULUM
RUSS. 808-3	West Slavic	Credit change from 3 to 4				RUSS. 808-4
RUSS. 809-3	South Slavic	Credit change from 3 to 4				RUSS. 809-4
RUSS. 810-3	Church Slavonic	Credit change from 3 to 4				RUSS. 810-4
RUSS. 898	M.A. Thesis					RUSS. 898
RUSS. 899	Ph.D. Thesis					RUSS. 899
ROM. 820-5	Problems in Romance Linguistics	Credit change from 5 to 4				ROM. 820-4
ROM 821-5	Comparative Romance Linguistics	Credit change from 5 to 4				ROM. 821-4
ROM. 822-5	History of the Romance Language	Credit change from 5 to 4				ROM. 822-4

CURRENT COURSES No. of Cr. Hrs.	TITLES	ACTION TAKEN	CHANGES	NEW COURSES	TITLES	REVISED CURRICULUM
SPAN. 820-5	Problems in Spanish Phonology	Credit change from 5 to 4				SPAN. 820-4
SPAN. 821-5	Problems in Spanish Morphology	Credit change from 5 to 4				SPAN. 821-4
SPAN. 822-5	Problems in Spanish Syntax	Credit change from 5 to 4				SPAN. 822-4
SPAN. 823-5	Problems in Spanish Linguistics	Credit change from 5 to 4				SPAN. 823-4
SPAN. 824-5	Contrastive Structures of Spanish & English	Credit change from 5 to 4				SPAN. 824-4
SPAN. 825-5	History of Spanish	Credit change from 5 to 4				SPAN. 825-4
SPAN. 898	M.A. Thesis					SPAN. 898
SPAN. 899	Ph.D. Thesis					SPAN. 899

GRADUATE CALENDAR REVISIONS

DEPARTMENT OF LANGUAGES, LITERATURES AND LINGUISTICS

CHANGE OF CREDIT HOURS

ALL Graduate courses in the Department are changing to 4 credit hours. These courses are listed below. The previous credit hour designation is shown.

	<u>FROM:</u>	<u>TO:</u>
<u>LINGUISTICS</u>		
	LING 800-5	LING 800-4
	LING 801-5	LING 801-4
	LING 802-5	LING 802-4
	LING 803-5	LING 803-4
	LING 804-5	LING 804-4
	LING 805-5	LING 805-4
	LING 806-5	LING 806-4
	LING 807-5	LING 807-4
	LING 808-5	LING 808-4
	LING 810-5	LING 810-4
	LING 811-5	LING 811-4
	LING 812-5	LING 812-4
	LING 813-5	LING 813-4
	LING 850-3	LING 850-4
	LING 851-3	LING 851-4
	LING 855-5	LING 855-4
<u>FRENCH</u>		
	FREN 802-3	FREN 809-4
	FREN 803-3	FREN 812-4
	FREN 804-3	FREN 814-4
	FREN 805-3	FREN 813-4
	FREN 806-3	FREN 811-4
	FREN 807-4	NO CHANGE
	FREN 808-4	NO CHANGE
<u>GERMAN</u>		
	GERM 820-5	GERM 820-4
	GERM 821-5	GERM 821-4
	GERM 822-5	GERM 822-4
	GERM 823-5	GERM 823-4
	GERM 824-5	GERM 824-4
	GERM 825-5	GERM 825-4
	GERM 826-5	GERM 826-4
	GERM 827-5)	(GERM 827-4
	GERM 828-5)	(GERM 827-4
	GERM 829-5)	(GERM 827-4

<u>FROM:</u>	<u>TO:</u>
<u>RUSSIAN</u>	
RUSS 800-3	RUSS 800-4
RUSS 801-3	RUSS 801-4
RUSS 802-3	RUSS 802-4
RUSS 803-3	RUSS 803-4
RUSS 804-3	RUSS 804-4
RUSS 805-3	RUSS 805-4
RUSS 806-3	RUSS 806-4
RUSS 807-3	RUSS 807-4
RUSS 808-3	RUSS 808-4
RUSS 809-3	RUSS 809-4
RUSS 810-3	RUSS 810-4
<u>ROMANCE</u>	
ROM. 820-5	ROM. 820-4
ROM. 821-5	ROM. 821-4
ROM. 822-5	ROM. 822-4
<u>SPANISH</u>	
SPAN 820-5	SPAN 820-4
SPAN 821-5	SPAN 821-4
SPAN 822-5	SPAN 822-4
SPAN 823-5	SPAN 823-4
SPAN 824-5	SPAN 824-4
SPAN 825-5	SPAN 825-4

Rationale:Change in Credit Hours to a uniform 4 hours per course

In the present Calendar entry, credit hour values assigned to the courses throughout the Department vary from three to five. After discussing the standards applied to courses in the department, the Graduate Studies Committee realized that the work expected of the student was relatively uniform (usually in the standard form of reading and a substantial paper). It was furthermore normal for courses to meet no more than four hours per week, even in 5-credit courses. It was concluded that students and professors do approximately the same amount of work, whether the course is three credits or five. Certainly, there is nowhere near a 40% difference between a five-hour course and a three-hour course. Standardization of credit-hour values therefore seems feasible, and in fact compensates students who in future take (former) three-credit courses by attaching greater weight to them.

The more important function of credit-hour value is to serve as a unit of measure for degree requirements. It was agreed that the number of courses required for the degree rather than the total hours required is more important. Degree requirements in the various Divisions called for from four to six courses taken for credit for both the M.A. and the Ph.D. The change of credit hour weight to four per course effectively establishes a floor of five courses for the M.A., which was seen as desirable by the Committee (for most Divisions, this is an increase of one course). Supervisory Committees are always free to require more, of course. The Divisions have gone their own way with Ph.D. course requirements (four or five courses, or no specified number). The Committee concluded that the most important consequence of standardizing the credit hour value of courses is an increase in standards for the M.A. degree, since most M.A. students will now take more courses.

DEPARTMENT OF LANGUAGES, LITERATURES AND LINGUISTICS

GRADUATE PROGRAM REVISIONS

JUNE, 1982

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* includes course proposal forms and, where required, faculty competence statements, course outlines, and bibliographies

I. Introduction

This submission contains the results of a comprehensive review of the graduate program of the Department of Languages, Literatures, and Linguistics (with the exception of the M.A.T.F. program). A large number of proposals for changes in the program have resulted from this review. Some of these proposed changes are substantive, and a great many are technical or editorial. The rationales in sections III and IV address the substantive changes, while course changes that are considered minor by the Department are taken up in the rationales for the itemized changes to course offerings (section V).

II. Comparative Present (1981-82) and Proposed (1983-84) Calendar Entries.

FROM:

(pp. 75-76)

The Department offers graduate work leading to the degrees of M.A. and Ph.D. in Linguistics. Specialized programs are offered in French, German, Russian and Spanish Linguistics, and in the areas of Romance, Germanic, and Slavic Linguistics. Under the rubric of General Linguistics, other areas in which faculty are currently prepared to supervise include: descriptive linguistics, history of linguistics, computational linguistics, South Asian linguistics, comparative and contrastive linguistics, linguistic theory, Caribbean and Latin American dialectology, Amerindian linguistics, and comparative Indo-European linguistics.

The Department also offers a degree leading to an M.A. -- Teaching of French. This is designed to be offered intensively in three consecutive seven-week Summer Sessions, each starting in the first week in July.

M.A. Program

Admission

For admission requirements refer to the *General Regulations* section (1.).

Requirements

The student may choose one of the following programs:

- a) At least 20 hours of graduate course-work and
a thesis of 10 hours on a topic acceptable to the Supervisory Committee.
- b) At least 30 hours of graduate course-work and
no less than two extended essays, subjects to be approved by the Supervisory Committee.

The course-work must include LING 800-5 and 801-5. In the case of the Russian Division, the latter is to be taken as a mandatory audit. The remaining courses are to be selected from the offerings of the Division in which the thesis is to be written (two 5-hour courses in the case of Linguistics, German and Spanish; three courses totalling 10 credit hours in French; five 3-hour courses in Russian, including one course in Old Church Slavonic; under option (b) these are all to be increased by a further 10 credit hours in each case). Except in the Russian Division, the student is further required to take one additional course on an S-U basis, either in General Linguistics or within the Division concerned.

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Both types of program culminate in a comprehensive oral exam which may also include a written component at the discretion of the Supervisory Committee. This Committee is also responsible for drawing up a specific individual program of course-work and readings to help the student prepare for this exam depending upon his/her particular interest and past experience.

All M.A. candidates are expected to show a high degree of competence in at least one language other than English.

Students are required to discuss with the Chairman, Departmental Graduate Studies Committee, the way in which the language requirement is to be met.

TO:

The Department offers graduate work leading to the degrees of M.A. and Ph.D. with specialization in one of the fields of study in French, German, Russian, Spanish, Linguistics.

Applicants for graduate work are considered in terms of how their proposed programs of study coincide with the research and teaching interests of the Department's faculty. Areas of specialization are listed below under the heading of appropriate field of study. Where a student's interests span more than one field of study, a program of course work and supervised research in more than one field may be arranged. Individual programs may also be set up in cooperation with other Departments under the Special Arrangements provisions of the General Regulations (Sec. 1.3.4, in this Calendar).

M.A. PROGRAM

Admission

For admission requirements refer to the General Regulations section (1.), and to the intended area of study listed below for any specialized requirements.

Requirements

In all areas of study within the Department, the student is to satisfy the requirements for the M.A. degree with a program consisting of completion of at least 20 credit hours of graduate course-work and a thesis of 10 credit hours, on a topic acceptable to the Supervisory Committee.

Specific options and requirements are stated under individual fields of study below. In all areas of study, the student's program culminates in a comprehensive oral exam which also may include a written component at the discretion of the Supervisory Committee. This Committee also is responsible for drawing up a specific individual program of course-work and readings to help the student prepare for this exam depending upon his/her particular interests and past experience.

FROM:

(pp. 76-77)

Ph.D. Program

Admission

For admission requirements, refer to the *General Regulations* section (1).

Requirements

After not less than four semesters in residence, the candidate is required to take a comprehensive written and oral examination covering the field of General Linguistics, particularly those areas in which he/she has chosen to specialize. To prepare for this examination, an individual program of course-work, readings and graduate seminars will be drawn up for the candidate by the Supervisory Committee depending on his/her particular interests, aptitudes, and previous training.

This examination may not be taken more than twice, and it should not be attempted until the candidate and the supervisor are satisfied that sufficient preparation has been made.

In addition to the M.A. requirements, the course-work must include LING 802-5 and 803-5. In the case of the Russian Division, the latter is mandatory and taken on an S/U basis. The remaining courses are to be selected from the offerings of the Division in which the thesis is to be written (two 5-hour courses in the case of Linguistics, German and Spanish; three courses totalling 10 credit hours in French; five 3-hour courses in Russian). Except in the Russian Division, the student is required further to take one additional course on an S/U basis, either in General Linguistics or within the Division concerned.

NOTE: In the event that LING 800-5 and 801-5 or equivalent have not been included in a Master's degree taken elsewhere, these courses must be taken in addition to the above.

Following successful completion of the comprehensive examination, a thesis must be written, on a subject acceptable to the Department, giving evidence of original research of high quality.

All Ph.D. candidates are expected to show a high degree of competence in at least two languages other than English. They should also have some knowledge of the structure of at least one non-Indo-European language. In addition, they may be required at any time to undertake further training in order to remedy any deficiencies in their general academic background.

Time Required for Program

Although the University regulation allows a time limit of five years for completion of the M.A. degree and eight years for the Ph.D., (including the work of the M.A. degree), an M.A. student is normally expected to complete the degree in two years; a Ph.D. student in three years after the M.A.

For further information and regulations, refer to the *General Regulations* section (1.).

TO:

Ph.D. PROGRAM

Admission

For admission requirements, refer to the General Regulations section (1), and to the intended area of study below for any specialized requirements.

Requirements

Specific requirements for the Ph.D. degree are summarized below under the individual areas of study. These requirements are to be satisfied beyond the M.A. course requirements for each area of study. Students may be required to take specified courses from the M.A. program requirements as a condition of admission to the Ph.D. program.

After not less than four semesters in residence, the candidate is required to take a comprehensive written and oral examination covering the student's field of specialization. To prepare for this examination, an individual program of course-work, readings and graduate seminars will be drawn up for the candidate by the Supervisory Committee depending on his/her particular interests, aptitudes, and previous training.

This examination may not be taken more than twice, and it should not be attempted until the candidate and the supervisor are satisfied that sufficient preparation has been made.

Following successful completion of the comprehensive examination, a thesis must be written, on a subject acceptable to the Department, giving evidence of original research of high quality.

All Ph.D. candidates are expected to show a high degree of competence in two languages other than English. In addition, they may be required at any time to undertake further training in order to remedy any deficiencies in their general academic background.

Time Required for Program

Although the University regulation allows a time limit of five years for completion of the M.A. degree and eight years for the Ph.D., (including the work of the M.A. degree), an M.A. student is normally expected to complete the degree in two years; a Ph.D. student in three years after the M.A.

For further information and regulations, refer to the General Regulations section (1).

GRADUATE COURSES

Graduate courses in the Department are listed below under the entries of the area of study. All courses may be offered on a scheduled basis or at the discretion of the departmental Graduate Studies Committee as reading courses.

FROM:

(p.77)

DESCRIPTION OF LANGUAGES, LITERATURES AND LINGUISTICS GRADUATE COURSES

All courses may be offered either as seminars or as lecture courses. At the discretion of the Departmental Graduate Studies Committee, they may also be offered exceptionally as reading courses.

LINGUISTICS (LING)

LING 700-5 Introductory Graduate Seminar in Linguistics

This course is not open to undergraduate students. Credit for this course does not constitute part of the normal 30 hours required for the M.A. degree. Grading will be restricted Satisfactory/Unsatisfactory (S/U).

LING 800-5	Phonology
LING 801-5	Morphology and Syntax
LING 802-5	Semantics
LING 803-5	Theory
LING 804-5	Descriptive Techniques
LING 805-5	Historical and Comparative Linguistics
LING 806-5	Sociolinguistics
LING 807-5	Computational Linguistics
LING 808-5	History of Linguistics
LING 810-5	General Linguistics I
LING 811-5	General Linguistics II
LING 812-5	General Linguistics III
LING 813-5	General Linguistics IV
LING 850-3	Seminar in Second Language Acquisition
LING 851-3	Seminar in Experimental Design for the Applied Linguist
LING 855-5	Applied Linguistics I
LING 898	M.A. Thesis
LING 899	Ph.D. Thesis

FRENCH (FREN)

FREN 802-3	Problems in French Semantics and Lexicology
FREN 803-3	Problems in French Linguistic Theory
FREN 804-3	Contrastive Structures of French and English
FREN 805-3	History of French
FREN 806-3	Problems in French Dialectology
FREN 807-4	Problems in French Phonology
FREN 808-4	Problems in French Grammar
FREN 898	M.A. Thesis
FREN 899	Ph.D. Thesis

TO:

LINGUISTICS

The department offers graduate work leading to the M.A. and Ph.D. with a concentration in Linguistics. Departmental requirements for the M.A. and Ph.D. are listed on p.

M.A.

Admission

For admission to M.A.-level studies, students must be able to demonstrate adequate preparation in linguistics. It should be noted that it is not possible for students having little or no academic preparation in linguistics to gain clear admission to the program (section 1.3.2 of the General Regulations) or admission as a qualifying student (section 1.3.5).

Areas of Specialization

Linguistic theory, phonetics, phonology, semantics, syntax, historical and comparative linguistics, sociolinguistics, languages in contact, history of linguistics, and Amerindian linguistics.

Credit and Research Requirements

All M.A. candidates are required to complete 20 credit hours and the thesis. Students must select 16 of the total of 20 required credit hours from the series LING 800 through 808. All students are further required to take an additional course on an S/U basis, to be chosen by the student and Supervisory Committee.

Language Requirements

Candidates are expected to show a high degree of competence in at least one language other than English.

Ph.D.

Admission

Students applying for admission to the Ph.D. program should be aware that they will have to demonstrate a substantial background in linguistics. It is not normally possible to gain direct admission to the Ph.D. program without an M.A. in linguistics, or the equivalent. For admission requirements, refer to the General Regulations Sec. (1).

Areas of Specialization

Linguistic theory, phonetics, phonology, semantics, syntax, historical and comparative linguistics, sociolinguistics, languages in contact, history of linguistics, Amerindian linguistics, contrastive linguistics, language acquisition, second language learning.

Credit and Research Requirements

Candidates for the Ph.D. with concentration in Linguistics will complete a program of courses consisting of at least 16 credit hours, with the approval of the Supervisory Committee. When the Supervisory Committee is satisfied that the student is adequately prepared, the student will proceed to the comprehensive examination and dissertation as laid down under the Departmental requirements above.

Language Requirements

Candidates for the Ph.D. with concentration in Linguistics are required to show a high degree of competence in two languages besides English. They should have some knowledge of the structure of at least one non-Indo-European language. The student's Supervisory Committee will determine how the student is expected to demonstrate this linguistic competence.

GRADUATE COURSES IN LINGUISTICS (LING)

LING 800-4	Phonology
LING 801-4	Morphology and Syntax
LING 802-4	Semantics
LING 803-4	Theory
LING 804-4	Descriptive Techniques
LING 805-4	Historical and Comparative Linguistics
LING 806-4	Sociolinguistics
LING 807-4	Computational Linguistics
LING 808-4	History of Linguistics
LING 810-4	Topics in Linguistics I

GRADUATE COURSES IN LINGUISTICS (LING) (Cont'd)

LING 811-4	Topics in Linguistics II
LING 812-4	Topics in Linguistics III
LING 813-4	Topics in Linguistics IV
LING 850-4	Psycholinguistic Aspects of Language Learning
LING 851-4	Research Techniques and Experimental Design
LING 855-4	Applied Linguistics

Thesis Courses (LING)

LING 898	M.A. Thesis
LING 899	Ph.D. Thesis

FRENCH (FREN)

The Department offers graduate work leading to the degree of M.A. and Ph.D. with specialization in French.

A degree leading to an M.A. - Teaching of French is also offered. This is designed to be offered intensively in three consecutive seven-week Summer Sessions, each starting in the first week in July (see separate entry below).

Admission (M.A. and Ph.D.)

For admission requirements, refer to the General Regulations, section (1).

Areas of specialization (M.A. and Ph.D.)

Linguistic analysis of French, varieties of French (social, regional and stylistic variations), French linguistic theories, linguistic analysis of literary texts, French applied linguistics.

M.A.

Credit and Research Requirements

For an M.A. with specialization in French, the student is required to take at least 20 hours of graduate course-work and a thesis of 10 hours on a topic acceptable to the Supervisory Committee. In addition, all students are required to take at least one graduate course in General Linguistics. The student may choose to take this course on a S/U basis. Moreover, one graduate course may be taken in another Division of the DLLL or another Department of the University, as part of his/her 20 hours of course-work. The student's program of course-work will be approved by the Supervisory Committee.

Language Requirements

Students are expected to show some knowledge of at least one language other than English and French.

Ph.D.

Credit and Research Requirements

In addition to the M.A. requirements the student must complete at least 20 hours of graduate course-work to be selected from among offerings in French,

Romance Linguistics, or General Linguistics. Moreover, one graduate course may be taken in another Department of the University as part of his/her Ph.D. program. The student's program of course-work will be approved by the Supervisory Committee.

When the Supervisory Committee is satisfied that the candidate is adequately prepared, the student may proceed to the comprehensive examination and dissertation as laid down under the Departmental requirements above.

Language Requirements

In addition to a high degree of competence in French and English, the student must demonstrate an adequate knowledge of the structure of Latin and some competence in another language.

GRADUATE COURSES IN FRENCH (FREN)

FREN 807-4	Problems in French Phonology
FREN 808-4	Problems in French Grammar
FREN 809-4	Problems in French Semantics and Lexicology
FREN 811-4	Problems in French Dialectology
FREN 812-4	Problems in French Linguistic Theory
FREN 813-4	Problems in the History of French
FREN 814-4	Contrastive Structures of French and English
FREN 815-4	French Creoles
FREN 816-4	Sociolinguistic Approaches to French Studies
FREN 817-4	French Applied Linguistics
FREN 818-4	Phonostylistics of French
FREN 820-4	Types of Discourse
FREN 821-4	Theories and Methods of Literary Analysis
FREN 898-4	M.A. Thesis
FREN 899-4	Ph.D. Thesis

FROM:

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GERMAN (GERM)

- GERM 820-5** Problems in German Phonology
- GERM 821-5** Problems in German Morphology
- GERM 822-5** Problems in German Syntax
- GERM 823-5** Problems in German Linguistics
- GERM 824-5** Contrastive Structures of German and English
- GERM 825-5** History of German I
- GERM 826-5** History of German II
- GERM 827-5** Comparative Germanic Linguistics
- GERM 828-5** North Germanic
- GERM 829-5** East Germanic
- GERM 898** M.A. Thesis
- GERM 899** Ph.D. Thesis

B. L. L. L. -- 11

TO:

GERMAN

The Department offers graduate work leading to the M.A. and Ph.D. with specialization in German. Departmental requirements for the M. A. and Ph.D. Degrees are listed on page X.

Admission (M. A. and Ph.D.):

For admission requirements, refer to the General Regulations, section (1).

M. A.

Areas of Specialization:

German linguistics and Comparative Germanic linguistics,

Credit and Research Requirements:

M.A. candidates with specialization in German are required to complete a minimum of 20 credit hours in graduate courses, including:

1. GERM 700-4 Proseminar in German Linguistics
2. A minimum of at least two further courses (totalling 8 credit hours) in the series GERM 820-827.
3. Further courses totalling at least 8 credit hours. All of these may be taken outside the Division with the approval of the student's Supervisory Committee.

Candidates are further required to complete a thesis.

Language Requirements

Candidates for the degree are expected to show a high degree of competence in written German. The student's Supervisory Committee will determine how the student is expected to demonstrate this competence, and may require further language training at the undergraduate level at their discretion.

PhD.

Areas of Specialization:

German Linguistics and Comparative Germanic Linguistics.

Credit and Research Requirements:

Candidates for the Ph.D. degree are required to complete a program of course-work totalling at least 16 credit hours, including:

1. GERM 890-4 Seminar for Doctoral Candidates, and
2. two further courses from the series GERM 820-827, and
3. At least one further course of 4 credit hours or more. This course may be taken outside the Division with the approval of the student's Supervisory Committee.

When the Supervisory Committee is satisfied that a student is adequately prepared, that student may proceed to the comprehensive examination and dissertation as laid down under the Departmental requirements above.

Language Requirements:

Candidates are expected to possess at least the same level of competence in German as for the M.A. The conditions stipulated for the M.A. (above) apply.

Candidates are additionally required to demonstrate competence in French and one additional language besides English. The additional language may be another modern Germanic language, or an ancient or medieval Germanic dialect. The Supervisory Committee will determine how this requirement is to be satisfied.

GRADUATE COURSES IN GERMAN (GERM)

GERM 700-4 Proseminar in German Linguistics
GERM 820-4 German Phonology
GERM 821-4 German Morphology and Lexicology
GERM 822-4 German Syntax
GERM 823-4 Topics in German Linguistics
GERM 824-4 Contrastive Structure of German and English
GERM 825-4 The History of German
GERM 826-4 Topics in the History of German
GERM 827-4 Topics in Comparative Germanic Linguistics
GERM 890-4 Seminar for Doctoral Candidates
GERM 898 M. A. Thesis
GERM 899 PhD. Thesis

RUSSIAN (RUSS)

RUSS 800-3	Problems in Russian Phonology
RUSS 801-3	Problems in Russian Morphology
RUSS 802-3	Problems in Russian Syntax
RUSS 803-3	Problems in Russian Linguistics
RUSS 804-3	Contrastive Structure of Russian and English
RUSS 805-3	Historical Russian Linguistics
RUSS 806-3	Historical Slavic Linguistics
RUSS 807-3	Comparative Slavic Linguistics
RUSS 808-3	West Slavic
RUSS 809-3	South Slavic
RUSS 810-3	Old Church Slavonic
RUSS 898	M.A. Thesis
RUSS 899	Ph.D. Thesis

ROMANCE (ROM)

ROM 820-5	Problems in Romance Linguistics
ROM 821-5	Comparative Romance Linguistics
ROM 822-5	History of the Romance Languages

TO:

ROMANCE

The following courses may be taken to satisfy part of the requirements of degree options in French, Spanish or Linguistics within the program of courses established by the student's Supervisory Committee.

GRADUATE COURSES IN ROMANCE (ROM)

ROM 820-4	Problems in Romance Linguistics
ROM 821-4	Comparative Romance Linguistics
ROM 822-4	History of the Romance Languages

RUSSIAN

The Department offers graduate work leading to the M.A. and Ph.D. with specialization in Russian.

Admission (M.A. and Ph.D.)

For admission requirements, refer to the General Regulations, section (1).

Areas of Specialization (M.A. and Ph.D.)

Russian Linguistics and Comparative Slavic Linguistics.

M.A.

Credit and Research Requirements:

M.A. candidates with specialization in Russian are required to complete a minimum of 16 credit hours in graduate courses, including

1. RUSS 810-4 Old Church Slavonic
2. Further courses totalling at least 16 credit hours, and
3. One additional course on an S/U basis

The student's Supervisory Committee must approve the program of course-work.

Candidates are further required to complete a thesis.

Language Requirements:

Students are expected to show a high degree of competence in Russian. Any further language requirements necessary for the student's field of specialization will be established by the Supervisory Committee.

Ph.D.

Credit and Research Requirements:

Ph.D. candidates with specialization in Russian are required to complete a minimum of 20 credit hours in graduate courses, plus one additional course on a S/U basis.

When the Supervisory Committee is satisfied that the student is adequately prepared, the student may proceed to the comprehensive examination and dissertation as laid down under the Departmental Requirements above.

Language Requirements:

Students are expected to show a high degree of competence in Russian and one other language besides English. Any further language requirements necessary

for the student's field of specialization will be established by the Supervisory Committee.

GRADUATE COURSES IN RUSSIAN (RUSS)

RUSS 800-4	Problems in Russian Phonology
RUSS 801-4	Problems in Russian Morphology
RUSS 802-4	Problems in Russian Syntax
RUSS 803-4	Problems in Russian Linguistics
RUSS 804-4	Contrastive Structure of Russian and English
RUSS 805-4	Historical Russian Linguistics
RUSS 806-4	Historical Slavic Linguistics
RUSS 807-4	Comparative Slavic Linguistics
RUSS 808-4	West Slavic
RUSS 809-4	South Slavic
RUSS 810-4	Old Church Slavonic
RUSS 898	M.A. Thesis
RUSS 899	Ph.D. Thesis

FROM:

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SPANISH (SPAN)

SPAN 820-5 Problems in Spanish Phonology
SPAN 821-5 Problems in Spanish Morphology
SPAN 822-5 Problems in Spanish Syntax
SPAN 823-5 Problems in Spanish Linguistics
SPAN 824-5 Contrastive Structures of Spanish and English
SPAN 825-5 History of Spanish
SPAN 898 M.A. Thesis
SPAN 899 Ph.D. Thesis

TO:

SPANISH

The Department offers graduate work leading to the degrees of M.A. and Ph.D. with specialization in Spanish.

Admission (M.A. and Ph.D.)

For admission requirements, refer to the General Regulations, section (1).

Areas of Specialization (M.A. and Ph.D.)

Spanish syntax and semantics, dialectology, applied linguistics, history of Spanish.

M.A.

Credit and Research Requirements

For an M.A. with specialization in Spanish, candidates must complete at least 20 credit hours of graduate course-work and a Thesis. The Supervisory Committee must approve the student's program of course-work, and may require the student to take one course outside the Division.

Language Requirements

All M.A. candidates with specialization in Spanish are expected to have a reading knowledge of at least one language other than English and Spanish.

Ph.D.

Credit and Research Requirements

Candidates for Ph.D. with specialization in Spanish are required to complete a program of course-work drawn up by their Supervisory Committees. When the Supervisory Committee is satisfied that a student is adequately prepared, that student may proceed to the comprehensive and dissertation as laid down under the Departmental Regulations above.

Language Requirements

The student is required to demonstrate a high degree of competence in one language other than Spanish and English.

GRADUATE COURSES IN SPANISH (SPAN)

SPAN 820-4	Problems in Spanish Phonology
SPAN 821-4	Problems in Spanish Morphology
SPAN 822-4	Problems in Spanish Syntax
SPAN 823-4	Problems in Spanish Linguistics
SPAN 824-4	Contrastive Structures of Spanish and English
SPAN 825-4	History of Spanish
SPAN 898	M.A. Thesis
SPAN 899	Ph.D. Thesis

III. RATIONALE FOR DEPARTMENT-WIDE CHANGES

1. Adoption of a new calendar format

The Department's new entry has been proposed by the areas of study (Linguistics, French, German, Russian, Spanish) rather than in a single comprehensive unit, retaining only a preamble with department-wide requirements and information, as the general entry. This reflects the curricular offerings of the areas of study as well as the pragmatic principle that students seeking information on e.g. Linguistics should not also have to read the Russian requirements.

References to specialized areas of study within the general program description have been deleted from the general section so that detailed requirements and areas of specialization can be placed together with the course listings appropriate for them. The previous format (pp. 75-76) was cumbersome and confusing. The alterations are intended to provide prospective students with a coherent description of their areas of study (e.g. Linguistics, French, etc.)

2. Change in Credit Hours to a uniform 4 hours per course

In the present Calendar entry, credit hour values assigned to the courses throughout the Department vary from three to five. After discussing the standards applied to courses in the department, the Graduate Studies Committee realized that the work expected of the student was relatively uniform (usually in the standard form of reading and a substantial paper). It was furthermore normal for courses to meet no more than four hours per week, even in 5-credit courses. It was concluded that students and professors do approximately the same amount of work, whether the course is three credits or five. Certainly, there is nowhere near a 40% difference between a five-hour course and a three-hour course. Standardization of credit-hour values therefore seems feasible, and in fact compensates students who in future take (former) three-credit courses by attaching greater weight to them.

The more important function of credit-hour value is to serve as a unit of measure for degree requirements. It was agreed that the number of courses required for the degree rather than the total hours required is more important. Degree requirements in the various Divisions called for from four to six courses taken for credit for both the M.A. and the Ph.D. The change of credit hour weight to four per course effectively establishes a floor of five courses for the M.A., which was seen as desirable by the Committee (for most Divisions, this is an increase of one course). Supervisory Committees are always free to require more, of course. The Divisions have gone their own way with Ph.D. course requirements (four or five courses, or no specified number). The Committee concluded that the most important consequence of standardizing the credit hour value of courses is an increase in standards for the M.A. degree, since most M.A. students will now take more courses.

3. Dropping Department-wide requirement of specific Linguistics courses

The requirement that all M.A. students in the Department take Linguistics 800 and 801 has been dropped. This is intended to give supervisory committees more flexibility in planning programs, and to recognize the fact that these two courses may not be relevant to courses of study in some areas of specialization, especially since some Divisions of the Department are proposing to introduce Literature courses.

In like manner, the courses formerly required of all Ph.D. students in the Department (LING 802, 803) are no longer specified requirements. Once again the motivation is to increase flexibility in formulating individualized courses of study. Even the General Linguistics Ph.D. requirements (see below) no longer specify these courses, recognizing that they are not necessarily important to every student's course of study. It would therefore be inconsistent to require students outside General Linguistics to complete these courses any longer. Like many of the other alterations in the Department's requirements, this change is intended to place more of the responsibility for devising a program of study on the student and his Supervisory Committee.

IV. Rationale for Changes in Degree Requirements and Course Offerings

The areas of study of the Department have proposed changes in requirements for degrees and course offerings which are designed to reflect more specifically their own disciplines. In most cases, this will be accomplished by taking advantage of the more liberal Department-wide requirements (see previous section) to articulate more specific requirements in the various Divisions.

One new area of specialization has been added. French is proposing to introduce two literature courses. Our record of written inquiries over the past two years shows that approximately 25% of the inquiries are seeking to specialize in one of the literatures offered in our undergraduate program. Since faculty and library resources to support this area to an initially adequate degree are already on hand, there seems to be nothing standing in the way of meeting this demand. As with our graduate program as a whole, intake into this area is likely to be low. Even if it proves popular, the main impact of this addition on the University will be that specialists in that area will be partially shifted away from undergraduate teaching. (In literature, the faculty involved are presently doing little or no graduate teaching or supervision). Any anticipated library needs can be accommodated over time at existing acquisitions levels.

In the following, the proposals within each area of study are reviewed in turn.

Linguistics

The only substantive change in Linguistics is in degree requirements. Previously, LING 800-803 have been taken as "core" courses, being explicitly required. LING 800 and 801 were also taken as more fundamental than 802 and 803, so they were part of the M.A. requirements (leaving 802 and 803 in the Ph.D. requirements). For a number of reasons, the area of study is drawing back from this position. There is legitimate disagreement as to whether any one of the four 'core' areas is more fundamental than the other. There has also been disagreement as to what the appropriate content of each course should be, and even whether just these four, or some other group (containing e.g. LING 805 Historical and Comparative Linguistics) represents the core knowledge. This disparity of views is a reflection of various theoretical orientations within the field of Linguistics, and is not unexpected. After some years' experience with this curriculum, it seems clear that there is no canon of 'core' knowledge in linguistics that can be established by consensus. There is agreement that most of the M.A. work must be drawn from the main areas represented by LING 800-808, as the new M.A. requirements reflect. (The Ph.D. is now left completely free for specialization). The precise choice of courses for the student now depends to a significant degree on the orientation of the Senior Supervisor and what he holds to be central requisites for advanced Linguistic research. This is not out of line with the practices in the field elsewhere.

French

Changes in the French offerings are designed to make the course of study more self-contained and in line with the expectations of colleagues in French Departments at other universities. Previously, graduate degrees in French were hybrid degrees with a significant general linguistics component. With the addition of new courses on the social, regional, and stylistic variants of French and French applied linguistics, students will have the opportunity to concentrate on the data of French and thus enhance the value of their degrees as French degrees. This could be important for qualification to continue to the Ph.D. in a French department, or

for faculty employment in a French Department in the case of Ph.D. graduates. The addition of offerings in the linguistic analysis of literary texts further rounds out the degrees with a widely-expected component of graduate study in French (most degrees in French are, unlike ours, overwhelmingly literary in orientation). The philosophy governing the addition of the literature component is fully in keeping with the nature of the overall program: the approach to literature is strongly linguistic and therefore complements and builds on the other components of the French offerings. The proposed changes thus ends the anomalous status of our French offerings relative to the field at large, yet does not deny the unique basic orientation of the Department as centered on linguistics.

German

The changes in the German offerings are largely and mainly directed toward making the degree requirements explicit and coherent. Both the Proseminar (new GERM 700) and the Ph.D. language requirement are standard components of graduate degrees in the field. The former -- a bibliography and methods course -- is required by the scope of the field and usual lack of preparation for research at the undergraduate level. The latter -- requiring a second Germanic language -- is a usual requirement designed to broaden the student's linguistic background knowledge for study and research in German linguistics.

Russian

No changes except as a consequence of Department-wide changes (see previous section).

Spanish

No changes except as a consequence of Department-wide changes (see previous section).

V. Itemized Changes to Course Offerings

Summary of Changes to Course Offerings

	<u>Deletions</u>	<u>Additions</u>	<u>Net Change</u>
Linguistics	1	-	-1
French	-	6	+6
German	2	2	-
Russian	-	-	-
Spanish	-	-	-

FROM:

LING 700-5 Introductory Graduate Seminar in Linguistics

This course is not open to undergraduate students. Credit for this course does not constitute part of the normal 30 hours required for the M.A. degree. Grading will be restricted Satisfactory/Unsatisfactory (S/U).

LING 800-5 Phonology
LING 801-5 Morphology and Syntax
LING 802-5 Semantics
LING 803-5 Theory
LING 804-5 Descriptive Techniques
LING 805-5 Historical and Comparative Linguistics
LING 806-5 Sociolinguistics
LING 807-5 Computational Linguistics
LING 808-5 History of Linguistics

TO:

LING 800-4 Phonology
LING 801-4 Morphology and Syntax
LING 802-4 Semantics
LING 803-4 Theory
LING 804-4 Descriptive Techniques
LING 805-4 Historical and Comparative Linguistics
LING 806-4 Sociolinguistics
LING 807-4 Computational Linguistics
LING 808-4 History of Linguistics

RATIONALE:

LING 700 is being deleted because it is now superfluous to the program and has not been offered for several years. (For changes in credit hours, see "Rationale for Department-wide changes", item 2).

SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures, Ling. Course Number: LING 700
Title: Introductory Graduate Seminar in Linguistics
Description: _____

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

This course has only been offered twice in its history, last in 1977. It has not proven useful to the program; its original aims are now fulfilled by remedial undergraduate work.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Bay Date: MAY 19, 1982
Faculty Graduate Studies Committee: Paul Sankey Date: 11/15/82
Faculty: RC Brown Date: Nov. 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

FROM: LING 810-5 General Linguistics I
LING 811-5 General Linguistics II
LING 812-5 General Linguistics III
LING 813-5 General Linguistics IV

TO: LING 810-4 Topics in Linguistics I
LING 811-4 Topics in Linguistics II
LING 812-4 Topics in Linguistics III
LING 813-4 Topics in Linguistics IV

RATIONALE:

This set of courses has traditionally been used to provide seminars on special topics; the change in title is intended to reflect that function more precisely. There is no field or subject area of 'General' Linguistics, as the old title might imply. With the addition of the applied language sciences option within the M.A. degree, a conceptual distinction between the 'General' M.A. requirements and the more specific and structured A.L.S. requirements has been introduced. Since LING 810-813 are intended to be used for special topics in applied language sciences as well as for general/theoretical topics, retention of the term 'General' might be misleading.

(For changes in credit hours, see the 'Rationale for Department-wide changes,' item 2)

SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: LING 810
Title: Topics in Linguistics I
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Pas Santas Date: NOV. 16, 1982
Faculty: RC Brown Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: LING 811
Title: Topics in Linguistics II
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas G. Perry Date: MA/ 11, 1982
Faculty Graduate Studies Committee: Rae Senter Date: Nov. 16, 1982
Faculty: Re Brown Date: Nov. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: LING 812
Title: Topics in Linguistics III
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Pete Sanchez Date: NOV. 16, 1982
Faculty: Re Burton Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: LING 813
Title: Topics in Linguistics IV
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas G. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: King Sanyal Date: NOV. 16, 1982
Faculty: RC Brown Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

FROM: LING 850-3 Seminar in Second Language Acquisition
TO: LING 850-4 Psycholinguistic Aspects of Language Learning

RATIONALE

The new title is intended to better reflect the emphasis of the traditional content of this course on both linguistic and psychological approaches to second language learning.

(For the change in credit hours, see 'Rationale for Department-wide changes', item 2).

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CHANGE IN TITLE AND
CREDIT HOURS ONLY

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: LING 850
Title: Psycholinguistic Aspects of Language Learning
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: 26 October 1982
Faculty Graduate Studies Committee: Paul S. Smith Date: Nov. 16, 1982
Faculty: P. C. Brown Date: Nov. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

FROM: LING 851-3 Seminar in Experimental Design for the
Applied Linguist

TO: LING 851-4 Research Techniques and Experimental Design

RATIONALE

The new title is intended to reflect the fact that the course addresses more than experimental design, per se. It is, in fact, a course in research methods of all kinds in applied linguistics, with experimental design occupying a central role.

(For the change in credit hours, see 'Rationale for Department-wide changes', item 2).

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: LING 851
Title: Research Techniques and Experimental Design
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: 26 October 1982
Faculty Graduate Studies Committee: Peter Santa Date: Nov. 15, 1982
Faculty: R.C. Brown Date: Nov. 15, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

FROM: LING 855-5 Applied Linguistics I

TO: LING 855-4 Applied Linguistics

RATIONALE

The change in title drops the superfluous 'I' (there being no 'II').

(For the change in credit hours, see the 'Rationale for Department-wide changes', item 2).

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: LING 855

Title: Applied Linguistics

Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide changes", item 2

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: 26 October 1982

Faculty Graduate Studies Committee: Rae S. S. S. Date: Nov. 16, 1982

Faculty: RL Brown Date: Nov. 15, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

P. 77

FROM: FREN 802-3 Problems in French Semantics and
Lexicology

TO: FREN 809-4 Problems in French Semantics &
Lexicology (Students with credit for
FREN 802-3 may not take this course
for further credit).

RATIONALE:

The proposed renumbering of courses (see also following pages) provides a more logical grouping of courses in the Calendar entry. French Linguistics courses of a more general nature will be grouped together as a block (809-813) and titled "Problems in...." More specialized French linguistics courses will be numbered 814-818, and courses in French Literature will begin with 820.

(For the change in credit hours, see the 'Rationale for Department-wide changes', item 2)

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures and Linguistics Course Number: FREN 809
Title: Problems in French Semantics and Lexicology (Students with
Description: credit for FREN 802-3 may not take this course for further credit)

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale, and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas C. Perry Date: MAY 19, 1982

Faculty Graduate Studies Committee: Eric S. Sanger Date: NOV. 16, 1982

Faculty: R. L. Brown Date: NOV. 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

FROM: FREN 803-3 Problems in French Linguistic Theory
FREN 804-3 Contrastive Structures of French and English
FREN 805-3 History of French
FREN 806-3 Problems in French Dialectology

TO: FREN 811-4 Problems in French Dialectology
(Students with credit for FREN 806-3 may not take this course for further credit)

FREN 812-4 Problems in French Linguistic Theory
(Students with credit for FREN 803-3 may not take this course for further credit)

FREN 813-4 Problems in the History of French
(Students with credit for FREN 805-3 may not take this course for further credit)

FREN 814-4 Contrastive Structures of French & English
(Students with credit for FREN 804-3 may not take this course for further credit)

RATIONALE:

The proposed reordering (by renumbering) of courses provides a more logical grouping of courses in the Calendar entry. More general courses in linguistics with titles beginning "Problems in ..." are placed together as 809-813. The title of FREN 813 (former 805) belongs to this group and its title has been amended to conform with this principle.

(For changes in credit hours, see the 'Rationale for Department-wide changes,' item 2)

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures and Linguistics Course Number: FREN 811
Title: Problems in French Dialectology (Students with credit for
FREN 806-3 may not take this course for further credit)
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale, and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas O. Perry Date: MAY 19, 1982

Faculty Graduate Studies Committee: Ross Sanger Date: NOV. 16, 1982

Faculty: RC Brunson Date: NOV. 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures and Linguistics Course Number: FREN 812
Title: Problems in French Linguistic Theory (Students with credit
for FREN 803-3 may not take this course for further credit)
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale, and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982

Faculty Graduate Studies Committee: Ross Sanger Date: NOV. 16, 1982

Faculty: R. C. Brown Date: NOV. 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: FREN 813
Title: Problems in the History of French (Students with credit for
FREN 805-3 may not take this course for further credit)
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982

Faculty Graduate Studies Committee: Paul Samuels Date: NOV. 16, 1982

Faculty: RC Brown Date: NOV. 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

CHANGE IN COURSE
NUMBER AND CREDIT
HOURS ONLY

SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures and Linguistics Course Number: FREN 814
Title: Contrastive Structures of French and English (Students with
Description: credit for FREN 804-3 may not take this course for further credit)

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale, and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas C. Perry Date: MAY 19, 1982

Faculty Graduate Studies Committee: Paul S. Smith Date: NOV. 16, 1982

Faculty: R.C. Brown Date: NOV. 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

FROM: (no entry - new course)

TO: FREN 815-4 The Sociolinguistic study of French-based Creoles
and Pidgins

RATIONALE:

The study of French-based creoles and other French pidginized varieties contributes to an understanding of the dynamics of French as a world language in contact with many other languages. This course will complement FREN 811-4, which deals with varieties of French in France and Quebec. It will also provide an opportunity for students in Linguistics with an interest in Sociolinguistics to study pidginization processes in detail.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: D.L.L.L. Course Number: FRENCH 815
Title: French Creoles
Description: The Sociolinguistic study of French-based Creoles and Pidgins
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: On demand
How often will the course be offered: On demand

JUSTIFICATION:

See accompanying rationale

RESOURCES:

Which Faculty member will normally teach the course: M. St. Jacques-Fauquenoy
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas C. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Paul S. S. S. Date: Nov. 15, 1982
Faculty: RC Brown Date: Nov. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

French 815 : French Creoles

Course objectives :

Introduction to the widespread nature of the phenomenon of Creole dialects and evaluation of the various theories which account for their existence and evolution. The focus will be on French-based Creoles which have evolved since the fifteenth century : These languages are part of the linguistic and cultural history of French expansion overseas; they emerged in conditions of social and ethnic turbulence in multilingual situations where French has come into contact with structurally very different languages; they were forged under stress in the slave plantations of the French colonies (in the Caribbean Sea and the Indian Ocean).

The study of French-based Creoles and other French pidginized varieties such as "Bichelamar" in New Caledonia or "Abidjan Popular French" in Africa will prove insightful in analyzing the dynamics of French. Moreover, the linguistic features which are common not only to all French Pidgins and Creoles but also to other Pidgins and Creoles raise issues of a more general nature : Theory of linguistic history, linguistic universals and language acquisition.

Topics to be covered :

1.- Socio-historical approach : Theories of origin; the process of development from Pidgin to Creole; geographical distribution and typology of French-based Pidgins and Creoles.

2.- Linguistic approach : Description of the structures of various French Creoles; homogeneity and diversity among Creoles and other pidginized varieties of French.

3.- Sociolinguistic approach : Theories and problems in the study of variation; evaluation of various models for the description of a linguistic continuum; bilingualism with or without diglossia; attitudes and behaviour towards French and Creole; rules for bilingual code-switching; domains and functions of French and Creole; decreolization and francization of Creole; language planning, standardization of Creole and pedagogical problems.

Requirements :

Students should have an adequate background knowledge of the contrastive structures of "Standard French" and "Popular French". They will be expected to report regularly on their readings and undertake a research project on one of the French Creoles or pidginized varieties of French, applying the theories and models of analysis studied.

BIBLIOGRAPHY

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- Todd, L., 1974 : Pidgins and Creoles, London, Routledge & Kegan Paul.
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- Chaudenson, R., 1979 : Les créoles français, Paris, Nathan.
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2.- Linguistic approach :

- Valdman, A., 1978 : Le créole, structure, statut et origine, Paris, Klincksieck.
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- St.Jacques-Fauquenoy, M., 1972 : Analyse structurale du créole guyanais, Paris, Klincksieck.
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3.- Sociolinguistic approach :

- Bickerton, D., 1975 : Dynamics of a Creole system, Cambridge University Press.
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- Lefebvre, C., 1974 : "Discreteness and the linguistic continuum in Martinique" Anthropological Linguistics 16 (2).
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- Fauquenoy-St.Jacques, M., 1981 : "Attitudes des jeunes Guyanais bilingues de l'île de Cayenne face au français et au créole", Etudes Créoles.

4.- Models for analyzing variation :

Bailey, B.L., 1966 : Jamaican Creole Syntax, London, Cambridge. (The morpheme variants model).

Labov W., 1966 : The social stratification of English in New York City, Washington, C.A.L., (The variable rules model).

Guttman, L., 1944 : "A basis for scaling qualitative data", American Sociological Review 9. (The implicational scaling model).

Bailey, C.-J.N. & Shuy, R.W., 1973 : New ways of analyzing variation in English, Washington, Georgetown University Press. (The wave model).

5.- Reference works :

Reinecke, J., 1975 : Bibliography of Pidgins and Creoles Languages, Honolulu, University of Hawaii.

Vintila-Radulescu, I., 1976 : Les créoles français, Paris, Mouton.

Hancock, I., 1977 : "Repertory of Pidgin and Creole languages" in Pidgin and Creole Linguistics.

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6.- Dictionaries :

Faine, J., 1974 : Dictionnaire français-créole, Montréal, Léméac.

Bentolila, A., 1976 : Ti diksyonnè Kreyòl-fransé (dictionnaire élémentaire créole haïtien-français), Port-au-Prince, Editions Caraïbes.

Chaudenson, R., 1974 : Le lexique du parler créole de la Réunion, (2 t.) Paris, Champion.

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7.- Journals :

Etudes créoles, Montréal, AUPELF.

Journal of Creole Studies, Kapellen (Belgium), De Sikkel. (1977)

Espace Créole, Paris, Editions Caribéennes.

Mofwaz, Martinique, Centre Universitaire Antilles-Guyane.

8.- Creole Texts :

Parépou, A., 1980 : Atipa, roman guyanais, Paris, Editions Caribéennes (first published in 1885).

Lohier, M. , 1960 : Légendes et contes folkloriques guyanais, Cayenne, P. Lapor-te.

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Carayol, M. & Chaudenson, R., 1978 : Lièvre grand diable et autres (contes créoles de l'Océan Indien), Paris, Edicef.

Carayol, M. & Chaudenson R., 1978 : Les aventures de Petit Jean (Contes créoles de l'Océan Indien), Paris, Edicef.

Nono Numa, 1975 : Jénéral Rodrig, Port-au-Prince, Editions Bon Nouvel.

Gratiant, G., 1958 : Fab compè Zicaque, Paris, Horizons Caraïbes.

Saint-Quentin, A., 1872 : Introduction à l'histoire de Cayenne, Antibes, A. A. Ghio.

Tessonneau, L., 1980 : Contes d'Haïti, Paris, Edicef.

Sylvain, G., 1901 : Cric crac! Fables de la Fontaine racontées par un montagnard haïtien et transcrites en vers créoles, Ateliers haïtiens.

Jardel, J.-P. & David, P. , 1969 : Proverbes créoles de la Martinique, CERAG.

Chambertrand, G. (de), 1976 : Dix bel conte avant cyclone, Basse-Terre, Jeunes Antilles.

Faculty competence

Dr. Marguerite St.Jacques-Fauquenoy has ongoing research and publications in the field of Sociolinguistics and Creole Linguistics.
Her publications include:

Analyse structurale du créole guyanais, Paris, Klincksieck, 1972.

"Les problèmes sociologiques du littoral de Guyane française", Cayenne, Rapports ORSTOM, 1967.

"Le verbe 'être' dans les créoles français", langues et techniques, nature et société, Paris, Klincksieck, 1972.

"Guyanese: a French Creole", Pidgins and Creoles: Current Trends and Prospects, Georgetown, University Press, 1974.

"Marengwen ké zorè", "A konsa Bondyé fè fanm" (pedagogical presentation of two guyanese legends), Contes créoles illustrés, Paris, AGECOP, 1976.

"Lyon, Tig, Chyen epi Senj Rouj", "Konpè Tig ké Konpè Lapen", Lectures bilingues graduées créole-français, Paris, AGECOP, 1976.

"La situation linguistique en Guyane française", Atlas de Guyane, Paris, ORSTOM, 1980.

"Attitudes des jeunes Guyanais bilingues de l'Ile de Cayenne face au français et au créole", Etudes Créoles, Ottawa, AUPFL/ACCT, 1980 vol.III, No. 2.

"Cent ans de l'histoire du créole guyanais: continuité ou divergence?", Etudes Créoles (in press).

Her research interests are in the field of:

- Sociolinguistics : code-switching and style-shifting among bilingual speakers, speech behavior in diglossic situation, interaction of language and social life, mechanisms of linguistic change.

- Creole linguistics: sociolinguistic factors (see above) as they apply to French Creoles.

- French Dialectology: comparable functional mechanisms in various French varieties (Oïl dialects, Canadian French, Popular French, French Creoles and Pidgins) as examples of language universals.

Fieldwork:

- French Guiana (Anthropology and Linguistics): 1966-67
- Northern France (Dialectology): Summer 1972
- Quebec and Maritimes (Dialectology): 1974
- French Guiana (Sociolinguistics): Spring 1976, Fall 1977

Next fieldwork : Martinique and La Réunion (1982-83)

Courses taught at SFU in the area of French Dialectology and Sociolinguistics:

French 421-3: Varieties of French, French 422-3 : Canadian French, Ling.409-3: Sociolinguistics.

French 806-3: French Dialectology, Ling. 806-3: Sociolinguistics, MATF 602.

FROM: (no entry - new course)

TO: FREN 816-4 Sociolinguistic Approaches to French Studies

RATIONALE:

This course will provide students with an understanding of social aspects of the use of varieties of French. This course therefore provides information of crucial importance not only to non-native French speakers, but also to future teachers of French (thus complementing FREN 817-4). As a research discipline, this course complements general sociolinguistics offerings in Linguistics by providing in-depth study of sociolinguistic issues relating to one language, and complements FREN 815 and 811, to offer the possibility of a strong specialization in French in its social and cultural context.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: D.L.L.L. Course Number: FRENCH 816
Title: Sociolinguistic Approaches to French Studies
Description: Study of Sociolinguistic factors which govern the use of
the French language.
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: On demand
How often will the course be offered: On demand

JUSTIFICATION:

See accompanying rationale

RESOURCES:

Which Faculty member will normally teach the course: M. St. Jacques-Fauquenoy
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas C. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Paul S. Smith Date: NOV. 16, 1982
Faculty: RC Bruner Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

French 816-4 : Sociolinguistic Approaches to French Studies

1.- Course objectives :

In the past ten to fifteen years, increasing recognition of the importance of the relationship between language and culture has led to the growth of a new sub-discipline within Linguistics : Sociolinguistics. Language is indeed a very variable phenomenon and this variability has as much to do with society as with language. Language is not a simple, single code used in the same manner by all its speakers in all situations. The use of language varies according to situations, interlocutors, topics...

The focus will be on the sociolinguistic factors which govern the use of the French language with particular attention paid to Canadian context.

2.- Topics to be covered :

The study of the inter-relationship between French language and society will include : Sociolinguistic definition of "language" and "dialect"; standard versus non-standard varieties of French; norm and variation from the norm (social-class dialects and accents, stylistic and social differentiation); variables, markers and stereotypes; attitudes towards non-standard dialects; social factors influencing linguistic changes; system of address ("tu-vous" usage); verbal repertoire and registers; style-shifting; problems of bilingualism (the "territorial" solution [Switzerland and Belgium], the "personal" solution [Quebec]); cultural identity and linguistic subjugation; language planning; educational problems.

3.- Course requirements :

students should have a sufficient background knowledge of the structures of several French varieties, such as "Popular French", "Canadian French" and at least one of the geographical dialects of France. They are expected to report weekly on their readings and to present, in class, the results of a research project dealing with one of the topics to be covered, applying one of the models used to describe the social stratification of language and language variation.

BIBLIOGRAPHY

1.- Theories :

- Fasold, R. & Shuy, R. (eds.), 1975 : Analyzing variation in Language, Washington, Georgetown University Press.
- Bailey, C.J. & Shuy R., (eds.), 1973 : New ways of analyzing variation in English, Washington, Georgetown University Press.
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- Bickerton, D., 1971 : "Inherent variability and variable rules", Foundations of Language 7.
- Scherer K.R. & Giles, H., 1979 : Social markers in speech, Cambridge University Press.
- Chambers, J.K. & Trudgill, P., 1980 : Dialectology, Cambridge University Press.
- Shuy, R.W. & Fasold, R.W., 1973 : Language attitudes: current trends and prospects, Georgetown University Press.
- Ritchie W.C., 1978 : Second Language acquisition research, issues and implications, N.Y., Academic Press.
- Macnamara, J., 1977 : Language learning and thought, N.Y., Academic Press.
- Hornby, P.A., 1977 : Bilingualism, psychological, social and educational implications, N.Y., Academic Press.
- Paradis, M., 1978 : Aspects of Bilingualism, Columbia, Hornbeam Press.
- Giles, H. & St.Clair, R., 1979 : Language and social psychology, Oxford, Blackwell.
- Halliday, M.A., 1978 : Language as social semiotic, Baltimore, University Park Press.

2.- Applications :

- Lambert, W.E. & Tucker, R.G., 1976 : Tu, vous, usted, a social-psychological study of address patterns, Rowley, Newbury House.
- Lambert, W.E., 1966 : "word-association responses: comparison of American and French monolinguals with Canadian monolinguals and bilinguals", Journal of Personality and Social Psychology, vol.3.
- Lambert, W.E., Frankel, H., Tucker, G.R., 1966 : "Judging personality through speech: a French-Canadian example", Journal of Communication.

- Léon, P.R., 1976 : "Attitudes et comportements linguistiques, problèmes d'acculturation et d'identité", in La sociolinguistique au Québec, Cahier de linguistique no.6, Québec, Presses de l'Université.
- Cedergren, H. & Sankoff, D., 1974 : "Variable rules: Performance as a statistical reflection of competence", Language 50 (2), pp. 333-55.
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- Saint-Jacques, B., 1976 : Aspects sociolinguistiques du bilinguisme canadien, Québec, CIRB.
- Chantefort, P., 1970 : Diglossie au Québec: limites et tendances actuelles, Québec, PUL, B-29.
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- Lambert, W.E., 1967 : "A social psychology of Bilingualism", in Journal of Social Issues 23 (2).
- Lambert, W.E. & Gardner, R.G., Olton, R. et Turnstall, R., 1968 : "A study of the roles of attitudes and motivation in second language learning", in Fishman, J.A. Readings in the Sociology of Language, La Haye, Mouton, pp. 473-91.
- Léon, P.R., 1973 : "Réflexions idiomatologiques sur l'accent en tant que métaphore sociolinguistique", French Review, 46 (4).
- Lieberson, S., 1965 : "Bilingualism in Montreal: a demographic analysis", American Journal of Sociology 71 (1).
- Lieberson, S., 1970 : Language and ethnic relations in Canada, N.Y., Wiley & Sons.
- Mackey, W.F., 1973 : "Les études du bilinguisme au Canada", Etudes de linguistique appliquée, no.10.
- Sankoff, G. & Cedergren, H., 1971 : "Some results of a sociolinguistic study of Montreal French", in Darnell, R. Linguistic diversity in Canadian society, Edmonton, Linguistic Research Inc.
- Sankoff, G. & Cedergren, H., 1971 : "Les contraintes linguistiques et sociales de l'élision du /l/ chez les Montréalais", Actes du XIIIème Congrès International de Linguistique et philologie Romane, Québec, Presses de l'Université Laval.
- Sankoff, G. & Cedergren, H., 1972 : "Sociolinguistic research on French in Montreal", Language in Society, 1 (1).
- Sankoff, G. , Cedergren, H. & Sarrasin, R., 1971 : "Quelques considérations sur la distribution sociolinguistique de la variable "que" dans

le français de Montréal", communication présentée au Congrès de l'Association canadienne française pour l'avancement des sciences.

Taylor, D.M. & Gardner, R.C., 1970 : "Bicultural communication: a study of communicational efficiency and person perception", Revue canadienne des Sciences du comportement 2.

Vintila-Radulescu, I., 1967 : "Français créole et français canadien", in Mélanges Georges Straka, Strasbourg, Publications de la Faculté 1.

Wittmann, H., 1972 : "Le joual, c'est-tu un créole?", La linguistique, 9 (2).

Walker, D.C., 1979 : "Canadian French", in The languages of Canada, Paris, Didier.

Gendron (rapport), 1972 : "Commission d'enquête sur la situation de la langue française et sur les droits linguistiques au Québec", vol. I, II, III, Québec, Gouvernement du Québec.

Laurendeau-Danton (rapport), 1969 : "Commission Royale d'enquête sur le bilinguisme et le biculturalisme", vol. I, II, III, Ottawa, Imprimeur de la Reine.

Edwards, V., 1973 : Anglicization in Quebec City, a study of the correlation between Anglicization and social class, Quebec, CIRB B-36.

3.- Journals :

Language in Society, Cambridge University Press.

Langage et société, Paris, Maison des Sciences de l'homme.

Sociolinguistics Newsletter, Research Committee on Sociolinguistics of the International sociological association.

Cahiers de Linguistique, Québec, Presses de l'Université.

Langue française, Paris, Larousse.

Le français dans le monde, Paris, Hachette.

La linguistique, Paris, PUF.

Language and Society, Canadian Government.

Faculty Competence

Dr. M. St.Jacques-Fauquenoy has ongoing research and publications in the field of Sociolinguistics and French Dialectology (i.e.: fieldwork in Northern France (1972), in Quebec and the Maritimes (1974); "Le Québec à la recherche de son identité" in Etudes de Linguistique Appliquée, Paris, Didier, 1974). She has taught several courses in French Dialectology both at the 400 and 800 levels (French 421, 422, 806, MATF 602) as well as in Sociolinguistics (Ling. 409 and 806). Moreover she has supervised several M.A.theses in French linguistics (among which a thesis on Canadian French) and Sociolinguistics (in preparation) and is an active member in the M.A. Teaching of French program.

FROM: (no entry - new course)

TO: FREN 817-4 French Applied Linguistics

RATIONALE:

Students taking a research degree in French (as opposed to the M.A.T.F.) will very likely be involved in the teaching of French at some stage of their career, assuming they will continue in the academic stream. This course will provide the necessary link between linguistic theory and teaching methods for French as a second language for students versed in the former. It will furthermore be an attractive offering for French specialists pursuing the applied language sciences option in Linguistics.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: LANGUAGES, LITERATURES & LINGUISTICS Course Number: FREN 817
Title: French Applied Linguistics
Description: Implications and applications of linguistic theories
in and to the teaching of French as a Second Language
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: On demand
How often will the course be offered: On demand

JUSTIFICATION:

See accompanying rationale

RESOURCES:

Which Faculty member will normally teach the course: C. Bouton, B. Bartlett
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas C. Perry Date: 26 October 1982
Faculty Graduate Studies Committee: Ros Sankar Date: Nov. 15, 1982
Faculty: RC Brown Date: Nov. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

French 817-4 French Applied Linguistics

Course objectives and topics to be covered:

1. Linguistic theory and methodology:

Review of the influence of modern linguistics on main approaches to the teaching of French as a second language. Major contributions of Structuralism, Transformational Generative Grammar, discourse analysis, the theory of speech acts as well as sociolinguistics and psycholinguistics will be studied in relation to:

- 1) the audio-lingual approach; 2) the audio-visual approach;
- 3) the communicative or functional approach. The emphasis will be placed on the links between the various linguistic theories and the evolution of the methodology of French as a Second Language up to its present state.

It will be shown how linguistic theory affects the methodological decisions and how language didactics is turning away from subservience to only one linguistic theory.

2. Linguistics and the teaching of the main skills (oral and written comprehension - oral and written expression)

The analysis of the principal characteristics of spoken French as opposed to written French and the study of speech registers will be used as an introduction to a linguistic approach to the contents of any course in French as a Second Language.

Particular attention will be directed within a contrastive and applied perspective towards the study of relevant aspects of the French lexicon, French phonetics and phonology and French morpho-syntax.

The objective will be to show how results emerging from current research in French linguistics can effectively be used in preparing the contents of courses in French as a Second Language.

Requirements: Students should be acquainted with current linguistic theories.

Bibliography (French Applied Linguistics)

1. Theory.

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- Lado, R. Language Teaching: a scientific approach. New York: MacGraw-Hill, 1964.
- Mackey, W. F. Principes de didactique analytique: analyse scientifique de l'enseignement des langues, Paris: Didier, 1972.
- Martinet, J. (sous la direction de...) De la théorie linguistique à l'enseignement de la langue. Paris: P.U.F., 1972.
- Roulet, E. Théories grammaticales: description et enseignement des langues. Paris: Nathan, 1979.
- Degreve, M. et Van Parsel, F. Linguistique et enseignement des langues étrangères. Paris: Nathan, 1973.
- Girard, D. Linguistique appliquée et didactique des langues. Paris: Colin-Longman, 1972.
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- Austin, J.L. Quand dire c'est faire. Paris: Seuil, 1970.
- Searle, J.R. Les actes de langage. Paris: Hermann, 1972.
- Wilkins, D.A. Notional Syllabuses. London: Oxford University Press, 1976.
- Adamczewski, H. Langage et créativité: réflexions sur la nature du langage et enseignement des langues, Bulletin Cila 18, 1973, 6-14.
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"L'argumentation dans la langue", Langages, 42, 1976, 5-27.
- Doughty, P. et al. Language in use. Londres: Arnold, 1971.
- Jupp T.C. et al. Apprentissage linguistique et communication. Méthodologie pour un enseignement fonctionnel aux immigrés. Paris: CLE, 1978.
- Portine, H. Apprendre à argumenter. Analyse du discours et didactique des langues. Paris: BELC, 1978.
- Roulet, E. Linguistique et comportement humain - la théorie tagmémique de Pike - Neufchâtel: Delachaux et Niestlé, 1974.
- Widdowson, H.G. Teaching Language as Communication. Oxford: O.U.P., 1978.

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- Coste, D. et al. Un niveau-seuil.
Strasbourg: Conseil de l'Europe, 1976
- Hymes, D. "On communicative competence" in Pride, J-B. and Holmes
J. Harmondsworth: Penguin, 1972.
- Heddesheimer, C. "Apprentissage linguistique et communication: de la théorie
et Lagarde, J-F. à la pratique. A propos d'un niveau-seuil."
Verbum, no. 1, 1978.
- Roulet, E. "L'apport des sciences du langage à la diversification des
méthodes d'enseignement des langues secondes en fonction des
caractéristiques des publics visés." Etudes de Linguistique
Appliquée, no. 21, 1976.
- DiPietro, Robt. J. Contrastive analysis and the notion of deep and surface
grammar, Contrastive Linguistics and its Pedagogical Implications,
Monograph Series on Languages and Linguistics, no. 21,
Georgetown Univ., 1968.
- DiPietro, Robt. J., Language Structures in Contrast, Newbury House, Rowley, Mass.
(c-r dans IRAL, 14, 91-93), 1971.
- Selinker, L. "Interlanguage". I.R.A.L., vol. X, no. 3, 1972.
- Quémada, B. et Ross, J. (dir. par ...) "Pour une sociolinguistique appliquée"
Le Français dans Le Monde, no. 121, 1976.
- Slama-Cazacu T. "Le concept de syntaxe mixte. Recherche autour d'une hypothèse".
Etudes de Linguistique Appliquée, no. 27, 1977.
- Maingenu, D. Initiation aux méthodes de l'analyse du discours.
Paris: Hachette, 1976.
- Corder, S.P. "Le rôle de l'analyse systématique des erreurs en langue étrangère."
Bulletin C.I.L.A., no. 14, 1971.
- Galisson, R. Lignes de force du renouveau actuel en didactique des langues
étrangères. Paris: CLE, 1980.
- Besse H. et Galisson, R. Polémique en didactique. Paris: CLE, 1980
- Dalgalian G. et al. Pour un nouvel enseignement des langues.
Paris: CLE, 1981.
- Roulet, E. Langue maternelle et langues secondes. Vers une pédagogie intégrée.
Paris: Crédif - Hatier, 1980.
- Galisson, R. et Coste, D. Dictionnaire de didactique des langues. Paris: Hachette, 1976.

2. Applications

2.1. General works

Boyer H. et Rivera M. Introduction à la didactique du français langue étrangère.
Paris: CLE, 1979.

Rivers, W. A Practical Guide to the Teaching of French.
Oxford University Press, 1975

Marchand, F. (Sous la direction de...) Manuel de linguistique appliquée.
Paris: Delagrave, 1975.

1. L'acquisition du langage
2. La phonétique et ses applications
3. Les analyses de la langue
4. La norme linguistique

Politzer, R.L. Teaching French: An Introduction to Applied Linguistics
New York: Blaisdell, 1965.

Genouvrier-Peytard. Linguistique et enseignement du français.
Paris: Larousse, 1970.

Bouacha, A. (éd.) La pédagogie du français langue étrangère. Paris: Hachette, 1978.

2.2. Phonetics and phonology

✓ Callamand, M. L'intonation expressive. Paris: Hachette

✓ Faure-De Cristo. Le français par le dialogue. Hachette, 1979.

Harvey, D. Exercices de phonétique corrective pour anglophones.
Paris: BELC, 1966.

Huot, F. Difficultés phonétiques de l'acquisition du français langue seconde. CIRB, B-72, Québec, 1978.

Léon, P. Prononciation du français standard. Paris: Didier, 1972.

✓ Léon M. Exercices systématiques de prononciation française (2 vol.)
Hachette: Larousse, 1970.

✓ Mercier, S. Les sons fondamentaux du français. Paris: Hachette, 1976.

✓ Pimsleur Le Pont sonore, Hachette.

Valdman, A. French Phonology and Morphology. Rowley: Newbury House, 1976.

✓ avec bandes ou cassettes.

2.3. Lexicon

- Galisson, R. Lexicologie et enseignement des langues. Hachette, 1979.
- Galisson, R. L'apprentissage systématique du vocabulaire. Paris: Hachette.
- Galisson, R. Inventaire thématique et syntagmatique du français fondamental. Paris: Hachette.

2.4. Spoken French

- Allouche, V. et al. Techniques d'expression, Univ. de Montpellier III, 1980.
- Coianiz, A. Comportements langagiers. Univ. de Montpellier III, 1981.
- Rigault, A. La grammaire du français parlé. Paris: Hachette, 1971.
- Sauvageot, A. Analyse du français parlé, Paris: Hachette.

2.5. Morpho-syntax; grammar

- Le Goffic, P. et al. Les constructions fondamentales du français, Hachette, 1975.
- Boons J-P. et al. La structure des phrases simples en français. Genève: Droz.
- Csécsy, M. De la linguistique à la pédagogie, Le verbe français. Hachette, 1968.
- Rédéquat, F. Les constructions verbales à l'infinitif. Hachette, 1980
- Allen, J.P.B., "Grammar and Language teaching" - Papers in Applied Linguistics
Widdowson, H.G. London: O.U.P., 1975.
- Coianiz, A. Grammaire du français langue étrangère. University Paul Valéry, Montpellier, 1980.
- Le Goffic, P. "Qu'appelle-t-on simple ou complexe?" Le français dans le monde, no. 129, 1977.
- Courtyllon, J. et al. "Le niveau-seuil établi pour le français peut-il renouveler la conception des cours (audio-visuels) pour débutants?" Le français dans le monde, no. 133, 1977.

2.6. Error analysis (short bibliography)

- Schuman, J.H.,
Stevenson, N. (ed.) New Frontiers in Second Language Learning.
Newbury, 1974.
- Corder, S.P. "Le rôle de l'analyse systématique des erreurs en langue étrangère". Bulletin C.I.L.A. no. 14 - 1974.
- Porquier, R. "Analogies, généralisations, systèmes intermédiaires dans l'apprentissage d'une langue non maternelle".
B.U.L.A.G.no. 3, 1975.
"L'analyse des erreurs. Problèmes et perspectives".
Etudes de Linguistique Appliquée no. 25.
- Lamy, A. "Pédagogie de la faute ou de l'acceptabilité."
Etudes de Linguistique Appliquée, no. 22, 1976.
- A. Coizniz La "faute dans l'enseignement du français langue étrangère".
Travaux de didactique du français langue étrangère, no. 3,
CFP. Université Paul Valéry-Montpellier III: 1979.
- Lamy, A. Pédagogie de la faute et enseignement de la grammaire.
Paris: BELC, 1981.

Charles P. Bouton is Professor of French Linguistics, with research interests in French linguistic theories and language acquisition, among others.

Barrie E. Bartlett is Associate Professor of French Linguistics and has written articles and books on French grammar,

Both Dr. Bartlett and Dr. Bouton have taught material included in this course as part of the M.A.T.F. program.

FROM: (no entry - new course)

TO: FREN 818-4 Phonostylistics of French

RATIONALE:

This course is intended to provide a link between the linguistic study of French and the study of artistic uses of French by relating the analysis of linguistic form to the analysis of creative expression. This course will introduce students with backgrounds in pure linguistics to the study of artistic effect of language, and students with backgrounds in literature to one aspect of the use of linguistic theory in the analysis of style in discourse.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: D.L.L.L. Course Number: FREN 818
Title: Phonostylistics of French
Description: The linguistic analysis of paralinguistic features of
French and their expressivity in various types of oral discourse.
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: On demand
How often will the course be offered: On demand

JUSTIFICATION:

See accompanying rationale

RESOURCES:

Which Faculty member will normally teach the course: P. Wrenn
What are the budgetary implications of mounting the course: None. The existing tape/
laboratory facilities are adequate.

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas G. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Paul S. Smith Date: NOV. 16, 1982
Faculty: R. C. Brown Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

French 818-4 Phonostylistics of French

Does the "neutral" linguistic message exist? Or does even the artificial speech of the electronic calculator have its "style"? Is the phonostylistic function of human vocalizing redundant; does it constitute a scrambling of the code?

Once we have described the sounds of a given language and formulated the rules for their use, what else is left? What do poetry and gossip have in common?

Course objectives:

The linguistic analysis of paralinguistic features of French and their expressivity in various types of oral discourse: articulation, articulatory habits, rhythm, prosody; their semiotic and symbolic functions. Students will be trained in perceptual and instrumental investigative methods of analysis of data (sound spectrography and oscilloscopy).

Topics to be covered:

- I a) Stylistics and phonostylistics: defining the double function of the spoken utterance - reference and expression.

A cursory review of the theories of Bally, Jakobson, Martinet: redundancy, expressivity, norm and variant.

- b) In summary form the orthoepic description of standard French phonetism; the physical and physiological attributes of speech sounds; use of the Sonograph.

- II La fonction identificatrice: the phonostylistic function of phonetic variants (individual, social, professional, regional, pathological)

- a typology of	a) emotion	} → will form the basis of the analysis of stereotypes
	b) character	
	c) dialect	

- III La fonction impressive

1. the levels of discourse -- typology of styles
2. the transformation of the fonction identificatrice into the fonction impressive ou appellative
 - a) "theatrical" stereotypes
 - b) oral literature - monologues, impersonations, poetry readings, folktales
 - c) the transcoding of oral language in literature
3. phonetic symbolism in poetry.

Requirements:

The student should be acquainted with standard descriptions of the sound system of French.

Students will be expected to report on their readings to the class regularly. They will submit the results of a personal research project applying the theories and techniques of analysis studied.

Bibliography

Theories:

- BALLY, Ch. (1965) Le langage et la vie, Droz, Geneva. (3rd ed.)
- BERGHE, Van den, Ch. (1976) La phonostylistique du français, Mouton, The Hague.
- CRYSTAL, D. & R. QUIRK (1964) Systems of Prosodic and Paralinguistic Features in English, Mouton, The Hague.
- DELATTRE, P. (1965) Les attributs physiques de la parole et l'esthétique du français, Revue d'esthétique, 3-4, 240-254.
- FONAGY, I. (1966) Le langage poétique, forme et fonction, in Problèmes du langage, Diogène, Paris, 72-116.
- _____ (1979) La métaphore en phonétique, Studia phonetica 16, Didier, Montreal - Paris - Brussels.
- FREI, H. (1929) La grammaire des fautes, Paris - Geneva. (Slatkine Reprints, 1971).
- GARDE, P. (1965) La voix, Que sais-je? no. 627, PUF, Paris.
- GRAMMONT, M. (1965) La phonétiqueressive, in his Traité de phonétique, Delagrave, Paris, 379-429.
- GUIRAUD, P. (1969) Essais de stylistique, Klincksieck, Paris.
- _____ & P. KUENTZ (1970) La stylistique, Lectures, Klincksieck, Paris.
- JAKOBSON, R. (1963) Essais de linguistique générale, trans. N. Ruwet, Eds. de Minuit, Paris.
- LEON, P. R. (1970) Systématique des fonctions expressives de l'intonation, in Prosodic Feature Analysis, Studia phonetica 3, Didier, Montreal - Paris - Brussels, 57-74.
- _____ (1971) Essais de phonostylistique, 1st part: Principes et éléments de l'analyse, Studia phonetica 4, Didier, Montreal - Paris - Brussels.
- _____, Ph. Martin et al (1970) Prolégomènes à l'étude des structures intonatives, Studia phonetica 2, Didier, Montreal - Paris - Brussels.
- MARTINET, A. (1957) Arbitraire linguistique et double articulation, Cahiers Ferdinand de Saussure, 15, 105-116.
- PETERFALVI, J. M. (1966) Symbolisme phonétique et arbitraire du signe linguistique, Bulletin de psychologie, 19, 632-635.
- SEBEOK, Th. (ed.) (1960) Style in Language, M.I.T. Press, Cambridge, Mass.

Models:

../2

LEON, P. R. (1971a) Eléments phonostylistiques du texte littéraire, in Problems of Textual Analysis, Didier, Montreal - Paris - Brussels, 3-18.

LEON, P. R. (1971) Essais de phonostylistique contains a number of papers by the author, applying his theories to the analysis of data.

LEON, P. R. & M. ROSSI (eds.) (1979) Problèmes de prosodie, vol. II: Expérimentations, modèles et fonctions, Studia phonetica 18, Didier: a number of papers by different authors (including myself!)

Léon (1971) and Fónagy (1979) contain extensive bibliographies from which further sources can be drawn, depending on the research interests of the students. I have an extensive bibliography on the analysis of prosodic features, updating that of Léon, etc. (1970).

I have included the Crystal-Quirk reference, even though it's specifically on English, because it's a detailed theoretical model.

.ce

WRENN, Phyllis

Ph.D., University of Toronto, 1974 (Area of specialisation: Experimental phonetics/prosodic features of French)

Rank: Assistant Professor (1976 -)

Relevant prior experience: Experimental Phonetics Laboratory, Toronto (1968-1971)

Research and publications in French phonetics, phonology, phonostylistics and semiotics: analysis of experimental data interpreted in appropriate theoretical framework.

Research in progress: a theory of accentuation derived from a study of accent features in one variety of French.

Current research interests: prosodic features of French; description of a regional variety of French (Acadian); the transcoding of dialects in literary texts.

FROM: (no entry - new course)

TO: FREN 820-4 Types of Discourse

RATIONALE:

Text analysis provides an important link between linguistics and the study of literature. This course is intended to give a student interested in text analysis the opportunity for detailed study of representative text types and their structural characteristics. The course will normally focus on two text types each time it is offered.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: D.L.L.L. Course Number: FRENCH 820
Title: Types of Discourse
Description: The study of different types of discourse, narration, poetry,
autobiography, proverbs, riddles, jokes, etc.
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: On demand
How often will the course be offered: On demand

JUSTIFICATION:

See accompanying rationale

RESOURCES:

Which Faculty member will normally teach the course: G. Merler/J. Viswanathan
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas D. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: David S. Sanger Date: Nov. 16, 1982
Faculty: RC Brown Date: Nov. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

French 820-4 - Types of Discourse

Objective: to elaborate a typology of different discourses in French: narration, poetry, autobiography, jokes, proverbs, riddles, incantations, description, exposition, etc.

The purpose of this study is to determine the possible transformations that a simple speech act has undergone in order to generate such varied and complex discourses. To what extent can the different types of transformations be codified, to what extent is the reader both an agent of construction and of dismantlement? What are the explicit and implicit roles of the reader in these discourses?

The course intends to develop research skills rather than to impart a body of knowledge. The data to be analysed will be drawn from French texts.

Some basic preparatory readings might include:

Todorov, T., Les genres du discours (1978)

" Théories du symbole (1977) some chapters only.

Pratt, M.L., Toward a Speech Act Theory of Literary Discourse (1977)

Courtés, J., Introduction à la sémiotique narrative et discursive (1976)

Two different types of discourse and their particular modes could be studied each time according to the research interest of the students and the course chairman.

Sample possibilities:

Poetry: possible theories of poetic languages as ornamental, affective, symbolic, syntactic will be analysed as well as problems of content and expression. Some possible readings:

R.P. Blackmur, Language as Gesture

J. Kristeva, La Révolution du langage poétique

M. Riffaterre, Semiotics of Poetry

R. Jakobson, Huit questions de poétique

H. Friedrich, Structures de la poésie moderne

J. Cohen, Structure du langage poétique

A. J. Greimas et al., Essais de sémiotique poétique

Publicity: concomitance of ideological and discursive mechanisms, their linguistic and iconic components, illocutionary strategies. Some possible readings:

A.J. Greimas, Sémantique structurale, some chapters

J.J. Adam, "Vers une typologie des discours, l'exemple du texte publicitaire" Le Français d'aujourd'hui, no. 26

L. Althusser, "Idéologie et appareils idéologiques d'Etat", La Pensée, no. 151.

Communications, nos. 8, 9, 17, etc.

Invocations: study of magic formulas: benedictions, maledictions, spells, incantations: the articulation of magic utterances, their syntagmatic and their symbolic organisation. Euphemism as a mean of interdiction and substitution. The distribution of locutionary, illocutionary, perlocutory utterances. Some possible readings:

Austin, How to do Things with Words, Lesson 10 and ff.
Lévi-Strauss, La Pensée sauvage
Sebeok, "The Structure and Content of Charamis Charms"
Anthropos, 48
Todorov, L'Enonciation

Grazia Merler - Associate Professor - SFU
Ph.D., Laval University (1967)

Dr. Merler's doctoral dissertation was a structural analysis of physical discription in the novels of Stendhal. Lévi-Strauss furnished the model as well as the Formalist School.

A monograph analysing narrative patterns and devices in the short stories of M. Gallant borrows the theoretical framework from Propp/Souriau/Greimas.

Several articles on French and Quebec authors adopt a semiotic approach for the study of discourse, narratology, hermeneutics.

Present research interests: poetics and in the study of performative language both in poetry and in narration; possible theoretical models which would allow a comparison between textual and pictorial analysis.

FROM: (no entry - new course)

TO: FREN 821-4 Theories and Methods of Literary Analysis

RATIONALE:

This course provides the necessary foundation in text analysis to a student wishing to specialize in the linguistic analysis of literary texts. The course will complement FREN 820 (Types of Discourse) by providing analytical techniques which can be applied to the text types treated in FREN 820. Taken together, these courses extend the linguistics portion of the French offerings by introducing linguistic approaches to literature, thus bridging the gap in the French program between the Department's offerings and the more traditional areas of French philology.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: D.L.L.L. Course Number: FRENCH 821
Title: Theories and Methods of Literary Analysis
Description: This course will examine critically a specific theoretical model and test its usefulness and validity through its application to the analysis of literary texts of various genres.
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: On demand
How often will the course be offered: On demand

JUSTIFICATION:

See accompanying rationale

RESOURCES:

Which Faculty member will normally teach the course: J. Viswanathan/G. Merler
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas C. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Paul Samson Date: Nov. 16, 1982
Faculty: Re Brown Date: Nov. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

Theories and Methods of Literary Analysis

Course Objectives

This course will examine critically a specific theoretical model and test its usefulness and validity through its application to the analysis of literary texts of various genres.

As an example, the following proposes an outline for the analysis of theoretical models describing the structure of narratives.

The works of a group of critics, most of them French, who have attempted to elaborate the system of rules that govern the construction of the text at its narrative level, will be studied.

Course Content

1. Key Concepts in Contemporary Literary Theory: structural, functional and communicative models.

Readings: Ducrot-Todorov, Dictionnaire encyclopédique des sciences du langage, «Points», Seuil.

Greimas-Courtès, Dictionnaire de Sémiotique.

Ladrière J., Les Limitations internes des formalismes, Paris, Gauthier-Villars, 1957.

Kristeva J., Sémiotikè, Recherches pour une sémanalyse, Paris, «Seuil», 1969.

2. Narrative Functions - Narrative Segments.

Reading: Propp V., Morphologie du Conte, Seuil, 1970.

Assignment: analysis of a folktale or a «minimal story».

3. Elaboration of Propp's model - extension of its applicability:

Barthes: functions and indices

Levi-Strauss: mythèmes & narrèmes

Brémond: segment ordering and the logic of narrative possibilities

Greimas: disjunction-inversion/mediation as modes of narrative progression

Readings: Greimas A., Sémantique structurale, Larousse, 1966.

Lévi-Strauss C., Anthropologie structurale, Larousse, 1965.

Brémond C., «La Logique des possibles narratifs», Communication 8, 1966

Barthes R., «Analyse structurale du récit», Communication 8, 1966.

Assignment: narrative analysis of a short story or a novel.

4. Application of the model to other genres or media:

Readings: Pavel T., La Syntaxe narrative des tragédies de Corneille.
Everaert-Desmedt N., Sémiotique du Récit: Méthodes et Application, «Questions de Communications», Cabay, 1981.

Assignment: analysis of the narrative structure of a film or a play.

5. «Generative» Narrative Grammars: a discussion of recent works which attempt to formulate a set of rules capable of generating any narrative text.

Readings: Van Dyk T., «Grammaires textuelles et structures narrative» in Sémiotique narrative et textuelle, Larousse, Paris, 1974.
Kristeva J., Le Texte du roman. Approche sémiotique d'une structure discursive transformationnelle, La Haye, Mouton.

Assignment: a critical analysis of the above theories.

Additional References

Books & Articles

Chatman S., Story & Discourse: narrative structure in Fiction & Film, Cornell U.P., 1978.

Dorfmann E., The Narreme in the Medieval Romance Epic, An Introduction to Narrative Structures, U. of Toronto Press, Toronto, 1969.

Dundes, Allan, The Morphology of North American Indian Folktale, 1964.

Iser W., «The Current Situation of Literary Theory», New Literary History, XI, 1-20, 1980.

Mooif J.J., «The Nature & Function of Literary Theories», Poetics today, 1, II, 1979, 1-11, 111-35.

Morin Violette, «L'histoire drôle», Communications, No. 8 (1966), p.102-126.

Prince G., A Grammar of Stories, The Hague, Mouton, 1972.

Prince G., «Aspects of a Grammar of Narrative», Poetics today, Sp. 80, Vol. I, No. 1

Ruthrof H., The Reader's Construction of Narrative, London, Routledge, Kegan & Paul, 1981.

Scott C.T., «On Defining the riddle: the problem of a structural unit», Genre, II, no. 2, 1969, p. 75-85.

Van Dyk T.A., Some Aspects of Text Grammars, The Hague, Mouton, 1972.

Journals

Text, M. Nijhoff, Holland, 1981-

Communications, Paris, 1971-

New Literary History, Charlottesville, Va., 1969-

Poetics To-day, Tel Aviv, Israel, 1979-

Poétique, Revue de Théorie et d'Analyse Littéraire, Paris, 1970-

Journal Canadien de Recherche sémiotique-Semiotic Enquiry

Semiotica, The Hague, Netherlands. 1970-

American Journal of Semiotics, New York, 1981-

Poetics, The Hague, 1971-

Jacqueline Viswanathan - Associate Professor - SFU

Main research area: narrative modes and voices.

Dr. Viswanathan's dissertation was a study of unreliable narrators. Three articles have been published on various types of narrators and narrative situations.

Two further articles used Genette's categories (Discours du Récit) to analyze the work of Quebec novelist, Hubert Aquin.

Dr. Viswanathan has also worked on the problem of narrative distance. An essay on narrative distance appeared in the International Dictionary of Literary Terms.

Two recent publications have dealt with the transformations applied to a novel when it is made into a script.

FROM: (no entry - new course)

TO: GERM 700-4 Proseminar in German Linguistics

RATIONALE:

Incoming graduate students with a B.A. in German cannot be expected to be familiar with the extensive tradition and literature in German linguistics, simply because German linguistics is not part of most Bachelor's programs in German. This course is intended to give students the necessary training in research skills peculiar to this field.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: GERM 700-4
Title: Proseminar in German Linguistics
Description: A survey of subfields in German linguistics and the application
of research methods and materials in the field
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-4 When will the course first be offered: on demand
How often will the course be offered: on demand

JUSTIFICATION:

Graduate work in German linguistics requires familiarity with an extensive tradition in linguistic research and its accompanying literature. Most undergraduate programs do not prepare students in this area at all.

RESOURCES:

Which Faculty member will normally teach the course: M. Jackson, T. Perry
What are the budgetary implications of mounting the course: none

Are there sufficient Library resources (append details): yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982

Faculty Graduate Studies Committee: David S. G. ... Date: NOV. 16, 1982

Faculty: R. C. Brown Date: NOV. 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

GERMAN 700-4

Proseminar in German Linguistics

The purpose of this course is to survey the various areas of research in German linguistics, become acquainted with research techniques and materials specific to German linguistics, and to apply standard research methods to a selected problem in the field.

Students will be given short investigative problems requiring bibliographical research, descriptive problems requiring application of techniques of linguistic description, and evaluative problems relating to controversial issues in the research literature. As a major semester project, students will be asked to prepare a research paper in three stages:

1. Prospectus: Survey of topics and bibliography, formulation of a narrow research question or hypothesis, submission of results in a formal prospectus
2. Bibliography: Preparation of a thorough bibliography on the research topic
3. Paper: Submission of a term paper addressing the research topic

Class discussions will include a wide-ranging sample of topics related to the description of Modern German, historical states of German and the Germanic family, and the application of descriptive techniques of modern linguistic theories to Germanic languages.

Required texts:

- Bünting, K.D., and W. Eichler. 1978. Deutsche Grammatik
Hansel, J. 1965. Bücherkunde für Germanisten. Berlin,
E. Schmidt Verlag PF3062H3 1965
- Herbst, T., D. Heath, and H.M. Deberding. 1979.
Grimm's Grandchildren: Topics in German Linguistics.
London: Longman's P87G4H4
- Keller, R.E. 1978. The German Language. London: Faber &
Faber. PF3101K41978
- König, W. 1978. dtv Atlas zur deutschen Sprache.
München: Deutscher Taschenbuch Verlag.

Supplementary texts:

- Bartsch, R., J. Lernerz, and V. Ullmer-Ehrich. 1977.
Einführung in die Syntax. Kronberg: Scriptor.
- Bergmann, R. and P. Pauly. 1975. Neuhochdeutsch.
Göttingen: Vandenhoeck & Ruprecht.
- Bartsch, R., T. Vennemann (eds.). 1973. Linguistik und
Nachbarwissenschaften. Kronberg: Scriptor.
- Werner, O. 1972. Phonemik des Deutschen. Stuttgart:
Sammulung Metzler.

FACULTY COMPETENCE

Dr. M. Jackson received her doctorate from the University of Münster and has taught graduate courses in German since the founding of the program. Her main area of interest is the history of the German language. T. Perry has taught courses in the structure of German, of English, and contrastive English-German grammar at the University of Vienna, Technical University of Berlin, and Simon Fraser University. He is presently conducting research in the areas of German phonology and syntax.

FROM: GERM 820-5 Problems in German Phonology
GERM 821-5 Problems in German Morphology
GERM 822-5 Problems in German Syntax

TO: GERM 820-4 German Phonology
GERM 821-4 German Morphology
GERM 822-4 German Syntax

RATIONALE:

The titles that begin "Problems in..." vaguely suggest a focus on particular areas. These courses cover the core areas of German grammatical structure and are intended to be comprehensive; the present titles are therefore misleading.

(For the changes in credit hours, see the 'Rationale for Department-wide changes', item 2)

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: GERM 820
Title: German Phonology
Description: _____
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas G. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Paul Sampson Date: NOV. 15, 1982
Faculty: R. C. Brown Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: GERM 821
Title: German Morphology
Description: _____
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Eric Samuels Date: NOV. 16, 1982
Faculty: RC Brun Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: GERM 822
Title: German Syntax
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Barry S. Sankoff Date: NOV. 16, 1982
Faculty: RC Brown Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

FROM: GERM 823-5 Problems in German Linguistics

TO: GERM 823-4 Topics in German Linguistics

RATIONALE:

Unlike GERM 820-822, this course is intended to be a special topics course. The proposed change is intended to make this explicit; the present title does not clearly label the course as having this function.

(For the change in credit hours, see the 'Rationale for Department-wide changes', item 2)

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SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: GERM 823
Title: Topics in German Linguistics
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Paul S. ... Date: NOV. 16, 1982
Faculty: Rebourn Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

FROM: GERM 824-5 Contrastive Structure of German and English
GERM 825-5 History of German I
GERM 826-5 History of German II
GERM 827-5 Comparative Germanic Linguistics
GERM 828-5 North Germanic
GERM 829-5 East Germanic

TO: GERM 824-4 Contrastive Structure of German and English
GERM 825-4 The History of German
GERM 826-4 Topics in the History of German
GERM 827-4 Topics in Comparative Germanic Linguistics

RATIONALE:

As to the changes in titles, GERM 825-4 can serve as the comprehensive course on the history of German, leaving GERM 826-4 as a specialized course on some aspect of the history of the language. The present titles suggest a nonexistent division of the comprehensive course into two semesters. GERM 827-829 can be collapsed into one course (828 and 829 have never been offered). In order to suggest that GERM 827 may be used to focus on one particular Germanic subgroup (e.g. North Germanic), the 'Topics' designation has been added to the title.

(For the changes in credit hours, see the 'Rationale for Department-wide changes', item 2)

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: GERM 825

Title: History of German

Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982

Faculty Graduate Studies Committee: Paul Samsel Date: NOV. 16, 1982

Faculty: _____ Date: NOV. 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: GERM 826
Title: Topics in the History of German
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas C. Parry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Rob Sampson Date: NOV. 16, 1982
Faculty: RC Brown Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures & Linguistics Course Number: GERM 827
Title: Topics in Comparative Germanic Linguistics
Description: _____

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
How often will the course be offered: _____

JUSTIFICATION:

See accompanying rationale and "Rationale for Department-wide
changes", item 2.

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Ross Samsky Date: NOV. 16, 1982
Faculty: R. C. Brown Date: NOV. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

Graduate Course Proposal FormCALENDAR INFORMATION:Department: Languages, Literatures, Ling. Course Number: GERM 828Title: North Germanic

Description: _____

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:

This course has never been offered. Any conceivable subject matter treated under this title could be treated under GERM 827 (as retitled).

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas C. Perry Date: MAY 19, 1982Faculty Graduate Studies Committee: Peter Samra Date: NOV. 16, 1982Faculty: R. C. Brown Date: NOV. 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

COURSE TO BE DELETED

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures, Ling. Course Number: GERM 829

Title: East Germanic

Description: _____

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:

This course has never been offered. Any conceivable subject
matter treated under this title could be treated under
GERM 827 (as retitled).

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982

Faculty Graduate Studies Committee: Don Sam Lap Date: NOV. 16, 1982

Faculty: RC Brown Date: NOV 16, 1982

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

FROM: (no entry - new course)

TO: GERM 890-4 Seminar for Doctoral Candidates

RATIONALE:

This course is intended to provide the student with an opportunity for highly current research work at a high standard of excellence before proceeding to the comprehensive and dissertation. Students may be expected to use this opportunity to probe the field for their ultimate area of specialization for the thesis.

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SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Languages, Literatures, Linguistics Course Number: GERM 890-4
Title: Seminar for Doctoral Candidates
Description: Investigation and discussion of current research topics in
German linguistics
Credit Hours: 4 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 1-2 When will the course first be offered: on demand
How often will the course be offered: _____ on demand

JUSTIFICATION:

This course is intended to complete the training of Doctoral students in
advanced research in the field of German linguistics. It will provide an
opportunity for the investigation of highly focused and current areas of
research under conditions similar to dissertation research.

RESOURCES:

Which Faculty member will normally teach the course: M. Jackson, T. Perry
What are the budgetary implications of mounting the course: none
Are there sufficient Library resources (append details): yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Thomas A. Perry Date: MAY 19, 1982
Faculty Graduate Studies Committee: Thomas A. Perry Date: NOV. 16, 1982
Faculty: RL Brown Date: Nov. 16, 1982
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

SAMPLE TOPIC AND OUTLINE

GERMAN 890-4

Seminar for Doctoral Candidates

Course Chairman: T. Perry

Topic: Vowel Length in Modern German

This course is intended for doctoral candidates specializing in German phonology, and will focus on the origin, development, and description of the system of vowel length in Modern Standard German. Students will be expected to choose a particular aspect of the general topic for their own research, and will present preliminary results for discussion in class. A final paper on the chosen topic will be submitted at the end of the semester. The readings below will provide a starting point.

Dinnsen, D. and M. Garcia-Zamor. 1971. "Three degrees of vowel length in German". Papers in Linguistics. 4:1.

Essen, O. von. 1957. "Überlange Vokale und gedehnte Konsonanten des Hochdeutschen". ZPSK. 10.

--- . 1962. "Trubetzkoy's fester und loser Anschluss in experimentalphonetischer Sicht". in: E. Sovijärvi, P. Aalto. Proceedings of the Fourth International Congress of the Phonetic Sciences. Helsinki.

Fischer-Jørgensen, E.. "Untersuchungen zum sogenannten festen und losen Anschluss". in: K. Hyldgaard-Jensen and S. Steffensen. Kopenhagener Germanistische Studien Band 1. Copenhagen.

Fliflet, A. 1962. "Einige Beobachtungen über Anschluss und Silbe". in: E. Sovijärvi, P. Aalto. Proceedings of the Fourth International Congress of the Phonetic Sciences. Helsinki.

Handart, Obrecht, Babcock and Delack. 1965. "A spectrographic investigation of the structural status of Überlänge in German Vowels". Language and Speech. Vol. 8.

Jespersen, O. 1904. Lehrbuch der Phonetik. Leipzig.

King, R. D.. 1976. "Competing generalizations and linguistic change." Bloomington: Indiana University Linguistics Club.

Kiparsky, P. 1966. "Über den deutschen Akzent". in: Studia Grammatica VII. Berlin: Akademie-Verlag.

Kohler, K. 1977. Einführung in die Phonetik des Deutschen. Berlin: E. Schmidt Verlag.

Maack, A. 1954. "Die Korrelation Akzent/Quantität". ZPSK. 8, pp. 226-238.

Moulton, W. G. 1947. "Juncture in Modern Standard German".
Language. 23.

----. 1956. "Syllable Nuclei and Final Consonant Clusters in German." in: Halle, et. al. For Roman Jakobson. The Hague: Mouton.

Mueller, H. 1958. "Length as a phoneme in the German vowel system". Canadian Journal of Linguistics. 4, pp.35-37.

Penzl, H. 1975. Vom Urgemanischen zum Neuhochdeutschen. Berlin: E. Schmidt Verlag.

Reis, M. 1974. Lauttheorie und Lautgeschichte. München: Fink Verlag.

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FACULTY COMPETENCE

Dr. M. Jackson received her doctorate from the University of Münster and has taught graduate courses in German since the founding of the program. Her main area of interest is the history of the German language. T. Perry has taught courses in the structure of German, of English, and contrastive English-German grammar at the University of Vienna, Technical University of Berlin, and Simon Fraser University. He is presently conducting research in the areas of German phonology and syntax.

SIMON FRASER UNIVERSITY

MEMORANDUM

To R. Saunders, Chairman

Faculty of Arts Grad. Studies
Cttee

Subject DLLL Curriculum Revisions

From T. Perry, Chairman DLLL

Graduate Studies Committee

Date October 26, 1982

Thank you for your memo of yesterday detailing the position you are taking on how to handle the proposals contained in our submission. I am withdrawing the Spanish literature and Applied Language Sciences portion of the revisions so that the remainder of the document may be treated as calendar revisions. A decision will be made later on how to proceed with the withdrawn items.

The deletion of some of the proposed new courses will have as a consequence the improvement of the library report. The removal of FREN 810 gives the report on French holdings a '% lacking' figure of 17%, down from 22%. Removal of the Spanish and Applied Language Sciences course leaves only the two German courses, which together have a '% lacking' figure of 16% for monographs.

I believe this documentation should be adequate for futher consideration; please let me know if anything more is needed.

T. Perry
TP/hc

DLLL. 105

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Roger Blackman, Chairman
..... Faculty of Arts, Grad. Studies Cttee
Subject..... Library Report - DLLL Calendar
Revisions

From..... T. Perry, Chairman
..... Graduate Studies Committee, DLLL
Date..... July 6., 1982

The attached library evaluations of new courses proposed within our calendar revisions show some acquisitions would be necessary to mount the courses. I have discussed this need with our departmental library representative, Prof. J. Viswanathan, and it is clear to us that the required acquisitions could be made in the course of the usual ongoing acquisition requests submitted to the library by our department. This would, of course, take more time than a one-time comprehensive order to cover the gaps. We feel there is no urgent need to acquire all the specified materials at once, for the following reasons:

1. Few of the courses will be offered right away, and none before Fall 1983. This gives the library time to process orders in the normal flow of acquisitions in most cases.
2. Many materials are available privately within the department. Circulation of such materials within small classes is already a standard practice in our department, as e.g. with unpublished working papers.
3. The initial offerings of some courses could still be acceptably conducted using the UBC library and interlibrary loan to supplement holdings, if no other way is available. By the second time a course should be offered (likely not for two years), the missing items could be in place.
4. Some of the proposed outlines are sample outlines for special topics courses, and are the least well supported (e.g. SPAN 840). Topics that are poorly supported in the library would simply be shelved until acquisitions can catch up.

In these times of budget restraint, it is obvious that we cannot make curricular proposals which will be hampered by the unavailability of supplemental funding for such purposes as library acquisitions.

The above accommodations to this fact of life are also academically acceptable. Despite the gaps in the library collection, the proposed new courses can all be mounted -- eventually. Since our offerings are largely "on demand" because of our fairly low student population and large number of courses, there is no rigid timetable for implementation of these courses. Hence we can safely say that no special appropriation for library acquisitions will be necessary.

T. Perry

T. Perry, Chairman
Graduate Studies Committee
TP/hc

- cc. B. Bartlett, Acting Chairman, DLLL
J. Viswanathan, DLLL Library Representative
A. Wawrzyszko, Library-Humanities

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION

(To be completed only for new course proposals; not needed for re-numbering)

Course number and name FRENCH 810, 815, 816, 817, 818, 820, 821

1. Evaluation of current library collection (indicate method used, as applicable):

The collection of French language and literature materials after the DLLL's French dept.'s revision, is, by and large, adequate, ~~except for French 810 where 44% of the desired materials are not here.~~ It is an improvement of 6% over the original requirement, but still unsatisfactory. Also French 817, with 25% of items still lacking, and French 815, with 17% missing, may pose difficulties. However, as many professors volunteer to put their own copies on Reserve, and as a number of items may be ordered on interlibrary loans, we may get by in the initial stages.

2. Recommended additions to collection (monographs, serials, other); attach supplementary lists as necessary: First priority:

LE FRANCAISE D'AUTOURD'HUI

JOURNAL OF CREOLE STUDIES

ESPACE CREOLE

LANGUAGE ET SOCIETE

MOFWAL

AMERICAN JOURNAL OF SEMIOTICS

JOURNAL CANADIEN DE RECHERCHE SEMIOTIQUE - SEMIOTIC ENQUIRY

3. Estimated costs:

A. Initial costs

monographs	\$583.25 (25 at \$23.14)
serials	<u>138.40 (8 at 17.30,</u>
	according to
Total	<u>\$721.65</u> 1981 estimates)

B. Continuing costs

monographs	_____
serials	_____
Total	<u>ca \$750.00 plus 10% inflation</u> cost per year

4. Special budget and scheduling factors (include special processing, equipment, and servicing costs):

Even if the wanted journals were not bought, only the articles xeroxed from them, the cost would be fairly high. Libraries charge anywhere between 10¢ to \$2.00 per page plus postage. There also is the very lengthy (in some cases) time factor involved as well as the costs of the processing.

5. Other pertinent details:

Personal copies of the faculty, available on loan to the library would be appreciated, but not practical, if the proposed courses were meant to be offered continuously.

* Course withdrawn.

Nelson A. Karavayak
For Library
Date: 30 June '82
Thomas A. Perry
For Faculty Department
Date: JULY 6, 1982

FRENCH GRADUATE COURSE PROPOSALS

After revision

	<u>Titles Held</u>	<u>Titles Not Held</u>	<u>% Lacking</u>
* FRENCH 810	9	7	44
815	30	5	17
816	24	4	14
817	24	8	25
818	9	0	0
820	5	0	0
821	14	1	7
TOTAL	115	25	22
<u>Journals</u>		8	

* Course withdrawn.

June, 1982

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION

German 890 lacks 20% in both monographs and serial items

Germ. 700-4				
Monographs	8	1	9	11
Serials	--	--	--	--
Germ. ⁸⁹⁰ 920 -4				
Monographs	12	3	15	20
Serials	4	1	5	20
