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MEMORANDUM

ATTENTION Senate

DATE December 14, 2017

FROM Jeff Derksen, Chair of Senate Graduate
Studies Committee (SGSC)

RE: CSAR Master of Arts in Linguistics of a First Nations Language



For information:

At its meeting of November 6, 2017, SGSC approved the Cohort Special Arrangements proposal for Master of Arts in Linguistics of a First Nations Language in the Faculty of Arts and Social Sciences. The proposal was received by SCUP at its meeting on December 6, 2017.

The following program proposal and new courses are to be effective Summer 2018.

Faculty of Arts and Social Sciences

- 1) Program proposal: Master of Arts in Linguistics of a First Nations Language (Cohort Special Arrangements)
- 2) New calendar entry for Master of Arts in Linguistics of a First Nations Language
- 3) New Courses:
 - LING 830 Phonetics and Phonology of a First Nations Language
 - LING 831 Morphology and Syntax of a First Nations Language
 - LING 832 Narrative and Discourse Structure of a First Nations Language
 - LING 833 Socio-cultural and Cognitive Aspects of a First Nations Language
 - LING 834 Effective Pedagogies and Materials Development for First Nations Language
 - LING 893 First Nations Linguistics MA Project



FACULTY OF
ARTS AND SOCIAL SCIENCES

MEMO

Office of the Dean

ATTENTION: Jeff Derksen, Dean (Pro Tem)
Graduate & Postdoctoral Studies

STREET ADDRESS
Academic Quadrangle
Room 6168

FROM : Lisa Shapiro, Chair
Faculty of Arts and Social Sciences Graduate Studies Committee

MAILING ADDRESS
8888 University Drive
Burnaby BC Canada
V5A 1S6

RE: FASSGSC Proposals

DATE: October 12, 2017

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The Faculty of Arts and Social Sciences Graduate Committee met on October 5, 2017 and passed the attached motions. Please place these items on the agenda for the next SGSC meeting.

We would like the above changes to become effective Summer 2018.



Dr. Nancy Hedberg, Chair
DEPARTMENT OF LINGUISTICS
Faculty of Arts and Social Sciences

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MEMORANDUM

ATTENTION Lisa Shapiro, Associate Dean, FASS **DATE** September 29, 2017

FROM Nancy Hedberg, Chair
Chung-hye Han, Graduate Program
Chair

RE: Cohort Special Arrangements Proposal: MA in the Linguistics of a First Nations Language

On September 21, 2017, the Department of Linguistics approved the following curricular program changes (attached).

- (a) Proposal for Cohort Special Arrangements MA program in the Linguistics of a First Nations Language

We submit six new course proposals. These have been submitted separately as well as being embedded in the program proposal.

- (b) LING 830, 831, 832, 833, 834, 893

Finally, we submit in support of the proposal the following five letters (attached to the proposal):

- (c) Letter of support from Nancy Hedberg, Chair, Department of Linguistics, SFU.
- (d) Letter of support from Marianne Ignace, Director, First Nations Languages Centre, SFU.
- (e) Letter of support from Deena Reder, Chair, Department of First Nations Studies, SFU.
- (f) Letter of support from Paul Wick, Department Head – Education, Employment & Training, Squamish Nation
- (g) Letter of support from Chief Ronald E. Ignace, Skeetchestn Indian Band
- (h) Letter of support from Tina Jules, Yukon Native Language Center
- (i) Letter of support from Khelsilem, Kwi Awt Stelmexw

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

**Master of Arts in the Linguistics of a First Nations
Language**

Cohort Special Arrangement Program Proposal

November 17, 2017

Department of Linguistics and First Nations Language Centre

PART A: Information required by the Ministry of Advanced Education

EXECUTIVE SUMMARY

Overview of the program's fit with SFU's history, mission, and academic goals

The Cohort Special Arrangements Master of Arts program in the Linguistics of a First Nations Language offers training to students for careers as language researchers, educators, and material developers. Students gain expertise in communicative skills, language documentation and analysis of a particular First Nations language of BC or the Yukon. Emphasis will be placed on the language in its socio-cultural and educational setting. The learning model centers on Indigenous Ways of Knowing, featuring mentorship and participation in community engaged projects, integrated with conventional academic approaches that involve formal lectures and paper writing. Courses are taught by teams of Elders and knowledge holders, and academic experts on the language.

This MA program is developed for and in collaboration with First Nations communities, following the mission statement of the SFU Aboriginal Strategic Plan (2013–2018).

In British Columbia and elsewhere in North America, First Nations languages are critically endangered, and many First Nations language communities will lose the remaining handful of fluent first language speakers within the next decade or two. As First Nations communities set out to (re)-vitalize their languages, there is an urgent need to produce language experts with advanced communication skills in the language as these are connected to cultural knowledge and traditions, combined with skills of applied linguistic analysis. This program is designed to address this need by providing solid graduate level education that builds on the prior rich traditional knowledge of the students and the Elders who will teach them, but also on their prior academic education at the undergraduate level. The Cohort Special Arrangements Master of Arts in the Linguistics of a First Nations Language proposes a “train the trainers” approach by providing graduate level skills in a language and its analysis to individuals who will in turn become the trainers of future adult learners of respective First Nations languages. In addition, the graduate level training in linguistics coupled with attaining advanced level skills in a First Nations language proposed here will be of utmost value in graduates' future professional careers as developers of high quality resources, curricula and learning materials. The courses in the MA are designed to focus specifically on linguistic, cultural and communicative aspects of a particular language.

Most of the students in this MA program will be mature students, traditional knowledge holders and cultural experts, and already at least semi-fluent in their languages through prior training and experience. The current Special Arrangements Cohort MA proposal is intended for students in the 2017-18 cohorts of the Graduate Certificate (GC) in the Linguistics of a First Nations Language, students, all of whom had completed SFU's undergraduate Certificate in First Nations Language Proficiency (CFNLP) or equivalent, but not all of whom hold bachelor's degrees. In fact, all of the students anticipated to enroll in the first two cohorts of the Special Arrangements Cohort MA

Master of Arts in the Linguistics of a First Nations Language

are students already currently completing the first two cohorts of the Graduate Certificate (about half of whom do have bachelor's degrees, and some even prior master's degrees). The intended future regular cohort MA program will be designed to BOTH attract students into the MA directly who do hold bachelor's degrees, AND to attract students via the GC route who hold equivalent life experience but who don't have formal degrees. All intended future students will hold the SFU Certificate in First Nations Language Proficiency (CFNLP) or equivalent, but some may also have bachelor's degrees that include completion of e.g. a minor in Linguistics, a joint major in First Nations Studies and Linguistics, a major in Linguistics, or (in the future) an undergraduate Diploma in Advanced First Nations Language Proficiency that is currently under development. Many intended students will either have completed community-based programs offered prior to 2010 through the SFU Kamloops program, or since that time through continuing community outreach programs that have offered First Nations Language (FNLG), First Nations Studies (FNST) and Linguistics (LING) courses, and certificates in various First Nations communities. The Graduate Certificate was designed to ladder into the subsequent MA through the advance credit policy laid out in GGR 1.76. That policy permits 50 percent of the credits for the MA to be completed through prior credits from the Graduate Certificate, given Senate approval of these program requirements, if completed within three years of starting the MA and subject to approval by the Graduate Program Committee and the Dean of Graduate Studies.

The MA program will be offered through a combination of SFU campus and First Nations community-based course modules. In order to accommodate the work schedules of participants who are language teachers in public schools, or who are otherwise fully employed, courses will be offered in late afternoons, evenings, during summer breaks, and in concentrated modules during fall, spring and summer terms.

Proposed credential to be awarded

Master of Arts in the Linguistics of a First Nations Language.

Location of program

Courses for the current SA MA will be delivered in Duncan, BC and on the Burnaby campus, depending on the cohort. Future regular MA offerings may take place partly at the SFU Surrey and the SFU Downtown campuses, as well as in First Nations communities.

Academic unit(s) offering proposed program

The Department of Linguistics in the Faculty of Arts and Social Sciences.

Anticipated program start date

The first offering of the MA will be a cohort program offered in Duncan, BC, focused on Hul'q'umi'num' language to start in April 2018, delivered by a team led by Dr. Donna Gerdts. Students will be graduates of the Duncan cohort offering of the Graduate Certificate in the

Linguistics of a First Nations Language, which focuses on Hul'q'umi'num' and has been taking place during the summer and fall semesters 2017.

A second, overlapping offering of the MA will take place at SFU Burnaby with follow-up at various First Nations community locations to start July 1, 2018, delivered by a team led by Dr. Marianne Ignace. Students will be graduates of the Burnaby cohort Graduate Certificate in the Linguistics of a First Nations Language, which focuses on a mixed group offering of eight languages and is taking place from summer 2017 through spring 2018 semesters.

Anticipated completion time

Both cohorts will have completed half the required units for the MA while enrolled as students in the Graduate Certificate Program. It is anticipated that the Duncan cohort will complete the MA after two semesters of further study in summer semester 2018 and fall semester 2018, and the Burnaby cohort will complete the MA after three semesters of further study from summer semester 2018 through spring semester 2019. The plan is for future cohorts of the intended regular MA to complete the MA within two years, whether the students are admitted directly to the MA or ladder in through the GC.

Summary of proposed program

a) Aims, goals and/or objectives of the proposed program

The Graduate Certificate and this MA proposal arise out of the urgent need felt and expressed by First Nations communities in British Columbia and the Yukon to produce advanced speakers of their First Nations languages in the face of the rapid decline in the number of first language speakers, and the deep-felt need of the graduates of the SFU Certificate in First Nations Language Proficiency (CFNLP) cohorts to further their education. In several locations that have served BC and Yukon First Nations languages (Haida, Heiltsuk, Halq'emeylem, Hul'q'umi'num', Hun'q'umi'num', Secwepemctsin, Kaska, Tahltan, Squamish), past graduates of the CFNLP, many of whom have undergraduate degrees, have indicated interest in completing an MA in the Linguistics of a First Nations Language.

Most of the students are mature students, respected knowledge holders in the community, who had no opportunity to pursue post-secondary education when they were younger. They serve their communities as language teachers and researchers, but as the number of fluent Elders rapidly declines, they and their communities realize the urgent need to advance their linguistic and communicative skills.

The objectives behind this proposal are: (1) to provide graduate-level instruction in the applied foundations of linguistic analysis as it pertains to a particular First Nations language, (2) to provide advanced level training in a particular First Nations language, (3) to examine issues in the socio-cultural and educational setting of the language, and (4) to

provide students with tools to advance First Nations language documentation at the graduate level (e.g. creation of dictionaries, linguistic databases, and practical grammars).

b) Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

ABORIGINAL STRATEGIC PLAN SIMON FRASER UNIVERSITY 2013–2018

VISION/MISSION STATEMENT

Aboriginal learners learn in a variety of fashions and in a variety of contexts, both modern and traditional. Simon Fraser University works with the Aboriginal community to enhance and engage Aboriginal learners' participation in the historic, socio-economic, educational, and cultural lives of the traditional, local, provincial, national, and global communities.

Simon Fraser University is committed to being the leading “engaged” university in Canada, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement. Therefore, the university is committed to:

- Engaging Aboriginal students by equipping them with the knowledge, research skills, and experiences to prepare them for life in an ever-changing and challenging world;
- Engaging research to become a world leader in knowledge mobilization in the service of Aboriginal peoples;
- Engaging Aboriginal communities in every way possible to contribute to their social, economic, environmental, and cultural well-being.

Since the early 1990s, the SFU Linguistics Department, through its partnership with First Nations Studies, has played an important role in supporting undergraduate level community-based efforts to revitalize seriously endangered languages in First Nations communities throughout British Columbia and the Yukon. SFU's First Nations language program epitomizes the implementation of SFU's Strategic Vision through its mandate of delivering courses in indigenous communities, taught by teams of experts and First Nations knowledge holders using indigenous teaching models.

In particular, we address the following guiding principles of our Graduate Certificate and our proposed MA. They were developed in collaboration with First Nations Elders and language teachers, and in consultation with the local universities, school districts, and First Nations organizations who employ our students.

- Full and equitable participation by Aboriginal people.
 - by opening an alternative route to admission for mature students with

- substantial experience in the field. Recognizing the unique educational needs and identities of Aboriginal peoples.
- by taking into account the historical marginalization of First Nations people within the education system resulting in special academic challenges and by incorporating traditional ways of teaching into our courses to help facilitate mastery of the subject. These include inter-generational and experiential learning.
- Addressing the higher education needs and aspirations of Aboriginal communities.
 - by delivering courses in communities, thus allowing our students to continue their jobs and their roles in their families and communities while pursuing higher education, and by helping to mentor future Aboriginal post-secondary instructors.
- Acknowledging, respecting, and incorporating Aboriginal people's values and traditions in university programs.
 - by hiring First Nations Elders/scholars as instructors and co-instructors in our courses, and by pairing them with academics with years of experience doing collaborative research in the community, and by integrating cultural traditions into both the course delivery and the course content.

c) Linkages between the educational goals and the curriculum.

The educational goals and anticipated outcomes of this program are for students to:

- Gain graduate-level skills in the description and analysis of particular First Nations languages, which in most cases will be their heritage language. The courses in the curriculum that support the building of these skills are LING 804, 830, 831, and 832.
- Build and enhance advanced level oral and written proficiency skills in a particular First Nations language as they work on course assignments, conduct research and mentor with speakers of the language in their communities. This goal connects to the curriculum by way of student projects and assignments throughout the curriculum and coursework, as students are supported and evaluated on their increasing accuracy and skill in using advanced grammatical forms, understanding of lexicon/vocabulary, and as they have opportunity to learn from fluent speakers/Elders and with participating faculty who are linguistic experts on the respective languages.
- Understand and document a variety of issues in the socio-cultural and educational setting of the language. The courses in the curriculum that support the building of these skills are LING 832, LING 833, and the supervised research

particular students will carry out as they complete their final projects or theses through LING 897 and LING 898.

- Acquire advanced tools in First Nations language documentation that will allow them to play key roles in the production of digital and print learner materials, practical grammars, lexical databases and dictionaries, and other resources. The courses in the curriculum that support these educational goals are LING 804, 834, and the supervised research the students will carry out as they complete their final projects or theses through LING 897 and LING 898.

d) Potential areas/sectors of employment for graduates and/or opportunities for further study.

The Cohort Special Arrangements MA in the Linguistics of a First Nations Language will give graduates of the cohorts the necessary knowledge and confidence to become language teachers in secondary and post-secondary schools. Many school districts and First Nations bands hire researchers to undertake language documentation and analysis. Note, that it is common in the smaller universities like Nicola Valley Institute of Technology, Thompson River University and Vancouver Island University to hire instructors who are fluent speakers of the relevant languages. By involving a “train the trainers” approach, this Special Arrangements MA and the intended regular MA will enable graduates to be the next generation of instructors and coaches who will support intermediate to advanced level fluency, much needed among the present and future generations of language teachers.

e) Delivery methods

The program will primarily be delivered directly face to face, by a team of linguistic experts and traditional knowledge holders. However, students will conduct much of their research in their home communities, conferring with local Elders and staying in touch with their supervisors remotely through on-line conferencing. The capstone requirement will typically be a project, with the option of substituting a thesis. Most of the students in the first two cohorts will submit projects to be approved by two examiners, but a few students, who e.g. already have a BA or MA may want to submit theses. The MA will be delivered as a cohort program—with two initial offerings taking place in an overlapping fashion—one cohort based in Duncan, BC, and the other cohort based at SFU Burnaby. Many (even most) of the projects/theses will be co-supervised/examined by colleagues at SFU (see section (c) under Resources below), with the participation as committee members/examiners of colleagues at e.g. the University of Victoria, the University of British Columbia, the University of Northern British Columbia, and the University of Alberta.

f) Program strengths

A strength of this program is first of all, that the program will be led by a team of academic colleagues from SFU's Department of Linguistics who have been working in the field of language revitalization for a number of decades, closely working in, and collaborating with First Nations communities. Another strength is the training, networking and connections that this program will build among Indigenous colleagues who are outstanding researchers and language teachers throughout B.C. This program increases their skill level as community linguists to use, adapt, advance and share community generated research and materials. In terms of its curriculum and anticipated outcomes, this program also has the unique strength of not only providing general graduate level training in First Nations language documentation and linguistics, but to also nurture advanced skill-building in respective languages by giving students the opportunity to carry out work in their own speech communities, and by connecting students with academic experts within and beyond SFU who have detailed knowledge of these languages.

- g) An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable and plans for admissions and transfer within the British Columbia post-secondary education system.**

On May 24 and June 13, 2017, faculty members in Linguistics and Education as well as Faculty-level associate deans representing Indigenous Language programs at SFU and University of Victoria met to discuss potential collaborations and synergies between the programs at the two universities. It was agreed that the SFU Graduate Certificate and intended MA in the Linguistics of a First Nations Languages felicitously complement the established University of Victoria Graduate Certificate and MA/MEd in Indigenous Language Revitalization. It was decided to alternate the two-year periods in which the two Master's programs will be scheduled so as to maximize enrolment in both programs and to even enable students to complete courses in both programs if they so desire. It was also decided to create policies that will enable students to transfer between the two programs. A Memorandum of Understanding between SFU and University of Victoria about this has since been signed.

Graduates of the MA in LFNL will be eligible to continue their studies towards a PhD in Linguistics at SFU, the University of Victoria, or the University of British Columbia, as well as at PhD programs elsewhere in Canada and internationally.

- h) Related programs in the institution or other British Columbia post-secondary institutions.**

Students in SFU's Graduate Certificate in the Linguistics of a First Nations Language programs are eager to continue the education they have been undertaking in the linguistics of their language so as to acquire a master's degree. No master's program

currently exists anywhere in BC where they can continue to learn about the structure of their own language while deepening their knowledge of linguistic theory.

The nearest equivalent program in BC is the Master's Degree (MA or MEd) in Indigenous Language Revitalization at the University of Victoria. As mentioned in section g above, that program is viewed by both universities as complementary to the proposed program. It does not focus on linguistic analysis nor on the structure of an individual language, but rather on general issues and methods of language revitalization theory and practice needed to become a language strategist (e.g. administration, educational philosophy, socio-politics, and curriculum development).

Contact information

Nancy Hedberg, Chair, Department of Linguistics; 778-782-3554; hedberg@sfu.ca.

PART B: Information required by Simon Fraser University

PROGRAM DETAILS

a) Graduation requirements, target audience

Graduate requirements

Students complete at least 32 units of approved graduate coursework, including 6 units of existing courses, 20 units of new courses, and either a project (new course) or a thesis (existing course), as follows:

Existing courses:

LING 890 - Graduate Seminar I (1)
LING 891 - Graduate Seminar II (1)
LING 804 - Field Methods (4)
LING 898 - MA Thesis (6)

New courses:

LING 830 - Phonetics and phonology of a First Nations language (4):
LING 831 - Morphology and syntax of a First Nations language (4):
LING 832 - Narrative and discourse structure of a First Nations language (4):
LING 833 - Socio-cultural and cognitive aspects of a First Nations language (4):
LING 834 - Effective pedagogies and materials development for First Nations languages (4):
LING 897 - First Nations Linguistics MA Project (6)

Course substitutions with approval of the supervisory committee can be made if a student has to take a leave of absence. LING 896 Directed Research can be used for this purpose,

even more than once. Other possible substitutes are the planned annual offerings for all Burnaby Linguistics graduate students of graduate sections of LING 430/810 Aboriginal Languages of the Americas, starting in Fall 2018; and LING 408/804 Field Methods focusing on BC First Nations languages, starting in Spring 2018, both to be offered by a new (Summer 2017) hire, Dr. Peter Jacobs.

As laid out in GGR regulation 1.7.2.c, projects will be examined by the senior supervisor and another faculty member, who together assign a grade of pass with distinction, pass, or fail. A student who fails may be permitted a second attempt. Students present the project at a final MA cohort symposium.

Examples of suitable projects are: a linguistic analysis of some aspect of the language, the production and presentation of a video that documents use of the language; a digital media project that integrates visual, audio and textual resources in the language; an educational module for teaching the language; a museum exhibit that incorporates the language, or an annotated narrative or set of narratives transcribed, glossed and translated into English. Students enrolled in the project option will comply with GGR regulation 1.11 concerning and publication of the project with SFU Library, i.e. as if it were a thesis. Requisite ethics approval will have been obtained. Research ownership will follow standard SFU Library procedures for research deposited into Summit, the SFU research repository.

Students enrolled in the thesis option comply with GGR regulations 1.9-1.11 concerning preparation, examination and publication of a master's thesis. Students present the thesis research at a final MA cohort symposium.

Target audience:

Our target audience consists of students who seek careers as First Nations language instructors, resource developers, and curriculum developers. We foresee servicing two types of students: (1) graduates of the Graduate Certificate in the Linguistics of a First Nations Language, who will have been either (a) first language speakers and teachers of the First Nations language with some prior university courses, including undergraduate FNLG courses or (b) second language speakers-language specialists-teachers who had completed the SFU Certificate in First Nations Language Proficiency or its equivalent in the language; and (2) First Nations educators with BA or BEd degrees and at least two years of study of the language by way of completion of the CFNLP or equivalent.

b) Admission requirements

Applicants must meet the minimum University requirements for admission to a master's program as per GGR 1.3.3. In addition, applicants must be proficient speakers of the language (as assessed by a panel of speakers or community-appointed experts), or be advanced learners who have, at minimum, completed the SFU Certificate in First Nations

Language Proficiency or equivalent with a CGPA of at least 3.0. Also admissible are students who have completed a BA or BEd and have studied both the language and some linguistics. Individuals who have not completed a bachelor's degree may be considered for admission if they will have completed the Graduate Certificate in the Linguistics of a First Nations Language with a CGPA of at least 3.0.

c) Evidence of student interest and labour market demand

Within First Nations communities, language and culture are seen as essential to the well-being of all generations. Thus, there are a variety of jobs associated with language teaching, research, and curriculum development. Formerly, language was transmitted in the families, but with the loss of many of the fluent Elders, the job of language transmission has shifted to pre-schools, K-12 schooling, and adult education.

In First Nations communities in BC, the local colleges and universities are in dire need of post-secondary instructors to not only teach the language to adult community members but to train new generations of fluent language teachers to take on jobs in the public and band schools. In addition, as they are revitalizing their indigenous languages, First Nations communities face an urgent need to develop high quality resources and curricula that involve a variety of media (print and digital). This is the demand that this MA is intended to fill.

In sum, most of the students in our program will already be employed as language specialists. Many of them have worked for several decades as language instructors or researchers. However, demand for their services far outstrips their availability. The future survival of the First Nations languages of BC depends on opportunities for succeeding generations of First Nations youth to become fluent in their language, and thus they will require fluent teachers. The graduates of our cohort will be key to providing language instruction to tomorrow's First Nations language teachers. Our MA provides essential training in structure and literacy that will help prepare them for jobs as post-secondary instructors, tribal researchers, and curriculum developers.

d) Eligibility for scholarships, awards, and financial aid

It is expected that many intended students work full-time as language teachers and researchers. For that reason, in the Duncan cohort, courses will be taught in the evening during the school year and as intensive courses in July and August. For the same reason, the Burnaby mixed-language cohort MA students will travel to the Burnaby campus to take intensive courses during the summer and during concentrated extended weeks during the school year. They will conduct some of their course research as well as their capstone research in their home communities.

Depending on individual students' First Nations postsecondary assistance policies, many students may be eligible for sponsorship (tuition, living assistance) from their First

Nations. Given integration of funding with that of the current Graduate Certificate, it is expected that most of the students in the first two cohorts will obtain tuition funding (sponsorship) from their First Nations/Indigenous organizations. In exceptional cases, however, such funding may not be obtainable.

Students who are ineligible for sponsorship from their First Nations can still apply for bursaries and relevant private awards since the fee schedule for the MA is term-based and they will be classified as full-time students. However, because most such students will be employed full-time, they will not be eligible for financial support from loans or the work-study program. In addition, because the present proposal is for a Cohort Special Arrangements Program, students will not be eligible for Entrance Scholarships or Graduate Fellowships. To ameliorate this problem, the Dean of Graduate Studies (September 5, 2017) has indicated that Graduate and Postdoctoral Studies will provide a limited amount of financial support for one year for students in the program who face such difficulty.

Happily, though, all students will be eligible for research assistantships and graduate stipends available through faculty research grants. For example, the 2013–2020 SSHRC partnership grant on First Nations language documentation and revitalization (M. Ignace director, J. Alderete and D. Gerds co-investigators), which is an ideal fit with the objectives of this MA, has budget allocations for several full or part-time graduate stipends. D. Gerds, N. Hedberg, and other SFU Linguistics Department faculty members also hold SSHRC Insight grants and Partnership Development grants that include funding for graduate students.

e) Program evaluation and academic/administrative oversight

The intent is to run the first two (overlapping) cohorts of the MA-LFNL in 2018-2019 under the umbrella of the Cohort Special Arrangements Program, to evaluate the outcomes of the two cohorts, and to apply for approval of a regular program with a Full Program Proposal.

The regular program will also be a cohort program, to be only offered when demand (e.g. 15 students) and resources allow. It is expected that future offerings will be mixed-language cohorts, with coursework again provided largely through intensive summer institutes and other intensive time blocks during fall and spring terms, likely held in Burnaby.

Under the general oversight of the First Nations Languages Committee in the Linguistics Department, a Cohort Steering Committee (CSC) will be struck well in advance of each cohort to consolidate planning; to obtain and document instructional, administrative and financial resources; and to administer every aspect of the cohort. The CSC will need to obtain the approval of the Linguistics Department for each offering of a cohort program. Through this mechanism, each cohort program will be reviewed prior to another one

starting. Also, the intended future regular MA will be designed to allow a gap between cohorts, partly to alternate with offerings of the University of Victoria MA/MED in Indigenous Language Revitalization discussed above.

The Linguistics Department underwent an external review in 2016, which reported favorably on the plans underway at that time to create the Graduate Certificate in LFNL. The next external review will be in 2023. This Special Arrangements Cohort MA in LFNL and any regular MA program in LFNL that gets approved and subsequently offered will be reviewed and evaluated at that time, with up to three cohort offerings anticipated to be examined in 2023.

f) Main competitors outside BC

There are no comparable graduate programs in Canada. In the US, though, there is the University of Arizona's Master of Arts Program in Native American Languages and Linguistics. This program focuses on documentation of endangered Indigenous languages, as well the curriculum development arising out of such research. Its focus is on bridging these two approaches to language revitalization. Their program appears to have many similar foci to our SFU one. The main issue, though, that the SFU program will be valuable is the distance that Arizona is from First Nations communities in BC. This makes a difference in students being able to successfully integrate their course work into their community lives and language revitalization activities. One of the strengths of our SFU MA is that it will largely be taught by researchers who know BC. This is particularly important for the research that the students will be doing.

RESOURCES

a) Enrolment Plan

Estimated enrolment in each of the first two cohorts is 15 students. Subsequent offerings through a regular cohort MA program are also aimed at 15 students.

We expect that all of the students in the first two (overlapping) cohorts will be students transferring into the MA from the current SFU Graduate Certificate program, most of whom are past FNLP certificate and degree graduates from diverse First Nations language communities throughout BC and Yukon, as well as some from Alaska. 15-17 students are currently enrolled in each of the two cohorts of the Graduate Certificate. We expect that no additional admissions to the MA will be made for Summer or Fall 2018.

Additional prospective students for future cohorts of a regular cohort MA may include:

- Individuals who have completed UNBC's undergraduate certificates and diplomas in First Nations language proficiency, and have laddered into BAs and BEds by way of the Developmental Standard Terms Certificate for First Nations language teaching;

- Graduates of University of Victoria's undergraduate programs or graduate certificate or master's program in Indigenous Language Revitalization who, beyond learning theory and practice of language revitalization, want to advance their proficiency skills in a First Nations language and attain graduate level applied skills in Linguistics;
- Graduates of various undergraduate programs and equivalent who have attained intermediate skills in a First Nations language through Mentor-Apprentice training with fluent speakers and similar avenues, and wish to advance their proficiency skills in a First Nations language and attain graduate level applied skills in Linguistics.

b) Resources required and/or available to implement the program (financial and personnel) including any new faculty appointments

Faculty availability:

Many of our continuing Linguistics faculty do research on various First Nations languages and related topics, and wish to make themselves available for graduate supervision and teaching. (See below in section c).

In addition, the SFU Department of Linguistics has a history of employing postdoctoral fellows and other local PhD holders to teach undergraduate courses in Linguistics and in First Nations languages. Such individuals have excellent expertise and capacity to support instruction in the Graduate Certificate and proposed MA program. We have included the CVs of three such individuals in Appendix 5: Dorothy Kennedy, Janet Leonard, and John Lyon.

It is an important aspect of the program that courses are co-taught by First Nations Elders. We include the CVs of four such highly qualified Elders in Appendix 5: Lawrence Bell, Chief Dr. Ronald E. Ignace, Delores Louie, and Ruby Peter.

We also have a number of current PhD students in Linguistics or Special Arrangements with expertise to serve as teaching assistants.

Instructional costs:

Four content courses will have been taught during the two cohorts of the Graduate Certificate. (These four courses will have been offered under LING Special Topics numbers, but the content is equivalent to the permanent courses now being proposed, and will be allowed to substitute.) The two remaining content courses will be taught during each of the two cohorts of the MA:

LING 834 (Burnaby cohort): Marianne Ignace (summer 2018), on load.

LING 830 (Burnaby cohort): Sessional Instructor (Caldecott, PhD) (summer 2018).

Master of Arts in the Linguistics of a First Nations Language

LING 834 (Duncan cohort): Sessional Instructor (Kennedy, PhD) (summer 2018).

LING 830 (Duncan cohort): Sessional Instructor (Leonard, PhD) (summer 2018).

LING 890, 891: Professional development courses will be facilitated by Donna Gerdts (Duncan cohort) and Marianne Ignace (Burnaby cohort) on overload.

Marianne Ignace will teach LING 834 as part of her regular load in lieu of an FNLG course. In Fall 2017, 2018-19 course planning requests to the Dean of FASS are being made to fund the two SI appointments in Duncan and one SI appointment for the Burnaby cohort.

In addition, in 2018-19, course planning requests are being made to the Dean of FASS to cover teaching assistant support for the summer 2018 courses. Also, a request will be made to the Dean of FASS to cover honoraria for Elder co-teachers of those same courses, possibly through Aboriginal Strategic Initiatives funding (c. \$10,400).

Administration, support staff and space:

Academic and financial matters will be administered by a Cohort Steering Committee (CSC), which will be chaired by Marianne Ignace (Chair, First Nations Languages Committee, Linguistics Department; Director, First Nations Languages Centre). Members of the CSC will be: Nancy Hedberg (Chair, Linguistics Department) and Donna Gerdts (Member, First Nations Languages Committee, Linguistics Department).

Administrative assistance for this SA MA can be supplied by the Linguistics Department Manager and the Linguistics Graduate Secretary. A request will be made in fall 2017 to the Dean of FASS to enable 80 hours of overtime paid to the Linguistics Graduate Secretary, or to enable some other arrangement for staff support that could involve collaboration with the Department of First Nations Studies. There should be no impact on other programs provided by the Linguistics Department.

It should be noted that for the Graduate Certificate, Callen Clarke (Manager, Graduate Admissions, Records, and Registration, Dean of Graduate Studies and Postdoctoral Fellows) provided temporary support which involved assisting with the application process, liaising with student accounts, and following up about enrollment and payment issues. She will not be available to carry on with activity for the MA. Hence, requests are being made to transfer equivalent work for the MA to the Linguistics Graduate Secretary unless some other arrangement is worked out.

When GC and MA courses are delivered in communities, First Nations partner organizations can provide space and administration. For example, classroom space will be provided for the Duncan Hul'q'umi'num' cohort by Stz'uminus Senior Secondary School, Ladysmith. Also, any administrative assistance needed on the Vancouver Island side can be supplied by Coast Salish Employment and Training Society Language Strategist, Joan Brown.

c) Faculty member's teaching/supervision

Faculty:

SFU continuing Linguistics faculty who do research on First Nations languages and related topics and who wish to make themselves available for graduate supervision and teaching include:

John Alderete, Linguistics: Tahltan
Donna Gerdts, Linguistics and First Nations Language Centre: Hul'q'umi'num'
(Vancouver Island), Hun'q'umi'num' (Lower Mainland)
Nancy Hedberg, Linguistics: Hul'q'umi'num'
Marianne Ignace, First Nations Language Centre Director and Departments of
Linguistics and First Nations Studies: Secwepemctsin, St'at'imcets, Heiltsuk,
Nuxalk, Haida and Sm'algyax.
Peter Jacobs, Linguistics: Squamish and Kwak'wala
Keir Moulton, Linguistics: Dene
Henny Yeung, Linguistics: Language Acquisition

Supervision:

Donna Gerdts will serve as senior supervisor for many of the students in the Duncan cohort.
Marianne Ignace will serve as senior supervisor for many of the students in the Burnaby cohort.
John Alderete, Nancy Hedberg, Peter Jacobs, Keir Moulton, Henny Yeung as well as other SFU faculty members may serve as co-supervisors, committee members, or examiners for students in both cohorts.
Colleagues from e.g. University of Victoria, University of British Columbia, University of Northern British Columbia, and University of Alberta may serve as external committee members, or as examiners.

GGR 1.6.4 states that students in master's degree programs that culminate in a project examined by two readers, the senior supervisor alone may comprise the supervisory committee. Hence, faculty and research associates from other universities and institutions in BC or elsewhere who have expertise in First Nations languages and related issues will be eligible to serve as committee members or second examiners. Some of these colleagues currently collaborating with D. Gerdts and/or M. Ignace include Dr. Tom Hukari (UVic – Salish), Dr. Henry Davis (UBC – Salish and Gitksan), Dr. Patrick Moore (UBC – Dene/Athapaskan), Dr. Mark Turin (UBC – Heiltsuk), There are many additional individuals who can be recruited to serve as committee members.

All supervisors will fit their supervision in this program into their regular graduate supervision schedule.

d) Proposed tuition and other program fees including a justification

The tuition will be term-based, as is usual for graduate research programs: \$1,834.63 per term. The Duncan cohort will likely finish in two terms (with each student charged a total of \$3,369.26 tuition) and the Burnaby cohort will likely finish in three terms (with each student charged a total of \$5,503.89 tuition). Based on enrolment in the Graduate Certificate, it is expected that 15 students will enroll in each cohort.

The expenses will include (1) instructional costs (sessional instructors, teaching assistants, and Elder honoraria); (2) administrative costs (estimate based on the up-to-80 extra hours paid to the (part-time) Linguistics graduate secretary to support the first two cohorts of the Graduate Certificate + Dean of Graduate Studies staff time spent on collecting First Nations organization sponsorship funding for the Graduate Certificate; (3) the cost of putting on a final symposium at which students present their capstone project to each other, and (4) the cost of a final convocation event (feast) for graduands and their families.

The following table shows that expenses fall within total revenue generated. Although \$128,424 tuition would be generated, the FAM model assumes that only 40% of tuition revenue will be allocated to FASS. Hence, the break-even point computes to full enrolment: 14 students would have to pay tuition in each of the 2 terms required for the Duncan cohort and each of the 3 terms required for the Burnaby cohort. While we expect 15 students to enroll and complete in each cohort, we anticipate that perhaps one student in each cohort may be unable to obtain First Nations organization sponsorship and hence would require an award of limited funds from the Dean of Graduate Studies, as described in section d) "Summary of proposed program," p.12, above.

	Duncan cohort	Burnaby cohort	TOTAL
Instructional costs (for SIs, TAs, Elders)	24,688	16,783	41,471
Administrative costs (80 extra hours for part-time secretary grade 6)	973	973	1,945
Symposium event	1,293	1,293	2,586
Convocation event	1,774	1,774	3,548
TOTAL EXPENSES	28,728	20,823	49,550
TUITION REVENUE (tuition from 14 students per cohort, \$1,834.63 per term, 40% of the total collected of \$128,424)	20,548	30,822	51,370
REVENUE MINUS EXPENSES	-8,180	9,999	1,819

Master of Arts in the Linguistics of a First Nations Language

Break-even point (# students completing)			28
Minimum enrolment required to run the program	14?	14?	28?

Appendix Letters of support

Nancy Hedberg, Chair, Department of Linguistics, SFU

Marianne Ignace, Director, First Nations Languages Center, SFU

Deeana Reder, Chair, Department of First Nations Studies, SFU

Joan Brown, Executive Director, Snuneymuxw First Nation

Dessa Gottfriedson, Education Director, Tk'emlups te Secwepemc First Nation (Kamloops Band)

Chief Ronald E. Ignace, Skeetchestn Indian Band

Tina Jules, Director, Yukon Native Language Centre

Doreen Witwer, Secretary-Treasurer, Xaadas Kil Kuyaas Foundation

Khelsilem, Programming Director, Kwi Awt Stelmexw Society

Jean-Faul Restoule, Chair of Indigenous Education &
Hossein Nassaji, Chair of Linguistics University of Victoria



FACULTY OF ARTS
AND SOCIAL SCIENCES | DEPARTMENT
OF LINGUISTICS

Prof. Nancy Hedberg, Chair
Tel: +1-778-782-3554
hedberg@sfu.ca
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Robert C. Brown Hall 9101
8888 University Drive
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September 27, 2017

Lisa Shapiro
Associate Dean, Research and Graduate Studies
Faculty of Arts and Social Sciences
Simon Fraser University

Dear Lisa:

I am writing to express the complete support of the Linguistics Department for the proposed Cohort Special Arrangements MA Program in the Linguistics of a First Nations Language. The department voted on September 21, 2017 to approve the proposal.

A crucial component of the mission of the SFU Linguistics Department (as well Linguistics as a discipline) is to support the documentation, preservation and revitalization of endangered languages throughout the world, but especially those of British Columbia. The proposed MA builds on the Graduate Certificate in the Linguistics of a First Nations Language, which currently has enrolled two cohorts directed by Professors Donna Gerdts and Marianne Ignace.

Professors Donna Gerdts and Marianne Ignace are well qualified to lead the first two cohorts of students enrolling in this cohort MA, and the department supports them in their efforts.

If you need any additional information from me, please don't hesitate to ask.

Sincerely

A handwritten signature in cursive script that reads 'Nancy Hedberg'.

Dr. Nancy Hedberg,
Chair



First Nations Language Centre
DEPARTMENT OF LINGUISTICS
Faculty of Arts and Social Sciences

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ignace@sfu.ca
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September 28, 2017

To:
Prof. Lisa Shapiro
Associate Dean
Faculty of Arts and Social Sciences
Simon Fraser University

Re: Special Arrangements Cohort M.A Program in the Linguistics of a First Nations Language

Dear Lisa,

As Director of SFU's First Nations Language Centre, I would like to express my unqualified support for the proposal of a Special Arrangement Cohort M.A. Program in the Linguistics of a First Nations Language put forth by the Department of Linguistics. Having researched and taught in the field of Indigenous language revitalization for well over two decades, I am in full agreement with the goals and objectives of the proposed M.A.

At a time when our First Nations languages in British Columbia and throughout western North America are hanging by a thread, it is crucially important that we support Indigenous communities in their battle to revitalize their languages. Especially for languages that have only a small number of elderly fluent speakers left, it is vitally important to train adults to gain advanced training in linguistics and Indigenous language documentation, while at the same time being able to advance their communicative skills in their languages. Through the proposed M.A. degree program, students will moreover be able to connect the advanced skills in their language and its structure with groundedness in their traditional cultures through research, discussion and course-work. In its structure and sequencing, the proposed M.A. , which ladders from the already approved Graduate Certificate in the Linguistics of a First Nations Language, uniquely addresses these needs. In addition, the M.A. addresses the unique local and regional labour market needs to produce critically important well-trained professionals who will be highly qualified to, in turn, train the next generation of speakers of First Nations languages throughout First Nations organizations and public institutions in their respective Indigenous homelands and regions.

Having taught an impressive group of Indigenous students from diverse backgrounds and First Nations in the Graduate Certificate this past summer, and seeing their commitment, skills and enthusiasm for sustaining their languages and revitalizing them, I am deeply convinced of the need for this M.A., and that its structure and curriculum addresses these students and their First Nations communities' daunting need for language revitalization. Finally, this M.A. program

...2

strongly addresses item 16 of the Calls to Action of the Truth and Reconciliation Commission, “We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.” At this important time when Indigenous communities are fighting to keep our languages alive, it is crucially important that we, as academic institutions, support them in this endeavour. Please do not hesitate to contact me if you have further questions about this important and timely proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Marianne Ignace". The signature is fluid and cursive, with a large loop at the end.

Marianne Ignace, PhD
Director, First Nations Language Centre, SFU
Professor, Departments of Linguistics and First Nations Studies



FACULTY OF ARTS AND SOCIAL SCIENCES
Department of First Nations Studies



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September 26, 2017

Dr. Nancy Hedberg, Chair
Department of Linguistics
Simon Fraser University
8888 University Drive
Burnaby, BC V5A 1S6

Dear Dr. Hedberg,

Please accept this letter as support for the proposed Special Arrangement Cohort Program - Master of Arts in the Linguistics of a First Nations Language. It offers an innovative approach that combines the cultural knowledge of mature students of the Hul'q'umi'num' and other language communities with the scholarly mandate of the First Nations Languages Centre. This is a unique opportunity that recognizes the skill sets of native speakers with the intent of transmitting their fluency through a cohort graduate program supported by academic personnel from SFU. This combination of expertise will promote language revitalization by transferring linguistic research skills to local personnel who will then be in a position to establish their priorities. There will be downstream benefits to having trained linguists who can work with their own languages and transmit their cultural knowledge. They will also have the professional credentials to sustain careers as research faculty in post-secondary institutions in this province.

In summer 2018, the Cowichan First Nation in Duncan and the SFU Burnaby campus will be the sites for the course work and field research that will lead to the M.A. degree. Experiential learning will play a prominent role in creating the immersive, aural environment that will stimulate their scholarly endeavours. This program will be unique in this province as there is no other university offering an intensive focus on specific First Nations languages. It will transfer advanced communication skills and analytical methods to language experts that will expand the repertoire of tools they can use to foster a vibrant constituency of speakers. It will also add meaning to the SFU Aboriginal Strategic Plan, building connections with First Nations, and upholding the academic rigour of our institution. A Master of Arts in the Linguistics of a First Nations Language is an innovative program that will place SFU at the forefront of language revitalization in British Columbia, and perhaps in Canada.

Yours truly,

Deanna Reder, Ph.D.
Chair, Department of First Nations Studies
Simon Fraser University
8888 University Drive
Burnaby, BC Canada V5A 1S6 phone: 778-782-8192



Snuneymuxw First Nation

668 Centre Street
Nanaimo, BC, V9R 4Z4

Telephone: 250/740-2300
Fax: 250/753-3492

October 1, 2017

Dr. Lisa Shapiro
Associate Dean, Faculty of Arts and Social Sciences
Simon Fraser University
Burnaby, BC V5A 1S6

Dear Dr. Shapiro:

We are pleased to support Simon Fraser University in their effort to mount a Master's Degree in the Linguistics of a First Nations Language for a cohort of Hul'q'umi'num' language specialists. By aiming to provide graduate degrees for a future generation of post-secondary language instructors, material developers, and researchers, it provides a crucial element in our language vitalization strategy.

Our Story

Snuneymuxw First Nation is a mid-Vancouver Island Nation, who is committed to advancing and preserving a traditional way life, as a means to bring about positive change. Above all, it is the strength of the Nation efforts to take an integrated approach. That is, the programs pertaining to language and culture are developed by the health, education, and social development departments. This approach has proven to produce the best results.

Situation

Elders and the Chief and Council recognize that many social issues, such as poverty, family violence, substance abuse and suicides contribute to poor health and low quality of life for our people. Although these issues are long-standing and complex, our leadership recognize that there is an opportunity to reverse these circumstances by rebuilding our community through our language and culture. Snuneymuxw is motivated well-positioned to offer these much needed high-impact language and cultural programs, with an emphasis on a strength based approach. The programs offered by SFN are informed by the following vision and framework.

Vision: our strength is our knowledge – Our overall goal is to empower community members from the youngest to the oldest through language and culture.

Activities: are developed holistically – physical, mental, emotional, and spiritual realms integrated at every touch point. Knowledge building takes on many forms, such as observation, participation and self-awareness.

Careers: our knowledge is of importance and value – Unemployment and underemployment are the biggest challenge for our members, as jobs in the resource sector are vanishing. We seek to promote the health and well-being of our members by providing them with opportunities to prepare for well-paid jobs in the knowledge and information sector. We would like our own members to benefit for the rich traditional knowledge of our people both spirituality and materiality.

Our Strategic Plan

For matters concerning our language, program development and research proceeds under the direction of a board of Elders, language strategists, and academic partners. Currently we are operating under a long-term strategic language plan developed in 2012 under the auspices of the Coast Salish & Training Society, and subject to annual review and updates. This strategic plan recognizes the need for more Hul'q'umi'num' language instructors and for current instructors to receive professional development aimed at improving work conditions and salaries.

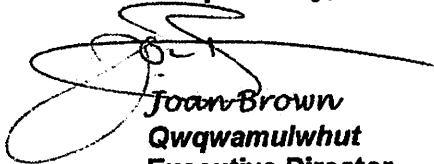
Our Approach

To open paths to a better future for our members, we have embraced collaborations with local businesses and post-secondary institutions. In matters of Hul'q'umi'num' language, we already have a strong on-going partnership between our communities and SFU linguistics professor Donna Gerdts, going back four decades. Currently we are partnered in a variety of language material development projects, SSHRC-funded research projects, as well as an SFU undergraduate Hul'q'umi'num' language academy.

We are very excited to support this graduate program, which embodies innovative methods of university programming that honor and respect Indigenous knowledge in both structure and content. The graduate program serves two purposes. First, it affords an opportunity for the educational and spiritual growth of our valued language specialists, and, second, it helps address the urgent matter of the rapid and steady decline of the number of fluent Hul'q'umi'num' language speakers in our community. There is a growing need for language instructors in our schools, from our language nests to babies through to post-secondary classes, and so there is also an urgent need for language specialists with MA degrees to teach our language, to develop educational materials, to train teachers, as well as to engage in vital research documenting our language. Graduates of the SFU program will play an important role in moving our goals forward.

Our appreciation goes out to SFU for making this forward-looking program available.

Respectfully,



Joan Brown
Qwqwamulwhut
Executive Director
Snuneymuxw First Nation
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Tk'emlúps te Secwépemc

November 16, 2017

Dr. Lisa Shapiro
Associate Dean, Faculty of Arts and Social Sciences
Simon Fraser University
Burnaby, B.C. V5A 1S6

Re: Master's Degree in the Linguistics of a First Nation's Language

Dr. Shapiro,

Please accept this letter on behalf of the Tk'emlúps te Secwépemc Education Department as unconditional support for the SFU's inaugural Master of Arts Degree in Linguistics of a First Nations Language.

Over the years, Tk'emlúps te Secwépemc has been steadfast in our dedication and commitment of revitalizing our critically endangered Secwepemctsin (Secwepemc Language) in our community and in our nation. As people, we have been proactive with Secwepemctsin programs and services throughout our organization.

We invest in our language through various initiatives such as creating a position specifically for language revitalization, offering intergenerational Secwepemctsin immersion camps, developing and implementing a Secwepemctsin nest for our early learners and operating the Secwépemc Museum and Heritage Park which serves as the official repository of the Secwepemc nation's language, heritage and cultural resources. Additionally, our future goal is to house all of these programs and services under its own Culture and Language Department that focuses solely on language revitalization.

As you can see, your Master of Arts Degree in Linguistics of a First Nations Language would be highly valued by our people and through this program, we could better realize our vision of a healthier community through the revitalization of our Secwepemc language.

Kukwstsétsemc,

Dessa Gottfriedson
Education Manager



330 Main Drive

Box 178, Savona,

B.C. V0K 2J0

Phone (250) 373 2493

Fax (250) 373 2494

September 26, 2017

Dr. Lisa Shapiro
Associate Dean, Faculty of Arts and Social Sciences
Simon Fraser University
Burnaby, BC V5A 1S6

Re: Skeetchestn Indian Band Support for a new Master's Degree in the Linguistics of a First Nations language

Dear Dr. Shapiro,

Please accept this letter on behalf of Skeetchestn Indian Band as our unqualified and whole-hearted support for the new SFU Master's Degree in the Linguistics of a First Nations language, initially proposed as a special arrangements cohort degree.

Skeetchestn Indian Band and Skeetchestn Community School have collaborated with Simon Fraser University for many years on a variety of issues in First Nations language research and education, including the partnered delivery of undergraduate credentials to our community members in Skeetchestn and Kamloops. SCS is also currently a partner in a seven-year, \$2.5 million SSHRC partnership grant on language documentation and revitalization, through which our elders, led by Dr. Marianne Ignace from our community, have engaged in intensive and innovative language documentation and app development projects.

In our 2016 strategic community plan, Skeetchestn band members prioritized the protection and revitalization of Secwepemtsin, our Indigenous language, as our community's top goal. While we are fortunate at this point in time to still have a group of about half a dozen precious fluent first speakers of our language, our elders and our leadership are deeply concerned that we need to train the next generation of adults to become fully proficient speakers of our language, in order to become the torch-bearers of our language, and in order to revitalize our language in our community institutions. Several adults from Skeetchestn, through community-based courses taught by Dr. Marianne Ignace and elders, have in the past completed the SFU Undergraduate Certificate in First Nations Language Proficiency for Secwepemtsin, and others have embarked on language courses and mentor-apprentice learning with our elders, some being well on their way to SFU degree completion. We see the new MA in the Linguistics of a FN Language as a very welcome credential that will be available to qualified and prepared adults from our community in the future. Having reviewed its proposed structure and

important goal, and see SFU joining the fluency consortium as a welcome and important initiative in this regard.

Yours sincerely

Chief Ronald E. Ignace
Skeetchestn Indian Band





Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4

September 27, 2017

Dr. Lisa Shapiro, Associate Dean
Faculty of Arts and Social Sciences
Simon Fraser University

RE: YNLC Support for Special Arrangements cohort Master's Degree in the Linguistics of a First Nations Language

On behalf of the Yukon Native Language Center (YNLC) please accept this letter as our enthusiastic support for the Special Arrangements cohort Master's Degree in the Linguistics First Nations Language offered through Simon Fraser University.

The Yukon Native Language Center provides a range of language support programs and services to all fourteen Yukon First Nations, to First Nation language programs Yukon schools throughout the territory and to the general public. Language proficiency, planning, documentation, translations, teacher training, curriculum, resource development, linguistic services and promotion are the primary services currently offered through the YNLC. Since April of 2017, YNLC has engaged in discussions with Dr. Marianne Ignace of Simon Fraser University, and we are very pleased and excited to be moving forward with our partnership projects. In partnership with Simon Fraser University, YNLC is offering the FNLG 335 First Nations Language Mentoring I and FNLG 433 Topics in First Nation Language I courses in the Fall 2017 and in Winter 2018 we will be offering FNLG 435 Topics in First Nation Language II and the FNLG 434 First Nations Language Mentoring II courses.

Given the critical and endangered state of all eight of Yukon First Nation languages, creating fluent speakers with higher levels of proficiency and comprehensive documentation of our living speakers, are YNLC priorities. We are very appreciative and grateful that Simon Fraser University provides access and support to Yukon students aspiring to gain in knowledge, skills and abilities in the realm of the language shift that has occurred, with respect to Yukon First Nation languages. The advanced training in both linguistics and proficiency building in a FN language, and skills in language documentation and in the development of FN language resources will with certainty, have a positive impact upon language revitalization in the Yukon.

In closing, please accept our genuine and deep support for the Special Arrangements cohort Master's Degree in the Linguistics First Nations Language, for the graduates from this program will directly benefit Yukon First Nation languages.

Please do not hesitate to contact us should you have any questions or require any further clarification. You may e-mail me at tjules@ynlc.ca or phone (867) 668-8820.

Respectfully,



tina.jules (Sep 28, 2017)

Skáyda.ù, Tina Jules
Director, Yukon Native Language Center

Telephone (867) 668-8820

Toll Free: (877) 414-9652

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XKKF
Public Charity 501 (C)(3)
*To promote, preserve and
perpetuate our rich
cultural legacy*



November 16, 2017

RE: XKKF Letter of Support for the MA Linguistics of First Nations Languages

TO: **Linguistics Department Chair, Prof. Nancy Hedberg,**

My name is Doreen Witwer. I am the Sec.-Treasurer of the Xaadas Kil Kuyaas Foundation (Precious Haida Words), our local 501(c)(3) in Hydaburg, Alaska. I am writing to support the implementation of a MA Linguistics of First Nations Language Program at Simon Fraser University.

Our XKKF Board is comprised of Alaskan Haida members whose overall goal is to preserve our highly endangered language. There is nothing similar to this degree program that exists for our second language learners here in Alaska. This specific course is ideal for creating and implementing a total immersion program for secondary language learners. This program alone would help us develop curriculum, research and practical tools to keep our language alive. It would also create speakers.

There really are no words strong enough to express the need and support we have for this type of program. This level of linguistics would carry forth our long and short-term goals which include educating our instructors to be able to obtain a higher level of education to ensure their work is well respected and accepted in all educational settings.

Please accept this letter on behalf of our Haida board of directors as a demonstration of our strong support for the application for acceptance and the approval of an MA Linguistics of First Nations Languages. This idea carried forward is the types of bold initiatives that will assist Simon Fraser University in creating a mutual positive rebuilding of relationships and pride with all First Nations.

Sincerely,

Doreen Witwer, XKKF, Sec.-Treasurer



KWI AWT STELMEXW | AN ARTS & EDUCATION SOCIETY
PO BOX 57145 EAST HASTINGS. VANCOUVER, BC, V5K 5G6. P: 778-987-8809

September 26, 2017

To: Dr. Lisa Shapiro
Associate Dean, Faculty of Arts and Social Sciences
Simon Fraser University
Burnaby, BC V5A 1S6

Re: Kwi Awt Stelmexw Support for a new Master's Degree in the Linguistics of a First Nations language

Dear Dr. Shapiro,

Please accept this letter on behalf of Kwi Awt Stelmexw as our unqualified and whole-hearted support for the new SFU Master's Degree in the Linguistics of a First Nations language, initially proposed as a special arrangements cohort degree.

Kwi Awt Stelmexw has collaborated with Simon Fraser University for the past two years on the development and offering of Squamish Language programming to create more Squamish Language speakers.

In the past year we graduated 14 adult learners in a year one of intensive immersion study of the Squamish Language lead by myself as the lead instructor with support from Dr. Peter Jacobs. Just recently we started a second cohort of students, with two students from the last year's cohort coming back to assist in the classroom and be mentored. The proficiency level of the Squamish Community is massively increasing as a result of this partnership and collaboration.

We see the new MA in the Linguistics of a FN Language as a very welcome credential that will be available to qualified and prepared adults from our community in the future. We see this offering as an opportunity to recognize increase the capacity in the community and further the goals of language revitalization for Indigenous communities, with the university being a leader in this area.

Yours sincerely

Khelsilem
Programming Director, Kwi Awt Stelmexw

contact@KwiAwtStelmexw.com
www.KwiAwtStelmexw.com



Indigenous Education
 PO Box 1700 STN CSC
 Victoria, BC V8W 2Y2
 Canada

Tel 250 721-7826
 Fax 250-853-3943

E-mail ied@uvic.ca
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December 13, 2017



Chris Paul

*"Honouring those
 Indigenous to
 Vancouver Island —
 Coast Salish,
 Kwakwaka'wakw
 and Nuu-chah-nulth
 — while recognizing
 the presence of the
 Métis and Inuit
 peoples.
 Artist: Chris Paul of
 the Tsartlip First
 Nation"*

Dr. Nancy Hedberg, Chair of Linguistics
 Simon Fraser University
 Robert C. Brown Hall Building, Room 9201
 8888 University Drive
 Burnaby, BC V5A 1S6

Re: Letter of Support

We are writing today in response to your request for a letter of support for your current proposal for a MA in Linguistics of a First Nations language. It is our understanding that a team from UVIC including an Associate Dean of Education, and professors from both Indigenous Education and Linguistics, met twice over the past academic year with the Associate Deans of Arts and Social Sciences and Linguistics faculty members from Simon Fraser University for productive discussions and consultative meetings regarding collaboration in the language revitalization credentials and programs we both offer and are planning.

In regards to the Master's programs, we acknowledged that based upon brief overviews, our two programs are quite different in objectives, emphasis, and coursework. We discussed the possibility of alternating years of intake (particularly on the island), our next intake being 2018 and the next one planned for 2020. However, this would of course depend on further academic planning at both institutions.

Finally, given the urgency to produce knowledgeable and trained language revitalizationists, speakers and community linguists, we do not see the proposed MA in Linguistics of a First Nations language as competition or reduplication of our program but rather welcomed to assist in fulfilling the need to increase trained professionals (with a particular focus on Indigenous people) in our field.

With respect,

Dr. Jean-Paul Restoule
 Chair of Indigenous Education, UVIC

Dr. Hossein Nassaji
 Chair of Linguistics, UVIC

Appendix 2 Details of program steering committee

Chair of Cohort Steering Committee:

Marianne Ignace, Professor, First Nations Studies and Linguistics, Director of the First Nations Language Centre

Members of Cohort Steering Committee:

Donna Gerds, Professor, Linguistics

Nancy Hedberg, Professor, Linguistics, Chair of the Department of Linguistics

Appendix 3 Abbreviated curriculum vitae for faculty

Lawrence Bell, HIGawangdlii Skilaa

Haida Elder and fluent speaker

SUMMARY OF QUALIFICATIONS IN X̱aad Kil (Haida Language – Massett Dialect):

- Speaking: Fluent (First language speaker, last person in Massett raised in a Haida speaking household by elders born in late 1800s)
- Reading/writing: Familiar with practical orthography of X̱aad Kil
- Translation: Experienced at translating and interpreting complex Haida traditional narratives (oral histories, clan narratives, oratory) from X̱aad Kil into English; also experienced in carrying out complex translations of English texts into X̱aad Kil for Council of Haida Nation, X̱aad Kihlga Hl Suuu Society and other organizations
- Training: participation in language documentation and linguistic consultancy with Dr. Jordan Lachler (U. of Alberta) and Marianne Ignace (SFU)
- Co-development of Haida language teaching resources and materials (with Rhonda Bell and Marianne Ignace)

EDUCATION

George M. Dawson Secondary, grade 12
Trades training and certification, various institutions.

RELEVANT EXPERIENCE AND CONSULTING

Since 1985	Translation and transcribing of Haida language oratory and narratives (with M. Ignace).
2011-2013	Consultancy in extensive Northern Haida place names project facilitated by Council of Haida Nation.
2015	Co-instructor and language consultant in Haida language bootcamp (FNLG 335 and 435) in Massett community – with Dr. Jordan Lachler and M. Ignace.
2016	Haida language consultant in LING 408, Linguistic Field Methods, with Prof. Anvita Abbi, Visiting Professor.

RESEARCH CONTRIBUTIONS

2015. Ignace, Marianne, Lawrence Bell and Skil Jaadee White: Haida Language Bootcamp: How to Host an Intensive Language Program. Invited 90 min. workshop, FNEESC Language Conference, Vancouver, July 2015.

2015. Marianne Ignace, Ronald Ignace and Lawrence Bell. Indigenous Language Story-Work: Examples from Secwepemctsin (Shuswap) and Xaad Kil (Haida). Accepted paper, 4th International Conference on Language Documentation and Conservation. University of Hawaii, Honolulu, Feb. 26-March 1, 2015.
2014. Lucy Bell, Marianne Ignace and Lawrence Bell. Collaborative Research with Haida stories. Accepted paper, Stabilizing Indigenous Languages Symposium, University of Hawaii Hilo, January 2014.
2013. Marianne Ignace and Lawrence Bell. *Xaadaas Gyaahlangee: Bringing Haida stories and places back to life with digital media*. Presentation at Symposium *Living Our Indigenous Languages in a Multimedia Technology Enhanced World*. April 13, 2013, University of British Columbia, Vancouver BC.

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Chief Dr. Ronald E. Ignace (Stsmel'qen)

Title: Elected Chief, Skeetchestn Indian Band (since 1982)

**SUMMARY OF QUALIFICATIONS IN SECWEPEMCTSIN (SECWPEMCT
LANGUAGE, WESTERN DIALECT**

- Speaking: Fluent (First language speaker, raised in a Secwepemc speaking family by great-grandparents born in the late 1870s).
- Reading/writing: Familiar with practical orthography of Secwepemctsin.
- Translation: Experienced at translating and interpreting complex English texts into Secwepemctsin and vice-versa.
- Training: Trained by elders in Secwepemc storytelling and oratory; participation in coursework in linguistics and First Nations language.
- Teaching: language teaching and materials development elementary-post-secondary.

EDUCATION

Kamloops Indian Residential School grades 1–8 (1956-1962)
Upgrading, grades 9-12, Vancouver Community College (1970-71)
B.A., Sociology, University of British Columbia (1976)
M.A., Sociology, University of British Columbia (1980)
PhD, Department of Sociology/Anthropology, SFU (2008)

RELEVANT EXPERIENCE AND EMPLOYMENT

2011-2013 Part-time limited term lecturer, Simon Fraser University, teaching courses in First Nations Studies and Secwepemc language in Lillooet and Skeetchestn

Master of Arts in the Linguistics of a First Nations Language

- 1995-2012 Miscellaneous consulting work on First Nations languages and culture, Traditional Use and Knowledge studies
- 2006-2010 Sessional Instructor, First Nations Studies and Secwepemc language, Simon Fraser University – Kamloops Program
- 2003-2005 Chair, Canadian National Task Force on Aboriginal Languages and Cultures (TFALC) -Department of Canadian Heritage (PCH)
- 1996-2006 Research towards PhD dissertation, interviewing and documenting life histories and oral histories of numerous elders in Secwepemctsin
- since 1990s Secwepemc Language Documentation work with Marianne Ignace, Elder Mona Jules and several elders from Secwepemc communities

RESEARCH CONTRIBUTIONS (select list)

- 2017. Marianne Ignace and Ronald E. Ignace. *Yeri re Stsq'ey's-kucw: Secwepemc People, Land and Laws*. Montreal: McGill-Queens University Press.
- 2013. Marianne Ignace and Ron Ignace. "The Secwepemc: Traditional Resource Use and Rights to Land." In: C. Roderick Wilson and Christopher Fletcher, eds, *Native Peoples, The Canadian Experience*, 4th Edition Toronto and London: Oxford University Press.
- 2008. Marianne Ignace and Ron Ignace. "Canadian Aboriginal Languages and the Protection of Cultural Heritage," in: Catherine Bell, ed., *First Nations Heritage and the Law: Our Voices, Our Culture*. Vancouver: University of British Columbia Press.
- 2008. *Our Oral Histories are our Iron Posts: Secwepemc Stories and Historical Consciousness*. Unpublished PhD Dissertation, Department of Sociology and Anthropology, Simon Fraser University.
- 2005 "The Recommendations of the Taskforce on Aboriginal Languages and Cultures"— invited presentation, International Symposium on Indigenous Languages, hosted by the Dept. of Canadian Heritage, Aichi Japan, August 2005.
- 1999 Ignace, Ronald "Introduction." In: Peter Murphy, Marianne Ignace and George Nicholas, Eds. *Coyote U: Stories from the Secwepemc Education Institute*. Penticton: Theytus Press.



Dorothy Kennedy

Anthropologist/Educator

For the past four decades, including two decades devoted intensively to ethnographic and linguistic fieldwork in First Nations' communities, I have specialized in full-time research relating to the Aboriginal cultures of British Columbia, Washington State and, more recently, Alberta and the Yukon. I have extensive experience in all stages of the research process, from conceptual planning and document review to issue-focused research, analysis, and reporting, and have served as an expert witness for the Court and as an expert advisor for litigation teams in both Canada and the USA. Research teams led by me have made important contributions to the

documentation of the histories, cultures of the First Nations. Moreover, I am the author of hundreds of reports, as well as numerous published articles and books, both scientific and popular, including four articles in the Plateau and Northwest Coast volumes of the Smithsonian Institution's prestigious *Handbook of North American Indians*. During the past few years, I have taught courses in UVic's Departments of Anthropology and Indigenous Language Revitalization.

Education

PhD Anthropology, 2000, University of Oxford

MA Anthropology, 1995, University of Victoria

Experience

Partner, Bouchard & Kennedy Research Consultants, Victoria, BC, 2002-present.

Associate Member, University of Victoria, Faculty of Graduate Studies, 2014-present.

Sessional Instructor, Indigenous Education, University of Victoria, "Language Revitalization, Language Learning, and Social Action, Jan-Apr 2016.

Sessional Instructor, Anthropology, "Linguistic Anthropology, University of Victoria, Jan-ay 2014.

Director, BC Indian Language Project, 1972-2014.

Publications (last seven years)

2015 (with Dana Lepofsky, Nicole F. Smith, Nathan Cardinal, John Harper, Mary Morris, Gitla, Elroy White, Randy Bouchard, Anne K. Salomon, Michelle Puckett, Kirsten Rowell and Eric McLay). Ancient Shellfish Mariculture on the Northwest Coast of North America. *American Antiquity* Vol. 80(2):236-259.

2015 (contributor to section 3) Draft Environmental Impact Statement on the Makah Tribe Request to Hunt Gray Whales, February 2015. US Department of Commerce. Nation Oceanic and Atmospheric Administration, National Marine Fisheries Service, West Coast Region.

2014 An Analysis of the Cowichan Tribes' Interests in the 'Long Shore' Village, Lulu Island. Report prepared for David Robbins, Counsel for the Cowichan Tribes. 485pp.

2010 Topogeny among the Ditidaht. Pp. 226-253 in, *A Festschrift for Thomas M. Hess on Occasion of his Seventieth Birthday*. Edited by David Beck. Whatcom Museum Publications No. 21. Bellingham, Washington: Whatcom Museum Publications.

2010 (with Randy Bouchard). *The Lil'wat World of Charlie Mack*. Talonbooks: Vancouver, BC. 235pp.

Guest Lectures (last seven years)

The Historical Context of the 1911 Declaration of Lillooet Chiefs. Guest lecture presented at the St'at'imc Nation Conference, Xaxli'p, May 9, 2017.

Discovering Trails in the Lil'wat World. Guest Lecturer, Pemberton Historical Museum, August 11, 2015.

Mathias v. The Queen: The Use of Anthropological and Linguistic Evidence. Guest Lecturer, University of Victoria, Department of Anthropology, November 8, 2013.

Culture and Politics in the Aboriginal Landscape, Guest Lecturer, University of Victoria, Dispute Resolution 502, School of Public Administration, October 23, 2013.

Project Experience (last seven years, short representative list)

May- September 2015: Expert Report: R. v. Desautel, The Sinixt People's Territory, Affiliations, and History. Prepared for the Aboriginal Litigation Branch, BC Ministry of Justice. Expert Witness, Provincial Court, Nelson.

April 2013-April 2014. An Analysis of the Cowichan Occupation and Use of the 'Long Shore' Village, Lulu Island. Expert Report prepared for: David Robbins, Woodward & Co., Counsel for the Cowichan Tribes

October 2014: (with Randy Bouchard) Homalco Rights and Title Interests: Thurlow, Sonora, and Maurelle Islands. Prepared for the Homalco First Nation, Campbell River. 200 pp.

January 2012 – February 2013: (with Norman Alexander Easton and Randy Bouchard.) White River First Nation: Consideration of the Northern Boundary. Prepared for the White River First Nation, Yukon. 212 pp.

May 2011 – April 2012: Blueberry River First Nations: Traditional Land Use Study: Alaska Pipeline Project. Report co-authored with Randy Bouchard and prepared on behalf of the Blueberry River First Nations, Tera Environmental and Foothills Pipeline (TransCanada Pipeline).

2010-2011 (with Randy Bouchard): Traditional Land Use Study: Blueberry River First Nation: Site C Clean Energy Project.

Jan - March 2012: (with Randy Bouchard). Horse Lake First Nation: Ethnohistorical Overview: Land Use History Project. Prepared for the Horse Lake First Nation and BC Hydro.

2012: (with Randy Bouchard). Duncan's First Nation: Ethnohistorical Review. Report prepared on behalf of the Duncan's First Nation, Brownvale, Alberta. November 2011.

April 2011: (with Randy Bouchard). Dawson Creek/Chetwynd Area Transmission Project: Blueberry River First Nations Traditional Land Use. Report prepared on behalf of the Blueberry River First Nations, Buick, BC, for BC Hydro.

July 2010-May 2011: Revision to Squamish Genealogical Database. Squamish First Nation. (Language of Project: English; Role: Project Designer, Researcher and Analyst).

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Janet Leonard

PhD Candidate, University of Victoria

Education

PhD Linguistics, (expected completion spring 2016), University of Victoria.

MA Linguistics, 2006, University of Victoria

BA Linguistics, 2004, University of Victoria

Grants (Selected)

Master of Arts in the Linguistics of a First Nations Language

- 2015 Jacobs Fund Research Grant (with D. Louie)
2008–2010 SSHRC Doctoral Fellowship
2008 Phillips Fund: *The Interaction of Morphology and Phonology in SENĆOFEN*

Relevant Experience (Selected)

University of Victoria Sessional Instructor

- 2015 Ling 181 Introduction to Linguistics for Language Revitalization (with M. Caldecott)
2013 Ling 459 SENĆOFEN Language level IV (with STOLČEĚ John Elliott Sr.)
2010 Ling 181 Introduction to Linguistics for Language Revitalization (with A. Werle)

Research Associate

- 2011–2014 Saanich dictionary project PI: Timothy Montler (UNT)

Research Assistant

- 2017-current Intonation & Teaching Interior PI: Marion Caldecott (UVic)
 Salish Languages
2016-current Hul'q'umi'num', SSHRC Partnership PI: Marianne Ignace (SFU)
 Grant
2012–2014 SENĆOFEN pronunciation project PI: Sonya Bird (UVic)
2010–2011 Dene Stories PI: Andrea Wilhelm (U of Alberta/UVic)
2009–2010 Explaining recurrent sound patterns
 The role of Articulatory Conflict PI: Sonya Bird (UVic)
2008 North Straits Salish Syntax PI: Ewa Czaykowska-Higgins (UVic)
2004–2006 Salish Prosodic Morphology and
 Contrast in Optimality Theory PI: Suzanne Urbanczyk (UVic)

Publications

- Bird, Sonya, Donna Gerds and Janet Leonard. 2016. The realization of obstruents across speakers of Hul'q'umi'num', *Canadian Acoustics* 44(3).
- Czaykowska-Higgins, Ewa, & Janet Leonard (2015). North Straits Salish Syntax. In Tibor Kiss, T., & A. Alexiadou (Eds.), *HSK Syntax: Theory and Analysis, Volume 3*. Berlin, Boston: De Gruyter Mouton, 1726–1763.
- Bird, S., E. Czaykowska-Higgins, & J. Leonard (2012). To reduce or not to reduce: Evidence from SENĆOFEN story telling. *Canadian Acoustics* 40(3):14–15.
- Leonard, J., & C.K. Turner (2010). Lexical connections among SENĆOFEN perfectives and imperfectives. In Beck, D. (Ed.), *A Festschrift for Thomas M. Hess on the Occasion of his Seventieth Birthday*. Whatcom Museum Publications 21, 82–112.
- Leonard, J. (2009). Preliminary investigation of the relationship between morphology and phonology in SENĆOFEN (Saanich). *Working Papers of the Linguistics Circle*, 19:141–152.
- Bird, S., & J. Leonard (2009). Universality of articulatory conflict resolution: Evidence from Salish languages. *Northwest Journal of Linguistics*, 3(2):1–29.

- Leonard, J. (2007). A preliminary account of stress in SENĆOFEN (Saanich, North Straits Salish). *Northwest Journal of Linguistics*, 1(4):1–59.
- Leonard, J. (2006). Formalizing stress in SENĆOFEN. *Proceedings of the 2006 Annual Conference of the Canadian Linguistic Association*. (12 pages)
- Leonard, J. (2006). Formalizing stress in SENĆOFEN. MA thesis. University of Victoria.
- Leonard, J. (2005). Lexical suffixes, roots and stress in SENĆOFEN. In Brown, J., M. Kioyta, & T. Peterson, (Eds.), *Papers for the Fortieth International Conference on Salish and Neighbouring Languages*. UBCWPL 16:140–165.

Conference Presentations

- Bird, S., D. Gerdts, and J. Leonard (2017). Exploring L2 pronunciation features in Hul'q'umi'num' and SENĆOFEN. NoWPhon. University of British Columbia.
- Bird, S., E. Czaykowska-Higgins, B. Claxton, J. Elliott, A. Jimmy, and J. Leonard, (2013). The evolution of a SENĆOFEN story project. Canadian Linguistics Association. University of Victoria.
- Bird, S., S. Moisik, J. Leonard, & S. Smith. (2010). An optic flow analysis of tongue movement in SENĆOFEN /qV/ and /Vq/ sequences. Ultrafest V. Yale University.
- Leonard, J. (2010). Puzzles with the distribution of the SENĆOFEN plural infix—first steps. 45th International Conference on Salish and Neighbouring Languages. University of Oregon and Northwest Indian Languages Institute.
- Bird, S., & J. Leonard (2010). SENĆOFEN /qv/ Co-articulatory effects: phonetics or phonology? Laboratory Phonology. Albuquerque.
- Bird, S., & J. Leonard (2009). The Phonetics and Phonology of Coarticulatory effects in SENĆOFEN. Invited Talk. University of Victoria colloquium series.
- Bird, S., & J. Leonard (2009). The effect of /q/ on adjacent vowels in SENĆOFEN. Phonetics of Phonology? 44th International Conference on Salish and Neighbouring Languages. Montana.
- Leonard, J. (2007). Preliminary investigation of the relationship between morphology and phonology in SENĆOFEN. Northwest Linguistics Conference. University of Victoria.
- Leonard, J. (2007). The interaction between morphology and phonology in SENĆOFEN. Workshop on the Structure and Constituency of Languages of the America 12. University of Lethbridge.



Delores Louie

Hul'q'umi'num' name: Swustanulwut
Date of birth: 1941
Band membership: Stz'uminus First Nations

SUMMARY OF QUALIFICATIONS IN HUL'Q'UMI'NUM' LANGUAGE

Master of Arts in the Linguistics of a First Nations Language

- Speaking: Fluent (First language speaker, raised in a Hul'q'umi'num'-speaking family, encouraged by parents to become native language and culture expert)
- Reading: Familiar with phonetic and practical orthographies
- Writing: Able to transcribe speedily and accurately
- Translation: Experienced at translating to and from English
- Training: Language and linguistics courses
- Teaching: language teaching and materials development elementary-post-secondary

EDUCATION

St. Catherine's School, Duncan, BC, grade 1–8

Malaspina College, grades 9–12 BTSD 1968

Diploma in Native Indian Languages, 1973–1975

Dept. of Linguistics, University of Victoria, Victoria, BC

- Full-time two year program in linguistics (UVic) and Education (Camosun College)
- Profs. Geoffrey O'Grady, Barry Carlson, Tom Hukari, and Thom Hess

Course: Teaching Native Languages, Summer 1975

Dept. of Education, University of British Columbia, Vancouver, BC

RELEVANT EXPERIENCE

Language Teacher, Hul'q'umi'num' language, Grades K–7, 1970s & 1980s
North Oyster Elementary, Diamond Elementary, Ladysmith Intermediate, Ladysmith, British Columbia

- Developed own materials in consultation with Elders

Linguist, Stz'uminus First Nations 1990s
S'aa'lh Sqwal project

- Recorded conversations and filmed stories of the Hul'q'umi'num'-speaking Elders
- Translations and transcriptions, proofreading
- Funded by First Peoples' Cultural Fund, Heritage Canada, and Social Sciences and Humanities Research Council of Canada (grants to Donna Gerds & Tom Hukari)

Instructor, Elder in Residence 2007–present

First Nations Studies, Vancouver Island University, Nanaimo, BC

- Language and culture course
 - Teaching and research on ethnobotany
 - Spiritual guidance for First Nations students
- <http://www.viu.ca/firstnations/description.asp>

Professor, Vancouver Island University, Nanaimo, BC 2007–present

- Elder in Residence for the First Nations Studies
- Teaching language, culture, and Coast Salish belief systems.
 - One-on-one mentoring for First Nations students

•Lecturer in a wide-variety of First Nations courses on diverse topics.

See the VIU calendar for course descriptions.

<http://www.viu.ca/calendar/courses/FNAT.ASPX#FNAT110>

<http://libguides.viu.ca/content.php?pid=50467&sid=370481>

Instructor, Simon Fraser University

2012–2014

Hul'q'umi'num' language instructor for a series of courses for SFU First Nations Language

Proficiency Certificate, Duncan cohort

FNLG 158 - First Nations Language Immersion I

FNLG 258 - First Nations Language Immersion II

FNLG 231 - Introduction to First Nations Language I

FNLG 232 - Introduction to First Nations Language II

FNLG 331 - Description and Analysis of a First Nations Language I

FNLG 332 - Description and Analysis of a First Nations Language II

FNLG 335 - Topics in First Nations Languages I

FNLG 434 - Topics in First Nations Languages II

OTHER SKILLS AND SPECIALIZED KNOWLEDGE

- Ethnobotany, native herbalist
- Manager for several language and/or culture projects for Stz'uminus First Nations
- Frequent organizer and participant in native ceremonial events

RECENT ACTIVITIES

Starting summer 2010, she has worked with VIU science professors on an ethnobiology project testing the efficacy of native remedies. This work is now being prepared for publication. During summer 2011, she worked with Donna Gerds, Tom Hukari, and Ruby Peter on a film about making dolls for memorial services, one of the many cultural duties that she engages in for longhouse ceremonies. The film, funded by a SSHRC Standard Research Grant, is currently on display at the Cowichan Valley Museum. During summer 2012, she worked with her sister Ruby Peter on transcribing and editing Ellen's White's 300-page manuscript on Hul'q'umi'num' flora and fauna, funded by a Jacobs Research Fund Grant. Recently she has been engaged on a Stories Project with the SFU students <http://sxwiem.hwulmuhwqun.ca/>.

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John Lyon

SSHRC Postdoctoral Fellow

EDUCATION

University of British Columbia, Vancouver, BC, CANADA

Ph.D., Linguistics, May 2014

Master of Arts in the Linguistics of a First Nations Language

- Thesis Title: Predication and Equation in Okanagan Salish: The Syntax and Semantics of DPs and Non-verbal Predication

University of Montana, Missoula, MT, USA

M.A., Linguistics, August 2005

- Thesis Title: An Edition of Lawrence Nicodemus's Coeur d'Alene Dictionary

Auburn University, Auburn, AL, USA

B.A., German, August 2000

B.Sc., International Business, May 2000, Minor in Economics

LANGUAGES

- **English:** native speaker
- **St'át'imcets** (Lillooet Salish): semi-fluent, 4 years of fieldwork; 5 years of instruction
- **Nsyilxcəṇ** (Okanagan Salish): semi-fluent, 6 years of fieldwork
- **Snchitsu'umshtsn** (Coeur d'Alene Salish): 2 years of dictionary work
- **German:** proficient with a total of 10 years school experience; 1 year in Germany

PUBLICATIONS

Davis, H., Lyon, J., & van Eijk, J. (eds). 2017. Sqwéqwel's Nelh Skelkekla7lhkálha: Tales of our Elders, from Bill Edwards, Martina LaRochelle, and Sam Mitchell. Upper St'át'imc Language Culture and Education Society (USLCES) / University of British Columbia Occasional Papers in Linguistics. 380 pages.

Alexander, C., Cane, J., Langengraber, K., Lyon, J. 2016. The Professionals: Keith Langengraber. (This publication accompanies the exhibition "Betrayal at Babylon" held at the Burnaby Art Gallery from September 9 to October 23, 2016.) Library and Archives Canada Cataloguing in Publication. 57 pages.

Lyon, John. 2016. *Okanagan Grouse Woman: Narratives from the Upper Nicola by Lottie Lindley*. University of Nebraska Press. Lincoln, NE. 425 pages.

Lyon, John. 2016. Francis Drake's 1579 Voyage: Assessing Linguistic Evidence for an Oregon Landing. *Anthropological Linguistics* 58:1. 68 pages.

Alexander, C. (author), Davis, H., Lyon, J., & Matthewson, L. (eds). 2016. Sqwéqwel' múta7 sptakwlh: St'át'imcets Narratives by Qwa7yán'ak (Carl Alexander). Upper St'át'imc Language Culture and Education Society (USLCES) / University of British Columbia Occasional Papers in Linguistics. 457 pages.

Lyon, John. 2015. Okanagan Determiner Phrases and Domain Restriction. *International Journal of American Linguistics* 81:2, pp 187-219.

Lyon, John. 2013. Oblique Marked Relatives in Southern Interior Salish: Implications for the Movement Analysis. *Canadian Journal of Linguistics* 58:2, pp 349-382.

Lyon, John. 2010. Lawrence Nicodemus's Snchitsu'umshtsn File Card Collection in Dictionary Format. *Northwest Journal of Linguistics* 4:2, pp 1-110.

Lyon, John & Greene-Wood, Rebecca. 2007. *An Edition of Lawrence Nicodemus's Coeur d'Alene Dictionary in Root Format*. University of Montana Occasional Papers in

Linguistics (UMOPL), volume 20. Missoula, MT. eds. Anthony Mattina, Timothy Montler. monograph, 242 pages.

RELEVANT EXPERIENCE

SSHRC Post-Doctoral Fellow: University of Victoria, Aug 2016 - present

University of Victoria Department of Linguistics

I investigate the relation between prosody and information structure in Okanagan Salish with the goal of developing descriptive, experimental, and theoretical analyses for these areas. In collaboration with Dr. Marion Caldecott and Dr. Ewa Czaykowska-Higgins, we apply related methodologies across four different Interior Salish languages.

Postdoctoral Fellow: Simon Fraser University, Nov. 2013 – Aug. 2016

SSHRC Partnership Grant, First Nations Languages (PI: Marianne Ignace)

I partnered with the Upper St'át'imc Language, Culture and Education Society (USLCES) to (i) complete, check, and disseminate existing projects in language documentation/pedagogy; (ii) archive, transcribe and translate existing language recordings; (iii) build linguistic capacity within the Upper St'át'imc speech community.

Instructor: Linguistics Department, Simon Fraser University:

LING 812 – Topics in Linguistics: The Morphology and Syntax of a First Nations Language, Graduate Certificate in the Linguistics of a First Nations Language, Feb 2018

LING 222 – Introduction to Syntax, Sep - Dec 2017

LING 324 – Semantics, Sep - Dec 2015; Sep - Dec 2016

FNLG 335-2 – Intermediate St'át'imcets Transcription, Jan – Apr 2016.

FNLG 335-1 – Building Intermediate Fluency: St'át'imcets Grammar and Literature, Feb - May 2015

Instructor, University of Victoria Certificate in Aboriginal Language Revitalization

LING 183A/B – Field Methods for Language Preservation and Revitalization, Apr - May 2017.

Language Instructor: St'át'imcets (Lillooet Salish) Sept. 2008 - May 2012

In-Shuck-Ch Nation, Deroche, BC

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Ruby Peter

Hul'q'umi'num' name: Sti'tum'at

Date of birth: 1932

Band membership: Quamichan Band, Cowichan Tribes

EDUCATION

• Diploma in Native Indian Languages 1973–1975

Dept. of Linguistics, University of Victoria, Victoria, BC.

- Course: Teaching Native Languages. Dept. of Education, University of British Columbia, Vancouver, BC, Summer 1975.

RELEVANT EXPERIENCE

Language Teacher

- Hul'q'umi'num' language teacher in 1970s & 1980s: Kindergarten, Elementary and Secondary at St. Catherine's, Quamichan, Queen of Angels, Koksilah. Developed own materials in consultation with Elders.
- Malaspina College, Duncan (now Vancouver Island University). Special program for seventeen native speakers. Four university courses on language, reading, transcription, and linguistics. Co-taught with Tom Hukari. 1995–1996.
- University of Victoria. Linguistics 401. Salish (co-taught with Tom Hukari) 2000.
- Malaspina College. Hul'q'umi'num' language courses. Co-taught with Tom Hukari. 2001–02.
- Northwest Native College (Lummi, WA). Public speaking. 2001. Language & Native History. 2002.
- Malaspina College-U & Cowichan Tribes: Language courses 2003-2006.
- University of Victoria. Linguistics 461. Field Methods (co-taught with Kaoru Kiyosawa). 2008.
- Simon Fraser University (on-site in Duncan, BC). FNLG 158, 231, 232, 331, 332, 335. Co-taught & developed materials. 2012–2014.
<<http://www.sfu.ca/~gerdts/HulquminumLanguageMaterials.html>>

Linguist

- Cowichan Tribes: working as a researcher doing translations and transcriptions, and researching place names and history. 1960s.
- Worked on research projects of Donna Gerdts and Tom Hukari, funded by Social Science Humanities Research Council of Canada and internal Simon Fraser University and University of Victoria grants. 1970s up to present. Research duties included lexicography, constructing sentence examples, syntax and semantic grammaticality judgments, transcription, translation, interviewing Elders.
- Worked as a primary consultant on research projects funded by Jacobs Fund Research Grants, Whatcom Museum, with various linguists. Complementation in Halkomelem (1980), The Syntax of Lexical Suffixes (1992), Halkomelem Motion Applicatives (2004–5), The Suttles Legacy: Island Halkomelem Texts (2007), Hul'q'umi'num' Lexical Suffixes (2007), Form and Function of Hul'q'umi'num' Diminutives (2008), Using Hul'q'umin'um' Gender (2009), Form and Function of Hul'q'umi'num' Diminutives (2010), Hul'q'umi'num' Imperfective Verbs (2011), Hul'q'umi'num' Stories (2011-12), Cowichan Voices (2012), Modality and temporality in Hul'q'umi'num' (2012), Hul'q'umi'num' Flora and Fauna (2012).
- British Columbia Heritage Grant (with Tom Hukari and Helene Demers) to record and transcribe autobiography in both English and Hul'q'umi'num'.
- Worked on Cowichan Language Lessons (26 lessons and CDs) with Tom Hukari. 1994–1995.
- Cowichan Sweaters documentary film, *The Story of the Coast Salish Knitters*: did the transcription & translation.

- CURA projects: Elder and advisor on Hul'q'umi'num' projects including six DVDs plus booklets. Transcribed and translated for some of the projects. (Community University Research Alliance project Language Revitalization in Vancouver Island Salish Communities: A Multimedia Approach) 2004–2009.
- Consultant for Field Methods Course, Linguistics, University of Victoria. two times.
- Consultant on Hul'q'umi'num' data for various M.A. and Ph.D. theses including: Violet Bianco, "The Role of Sonority in the Prosody of Cowichan" (MA, U of Victoria, 1996), Andrew Cienski, "M'i tst t'akw' The Tellings of Dr. Sam; Texts and Coast Salish Oratory" (MA, U of Victoria, 2009), James Thompson, Syntactic Nominalization in Halkomelem Salish (PhD, UBC, 2012).

PUBLICATIONS

- Hukari, Thomas E., Ellen White, and Ruby Peter. 1977. Seagull steals the sun. In *Northwest Coast Texts, Stealing Light*, ed. by B. Carlson. *IJAL Native American Text Series*, Vol. 2, University of Chicago Press, 33–68.
- Hukari, Thomas E. (editor), and Ruby Peter (assoc. editor). 1995. *The Cowichan Dictionary of the Hul'q'umi'num' Dialect of the Coast Salish People*. Duncan, Canada: Cowichan Tribes.
- Gerds, Donna B., and Ruby Peter. 2011. The Form and Function of Nativized Names in Hul'q'umi'num', *Papers for the 46th International Conference on Salish and Neighbouring Languages, UBCWPL 30*, 81–100.

CONFERENCE PRESENTATIONS (Selected)

- Gerds, Donna B., and Ruby Peter. "Liberating Loanwords: Halkomelem-ized English as a Language Revitalization Tool," Workshop on the Sociolinguistics of Language Endangerment, Linguistic Society of America Summer Institute, Boulder, Colorado, July 2011.

FILMS (selected)

- Ruby Peter and Delores Louie. 2011. "Making Memorial Dolls." 40-minute film in Hul'q'umi'num' with English subtitles.
- Ruby Peter. 2011. "Ruby Peter at the Stone Church." 11-minute film in Hul'q'umi'num' with English subtitles
- Ruby Peter. 2011. "Little Wren Goes Hunting." 12-minute film 2011
- Ruby Peter. 2011. "The Sts'inukw'a' Story." 16-minute film
- Ruby Peter. 2011. "Q'iseq and the Stoneheads." 24-minute film
- Ruby Peter. 2011. "Snotboy saves the Sequestered Girl." 30-minute film

PART C:

CALENDAR ENTRY

Linguistics of a First Nations Language

MASTER OF ARTS

Description of Program

This is a cohort program that is offered when resources allow. Students receive training for careers as language researchers, educators, and material developers, gaining expertise in communicative skills, language documentation and analysis of a particular First Nations language. Emphasis is placed on the language in its socio-cultural and educational setting. The learning model integrates Indigenous Ways of Knowing with linguistic analysis and documentation, featuring mentorship and participation in projects in addition to formal lectures and paper writing. Courses are taught by teams of Elders and knowledge holders, and academic experts on the language.

The program is offered through a combination of SFU campus and First Nations community-based course modules. In order to accommodate the work schedules of participants who are language teachers in public schools, or who are otherwise fully employed, courses will be offered in late afternoons, evenings and during summer breaks, in concentrated modules during fall and spring terms.

Admission Requirements

Applicants must satisfy the University admission requirements as stated in Graduate General Regulations 1.3 in the SFU Calendar. In addition, applicants must be proficient speakers of the language (as assessed by a panel of speakers or community-appointed experts), or be advanced learners who have, at minimum completed the SFU Certificate in First Nations Language Proficiency or equivalent with a CGPA of at least 3.0. Also admissible are students who have completed a B.A. or B.Ed. and have studied both the language and some linguistics. Individuals who have not completed a bachelor's degree may be considered for admission if they have completed at least three courses (for a minimum of 12 units) in the Graduate Certificate in the Linguistics of a First Nations Language with a CGPA of at least 3.0.

Program Requirements

This program consists of course work and project or a thesis for a minimum of 32 units.

Students must complete all of

LING 804 - Field Methods (4)

LING 830 - Phonetics and phonology of a First Nations language (4)

LING 831 - Morphology and syntax of a First Nations language (4)

LING 832 - Narrative and discourse structure of a First Nations language (4)

LING 834 - Effective pedagogies and materials development for First Nations language (4)

LING 890 - Graduate Seminar I (1)

LING 891 - Graduate Seminar II (1)

and project

LING 893 - First Nations Linguistics MA Project (6)

or a thesis

LING 898 - MA Thesis (6)

Program Length

Students are expected to complete the program requirements in four to six terms.

Other Information

Project Option

The First Nations Linguistics MA Project is examined by two examiners. A student who fails may be permitted a second attempt. Students present the project at a final MA cohort project symposium and submit their projects to the library.

Examples of suitable projects are: a linguistic analysis of some aspect of the language, the production and presentation of a video that documents use of the language; a digital media project that integrates visual, audio and textual resources in the language; an educational module for teaching the language; a museum exhibit that incorporates the language, or an annotated narrative or set of narratives transcribed, glossed and translated into English.

Thesis Option

The MA Thesis complies with GGR 1.9-1.11 including submission to the library. Students also present the thesis research at a final MA cohort project symposium.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) LING	Number (eg. 810) 830	Units (eg. 4) 4
Course title (max. 100 characters including spaces and punctuation) Phonetics and phonology of a First Nations Language		
Short title (for enrollment/transcript - max. 30 characters) Phonetics and phonology FNL		
Course description for SFU Calendar * An introduction to the phonetics and phonology of a particular First Nations Language, with special reference to pronunciation and perception.		
Rationale for introduction of this course Provides a crucial content course for the MA in the Linguistics of a First Nations Language.		
Term of initial offering 1184	Course delivery (eg. 3 hrs/week for 13 weeks) 4 hrs/week for 3 weeks	
Frequency of offerings/year Once per cohort	Estimated enrollment/offering 15	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)		
Prerequisite and/or Corequisite **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course John Alderete, Peter Jacobs
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Department / School / Program Linguistics	Contact name Nancy Hedberg	Contact email hedberg@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Chung-hye Han	Signature <i>Chung-hye Han</i>	Date Sept. 27, 2017
Department Chair Nancy Hedberg	Signature <i>Nancy Hedberg</i>	Date Sept. 27, 2017

OVERLAP CHECK

Overlap check done? YES

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature <i>Lisa Shapiro</i>	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature <i>Jeff Derksen</i>	Date NOV 14 2017
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ADMINISTRATIVE SECTION (for DOS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

SIMON FRASER UNIVERSITY

LING 830-4 Phonetics and phonology of a First Nations language (4 units)

Instructor: Marion Caldecott

Elders: TBA

Course location: Burnaby BC

Course Description:

This course is an introduction to phonetics and phonology, with special reference to the pronunciation and perception of British Columbia and Yukon First Nations Languages. We will begin with a survey of acoustic, auditory, and articulatory phonetics.

Topics to be covered include: vocal tract acoustics, speaker normalization, coarticulation, prosody, theories of speech perception and auditory word recognition, the phonetics of second language acquisition; computerized methods for speech analysis.

A special focus will be made on the pronunciation of speakers of different levels of fluency and the preparation of teaching materials for speakers of different levels.

Next, we will delve into phonological processes, including vowel reduction, epenthesis, assimilation, dissimilation, (de)glottalization, and stress placement, especially as they interact with morphological processes such as prefixation, infixation, suffixation, and reduplication.

Course Materials:

To be distributed in class, including papers from the reading list below.

Course Grading:

Problem sets	80%
Final paper	20%

Reading List:

General Phonetics: Articulation & Acoustics

Gordon, Matthew, and Peter Ladefoged. "Phonation types: a cross-linguistic overview." *Journal of Phonetics* 29.4 (2001): 383-406.

Ladefoged, P. & K. Johnson. *A Course in Phonetics*. Wadsworth, Cengage Learning (2011)

Small, L. *Fundamentals of Phonetics: A Practical Guide for Students* (2016)

Language-specific grammars

Alderete, John, and Thomas McIlwraith. "An Annotated Bibliography of Tahltan Language Materials." (2008).

Enrico, John. 1991. *The Lexical Phonology of Masset Haida*.

Kuipers, Aert H. 1967. *The Squamish Language: Grammar, Texts, Dictionary*. Vol. 73. Walter de Gruyter GmbH & Co KG.

Kuipers, Aert. 1974. *The Shuswap Language*. The Hague: Mouton.

Suttles, Wayne P. *Musqueam Reference Grammar*. Vol. 2. UBC Press, 2004.

Other reference materials provided by students

First Nations phonetics and phonology

Alderete, John. "On tone and length in Tahltan (Northern Athabaskan)." *Amsterdam Studies in the Theory and History of Linguistic Science Series 4* 269 (2005): 185.

Bob, Tanya Marie. *Laryngeal Phenomena in Tahltan*. Diss. University of British Columbia (1999)

- Carlson, Barry F., John H. Esling, and Jimmy G. Harris. "A laryngoscopic phonetic study of Nlaka'pamux (Thompson) Salish glottal stop, glottalized resonants, and pharyngeals." *Studies in Salish Linguistics in Honor of M. Dale Kinkade, Occasional Papers in Linguistics* 17 (2004): 58-71
- Dyck, Ruth Anne. *Prosodic and Morphological Factors in Squamish (Skwxwú7mesh) Stress Assignment*. Diss. (2004)
- Flemming, Edward, Peter Ladefoged, and Sarah Thomason. "Phonetic structures of Montana Salish." *Journal of Phonetics* 36.3 (2008): 465-491.
- Flynn, Darin. "Tone in Heiltsuk II." *Ms. University of Calgary* (2009).
- Hansson, Gunnar Ólafur, and Patrick Moore. "The phonetics of transparency in Kaska vowel harmony." *Working Papers in Athabaskan Languages* (2010): 122-138.
- Howe, Darin. "Tonogenesis in Wakashan." *MS., University of British Columbia*
- Hargus, Sharon. "Athabaskan phonetics and phonology." *Language and Linguistics Compass* 4.10 (2010): 1019-1040
- Howe, Darin. "Aspects of Heiltsuk laryngeal phonology." *Ms., University of British Columbia* (1998): 44.
- Kingston, John. "The phonetics of Athabaskan tonogenesis." *Amsterdam Studies in the Theory and History of Linguistic Science Series* 4 269 (2005): 137.
- Penfield, Susan, Phillip Cash, and Christina Roberts. 2004. *Technology-enhanced Language Revitalization*. University of Arizona, Arizona Board of Regents
- Russell, Susan M. 2009. *Ways of Talking Halkomelem: Interaction in Classroom Procedural Talk*. PhD dissertation, Special Arrangements, Faculty of Arts and Social Sciences, Simon Fraser University, Burnaby, BC.
- Swadesh, Morris. "Salish phonologic geography." *Language* 28.2 (1952): 232-248.
- Underwood, PENÁĆ-G. David. *SXENIEN YEW CNEs I, TWE SENĆOFEN?—How is it that I have come to speak SENĆOFEN?: My Reflections on Learning and Speaking SENĆOFEN*. Diss. University of Victoria, 2017.
- Watt, Linda Tamburri, et al. "Skwxwú7mesh (Squamish Salish) Stress: A look at the acoustics of/a/and/u." *35th International Conference on Salish and Neighboring Languages*. 2000.



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) LING	Number (eg. 810) 831	Units (eg. 4) 4
Course title (max. 100 characters including spaces and punctuation) Morphology and syntax of a First Nations Language		
Short title (for enrollment/transcript - max. 30 characters) Morphology and syntax FNL		
Course description for SFU Calendar * An introduction to the morphology and syntax of a particular First Nations Language, with special reference to sentence structure and word architecture.		
Rationale for introduction of this course Provides a crucial content course for the MA in the Linguistics of a First Nations Language.		
Term of initial offering 1184	Course delivery (eg. 3 hrs/week for 13 weeks) 4 hrs/week for 13 weeks	
Frequency of offerings/year Once per cohort	Estimated enrollment/offering 15	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)		
Prerequisite and/or Corequisite **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Donna Gerdts, Peter Jacobs
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Department / School / Program Linguistics	Contact name Nancy Hedberg	Contact email hedberg@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Chung-hye Han	Signature <i>Chung-hye Han</i>	Date Sept. 27, 2017
Department Chair Nancy Hedberg	Signature <i>Nancy Hedberg</i>	Date Sept. 27, 2017

OVERLAP CHECK

Overlap check done? YES

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Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature <i>Lisa Shapiro</i>	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature <i>Jeff Derksen</i>	Date NOV 14 2017
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

SIMON FRASER UNIVERSITY

LING 831-4 Morphology and syntax of a First Nations language (4 units)

Instructor: John Lyon

Elder: TBA

Teaching Assistant: TBA

Location: SFU, Burnaby Campus

Course Description:

This course is an introduction to morphology and syntax, with special reference to sentence structure and word architecture in Haida and several Interior Salish languages. We will start with an analysis of simple clauses, looking at word order, inflection, voice (active, passive, and antipassive), oblique marking, and clitic type and order. We will then examine complex clause constructions, including coordination, subordination, nominalization, and topicalization and their uses in expressing complementation, wh-questions, and focus constructions. We will also explore a variety of verb suffixes, including transitive, reflexive, reciprocal, applicative, and causative, examining the syntactic effect which these suffixes have on clause structure, their distribution with respect to different types of roots, and their relative order. We will learn how to use dictionaries and other electronic resources to construct and solve problem sets designed to figure out word architecture, including questions like "What is the root of the word?", "What are the prefixes, suffixes, and infixes?", "What meaning does each have?" We will then take this knowledge and apply it to parsing of a narrative text in one of these languages.

Course Materials:

To be distributed in class, to be announced. Some resource materials and review readings may be assigned before the start of class.

Course Grading:

In-class presentations 20%

Problem sets 30%

Writing assignments 30%

Project and final presentation 20%

Readings/References

Bar-el, L., Davis, H., Matthewson, L. (2005). *On Non-Culminating Accomplishments*. manuscript.

Davis, H., Gardiner, D., Matthewson, L. (1993). *A Comparative Look at WH-Questions in Northern Interior Salish*. 28th ICSNL Precedings, pp. 79-95. Seattle, WA.

Davis, Henry. (2003?). *On Nouns and Nominalizations in Salish*. Natural Language and Linguistic Theory.

Davis, H., Matthewson, L., Shank, S. (2004). *Clefts vs. Nominal Predicates in Two Salish Languages*. in *Studies in Salish Linguistics in Honor of M. Dale Kinkade*. UMOPL no. 17, Missoula, MT.

Gardiner, D. (1993). *Structural Asymmetries and Preverbal Positions in Shuswap*. PhD Dissertation, Simon Fraser University.

Gerdt, D. & Werle, A. (2014). *Halkomelem clitic types*. Morphology vol. 24, pp. 245- 281.

Enrico, John. (2003). *Haida Syntax*. University of Nebraska Press, Lincoln, NE.

Koch, Karsten. (2008). *Intonation and Focus in Nle?kepmxcin (Thompson River Salish)*. PhD Dissertation. University of British Columbia. Vancouver, BC.

Kroeber, Paul. (1999). *The Salish Language Family*. University of Nebraska Press, Lincoln, NE.

Kuipers, Aert. (1967). *The Squamish Language: Grammar, Texts, Dictionary*. Mouton & Co: The Hague.

Lyon, John. (2013). *Oblique marked relatives in Southern Interior Salish: Implications for the movement analysis*. Canadian Journal of Linguistics. vol. 58, no. 2.

Lyon, John. (2016). *Okanagan Grouse Woman: Upper Nicola Narratives by Lottie Lindley*. University of

Nebraska Press.

Lyon, John. (2017). *Clitic Distributions and Domains in Okanagan Salish: A Preliminary Study*. manuscript.

Moore, Patrick J. (2002). *Point of View in Kaska Historical Narratives*. PhD Dissertation, Indiana University.

Gerds, Donna B., and Thomas E. Hukari (2012) "A Closer Look at Salish Intransitive/Transitive Alternations," *Proceedings of the Thirty-Second Annual Meeting of the Berkeley Linguistics Society*, University of California, Berkeley, California, pp. 503–514.

Reference material:

Payne, Thomas (1997) *Describing Morphosyntax: A Field Guide for Linguistics*. Cambridge University Press, Cambridge, England.

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) LING	Number (eg. 810) 832	Units (eg. 4) 4
Course title (max. 100 characters including spaces and punctuation) Narrative and discourse structure of a First Nations Language		
Short title (for enrollment/transcript - max. 30 characters) Narrative and discourse FNL		
Course description for SFU Calendar * Transcription, creation, and analysis of the rhetorical and discourse structure of narratives in a First Nations language.		
Rationale for introduction of this course Provides a crucial content course for the MA in the Linguistics of a First Nations Language.		
Term of initial offering 1184	Course delivery (eg. 3 hrs/week for 13 weeks) 4 hrs/week for 13 weeks	
Frequency of offerings/year Once per cohort	Estimated enrollment/offering 15	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)		
Prerequisite and/or Corequisite **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." if the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Donna Gerds, Marianne Ignace, Peter Jacobs
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Department / School / Program Linguistics	Contact name Nancy Hedberg	Contact email hedberg@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Chung-hye Han	Signature <i>Chung-hye Han</i>	Date Sept. 27, 2017
Department Chair Nancy Hedberg	Signature <i>Nancy Hedberg</i>	Date Sept. 27, 2017

OVERLAP CHECK

Overlap check done? YES

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FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature <i>Lisa Shapiro</i>	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature <i>Jeff Derksen</i>	Date NOV 14 2017
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

SIMON FRASER UNIVERSITY

LING 832-4 Topics in Linguistics II (4 units)

Narrative and discourse structure of a First Nations language

Instructor: Marianne Ignace

Elders: Lawrence Bell and other guests

Course Description

The purpose of this course is for students to gain skills in understanding and analyzing the structure of narratives in particular First Nations languages, in order to not only carry out linguistic analysis of these narrative structures, but also in order to be able to reproduce and perform them. We will start by discussing different kinds of narratives as they exist in various Indigenous languages:

- Ancient stories, foundation and transformer “myths”,
- Oral traditions and oral histories that reference information about handed-down historical events, but often in a different way than western historical narratives.
- Anecdotes, riddles, jokes, proverbs and other short narratives.
- Oratory or speech-making: its purpose and structure
- Narrative and conversation: venturing into conversation analysis (CA) in a sampling of Indigenous languages, to understand how narrative can be embedded in conversation, and how conversation and narrative structures support each other. Through samples of “story” narratives provided by the instructor (Secwepemctsin, X̱aad kil) we will listen to, and read along with narratives produced by elders between the early 1900s and the latter part of the twentieth century, in order to gain insights into the following:
 - Ethnopoetics and narrative structure—how narrators produce introductions and endings, how they set up a plot and lead it to a climax and a resolution, organize and connect “oral paragraphs,” use various stylistic devices, like parallelism and repetition, connect the end of one paragraph with the beginning of the next, build up to a climax, etc.
 - How narrators acknowledge sources (“oral footnoting”), express evidentiality and reported speech
 - Rhetorical structure and stylistic devices: using parallelism and repetition, pauses, alliteration, onomatopoeia and other stylistic devices
 - Intonation: using pitch, loudness, length to add expressiveness and emphasis
 - Linguistic structure of connected sentences: connective particles and conjunctions to express duration, completion and overlapping events, subordinated clauses, word orders, and the deployment of intricate grammatical forms to express verbal imagery.
 - Semantic structure and cultural context: what we can learn from narrative about worldview and a people’s connection to the natural and supernatural environment, and about humour and ways of appropriately engage with others.

Students are asked to bring samples of narratives in their own languages in order to find and analyze examples of narrative structure according to the principles and topics listed above.

As a follow-up to the work in the classroom, students will work on projects with the following outcomes:
By the end of this course, students should be able to

- Show analytic understanding of narrative structures and rhetorical devices used by Indigenous story tellers by identifying these in a narrative analysis (story or speech) of their choice
- Translate a short narrative from English into their Indigenous language (with help from Elders and speakers, if needed). *)

- Record a short story or speech in the Indigenous language and make a transcription (with help if need be), and edit the transcription with help from a speaker (or linguist familiar with the language) *) - Develop a narrative into a curriculum resource that draws out its cultural context, and linguistic and rhetorical structure. *)
 - Perform a short narrative or portion thereof in an Indigenous language to an audience, following conventions of style, rhetoric, grammar and cultural protocols.
- *) optional outcomes – select one of three.

Evaluation:

Narrative analysis assignment of a story in an indigenous language 40% a narrative analysis Curriculum resource, transcription or translation 30% Narrative performance (oral telling of a text, with introduction and commentary).

Course Materials:

To be distributed in class, including the reading list below. Where available, students will be able to access electronic copies of articles and other readings.

Reading list

- Dauenhauer, Nora M. and Richard Dauenhauer. 1999. The Paradox of Talking on the Page: Some Aspects of the Tlingit and Haida Experience. In: *Talking on the Page: Editing Aboriginal Oral Texts*. Edited by Laura J. Murray and Keren Rice. Toronto: University of Toronto Press.
- Gerds, Donna B. (2001) "Narrative Devices in a Halkomelem Story," Society for the Study of the Indigenous Languages of the Americas/Workshop on American Indigenous Languages, University of California, Santa Barbara.
- Egesdal, Steven M. 1992. *Stylized Characters' Speech in Thompson Salish Narrative*. University of Montana Occasional Papers in Linguistics 1992, No.
- Hymes, Dell H. 1976. "Discovering oral performance and measured verse in American Indian narrative." *New Literary History*, 8, 431-457.
- Hymes, Dell. 1981. "How to Talk Like a Bear in Takelma." In: *In Vain I tried to Tell You: Essays in Native American Ethnopoetics*. Philadelphia: University of Pennsylvania Press.
- Ignace, Marianne, John Lyon, and Ron Ignace 2017. "W7eyle, the Moon's Wife." Papers for International Conference of Salish and Neighbouring Languages No. 52, 2017, Vancouver BC. University of British Columbia. Working Papers in Linguistics.
- Ignace (Boelscher), Marianne. 1991. "Haida Public Discourse and its Social Context." *Canadian Journal of Native Studies*. No. 11, 113-135.
- Ignace, Marianne and Ronald E. Ignace. 2017. *Secwepemc People, Land and Laws: Yeri7 re stsq'ey's kucw*. Montreal: McGill-Queens University Press. (excerpts) Ignace, Marianne and Lawrence Bell. 2017. 'Laanaas Sdang's narratives in Xaad Kil, with English Translation. Manuscript. Texts will be posted on canvas and shared, notably 'Laanaas Sdang's (Adam Bell) Sitka War story, his narrative of the village of Tuuhlgaa 'Lngee, and Sandlane's (Emma Matthews') narrative of *Ihldiinii* (to be presented on by PhD student Kelli Finney during class).
- Kroskrity, Paul V. and A.K. Webster. 2015. *The Legacy of Dell Hymes: Ethnopoetics, Narrative Inequality, and Voice*. Bloomington and Indianapolis: Indiana University Press.
- Siyamiyateliyot Elizabeth Phillips, Xwiyaletmot Tillie Gutierrez, and Susan Russell. 2017. *Talking in Halq'eméylem: Documenting Conversation in an Indigenous Language*. University of British Columbia Working Papers in Linguistics.

In addition to these common readings, students will research and explore readings on, and texts of narratives ("stories", oral traditions and oral histories) of various salient genres in their respective languages as part of their course assignments.

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) LING	Number (eg. 810) 833	Units (eg. 4) 4
Course title (max. 100 characters including spaces and punctuation) Socio-cultural and cognitive aspects of a First Nations language		
Short title (for enrollment/transcript - max. 30 characters) Social and cognitive aspects FNL		
Course description for SFU Calendar * An investigation of a particular First Nations language in its cultural, social, and cognitive context. Topics include: areal features, language families and dialects of Northwest languages, contact linguistics, gender, numeral classification, kin terms, anchoring language in time and space, expressing speaker's viewpoint, oral traditions, place names, and ethnobiology.		
Rationale for introduction of this course Provides a crucial content course for the MA in the Linguistics of a First Nations Language.		
Term of initial offering 1184	Course delivery (eg. 3 hrs/week for 13 weeks) 4 hrs/week for 13 weeks	
Frequency of offerings/year Once per cohort	Estimated enrollment/offering 15	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)		
Prerequisite and/or Corequisite **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Donna Gerds, Marianne Ignace, Peter Jacobs
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Department / School / Program Linguistics	Contact name Nancy Hedberg	Contact email hedberg@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Chang-hye Han	Signature <i>Chang-hye Han</i>	Date Sept. 27, 2017
Department Chair Nancy Hedberg	Signature <i>Nancy Hedberg</i>	Date Sept. 27, 2017

OVERLAP CHECK

Overlap check done? YES

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature <i>Lisa Shapiro</i>	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature <i>Jeff Derksen</i>	Date NOV 14 2017
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ADMINISTRATIVE SECTION (for DOS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

SIMON FRASER UNIVERSITY

LING 833-4 Socio-cultural and cognitive aspects of a First Nations language (4 units)

Instructor: Marianne Ignace

Course location: SFU, Burnaby

Course Description:

This course investigates language in its cultural, social, and cognitive contexts. Topics include dialect and language definition, language change, languages in contact, language and identity, language and environment, language and worldview, language and oral performance, language endangerment and maintenance, and cultural and sociolinguistic factors affecting language materials development. We will focus in particular on the interplay of language and culture among a variety of Indigenous peoples in Northwestern North America. This will guide participating students to further readings and their own analyses of the how their Indigenous languages (Secwepemctsin, Skwx̱ wú7mesh, Halq'emeylem, Hun'q'umin'um', X̱aad Kil, Heilzaqvla, Kaska and Tahltan) embed, encode and express cultural meanings through linguistic categories, metaphors, poetic expression and stories as people communicate with and about one another, the environment and the spiritual world.

We will begin this course with some readings and discussions about the interrelationship between language, culture and cognition, as it has been expressed by Indigenous language speakers, activists and philosophers on the one hand, and by western (or eastern) linguists, anthropologists and philosophers on the other. We will then study and compare through examples from particular languages how lexical and grammatical categories organize thought and express cultural meanings and world views.

Topics we will explore include:

- Number systems, numeral classification and lexical classifiers (“counting systems”);
- Colour terms (Is it important to have terms for many different colours to speak my language?);
- Kinship terms (how are social and family relationships encoded in different ways in different languages?) and teknonyms (personal naming);
- Toponymy and sense of place (place names and place naming, conceptualization of landscape);
- Ethnobiology (how are “plants” and “animals” identified? How do plant and animal terms in Indigenous languages differ from or match scientific classification systems?);
- Pronoun systems and ways to express relationship between self and others (What does it mean that languages do or do not mark gender? Who are “we”? Using grammatical categories to express values and etiquette of interpersonal behaviour);
- Which entities in the universe are considered animate (“living beings”), and which are considered inanimate (“things”)?
- Spatial orientation (do all languages have 4 directions, or how does this work in particular languages connected to particular land- and seascapes? Temporal orientation (how do different languages encode events as being in the past or present, having duration, being under way or unfolding) and how do different languages encode this grammatically?)
- Expressing types of evidence and speaker’s viewpoint and focus;
- How proverbs express language ideologies and group ideologies
- What can we learn from all this as we strive to prepare authentic and meaningful learning and teaching materials for our languages?

Course Materials: A custom courseware package of online and article readings

Course Evaluation: Three essays based on readings 60% Project 40%

Readings

- Berlin, B., Breedlove, D., & Raven, P. (1973). General Principles of Classification and Nomenclature in Folk Biology. *American Anthropologist* 75(1), 214 - 242.
- Berlin, B. & Kay, P. (1969). *Basic color terms: their universality and evolution*. Berkeley and Los Angeles, California: University of California Press.
- Boas, Franz. 1911. *Introduction to the Handbook of American Indian Languages*. Online source.
- Boelscher, Marianne. 1989. Categories of Kinship and Marriage According to Rule. In: M. Boelscher, *The Curtain Within: Haida Social and Symbolic Classification*. Vancouver: University of BC Press.
- Carroll, John B. 1956. *Language, Thought and Reality: Selected Writings of Benjamin Lee Whorf*. Cambridge, Mass.: MIT Press.
- Duranti, Alessandro. 1997. *Linguistic Anthropology*. Cambridge, UK: Cambridge University Press.
- Evans, Nicholas. 2010. *Dying Words: Endangered Languages and What they have to tell us*. Wiley-Blackwell.
- Gerdts, Donna B., and Mercedes Q. Hinkson (2004) "Salish Numeral Classifiers: A Lexical Means to a Grammatical End," *Sprachtypologie und Universalienforschung* 57: 2/3, 247–279.
- Gumperz, John J. and S.C. Levinson. 1996. *Rethinking Linguistic Relativity*. Cambridge U. Press.
- Hunn, Eugene S. 1980. Sahaptin Fish Classification. *Northwest Anthropological Research Notes*. 1980:14.
- Hunn, Eugene S. 1996 Columbia Plateau Indian Place Names. What can they teach us? *Journal of Linguistic Anthropology* 6 (1).
- Hunn, Eugene S. and Cecil H. Brown. 2011. Linguistic Ethnobiology. In: *Ethnobiology*. Edited by E.N. Anderson, D. Pearsall, E. Hunn and N. Turner. Wiley-Blackwell.
- Ignace, Marianne and Ron Ignace. 2008. Canadian Aboriginal Languages and the Protection of Cultural Heritage. In: *First Nations Cultural Heritage and Law: Case Studies, Voices and Perspectives*, C. Bell and V. Napoleon, eds., Vancouver: University of British Columbia Press.
- Ignace, Marianne and Ronald Ignace. 2017. The Secwepemc Language. In: M. and R. Ignace, *Secwepemc People, Land and Laws – Yeri7 re Stsq' ey' s-kucw*. McGill-Queens University Press.
- Ignace, Marianne and Ronald Ignace. 2017. Re Stslexemul' ecwems-kucw: Secwepemc Sense of Place. In: M. and R. Ignace, *Secwepemc People, Land and Laws – Yeri7 re Stsq' ey' s-kucw*. McGill-Queens University Press.
- Lucy, John. 1992. *Language Diversity and Thought. A reformulation of the linguistic relativity hypothesis*. Cambridge University Press.
- Maffi, Louisa. 2001. *On Biocultural Diversity: Linking Language, Knowledge and the Environment*. Washington, DC: Smithsonian Press
- Moore, Patrick. 2007. Negotiated Identities: The Evolution of Dene Tha and Kaska Personal Naming Systems. *Anthropological Linguistics*, Vol. 49 No. 3-4.
- Moore, Patrick and Daniel Tlen. 2007. Indigenous Linguistics and Land Claims: The semiotic projection of Athapaskan directionals in Elijah Smith's Radio Work. *Journal of Linguistic Anthropology*, vol. 17, issue 2.
- Pierotti, Raymond. 2011. The World According to Is' a: Combining Empiricism and Spiritual Understanding in Indigenous Ways of Knowing. In: *Ethnobiology*. Edited by E.N. Anderson, D. Pearsall, E. Hunn and N. Turner. Wiley-Blackwell.
- Salmon, Enrique. 2000. Kincentric ecology: indigenous perceptions of the human-nature relationship. *Ecological Applications* 2000:10.
- Sapir, Edward. 1974. The Unconscious Patterning of Behaviour in Society. In: *Language, Culture and Society: A book of Readings*, ed. By B. Blount. Cambridge: Winthrop.
- Saunders, Barbara (2000). "Revisiting basic color terms". *Journal of the Royal Anthropological Institute* 6:81–99.
- Turner, Nancy J. 2013. *Ancient Cultures, Ancient Pathways*. Montreal: McGill-Queens University Press (excerpts)

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) LING	Number (eg. 810) 834	Units (eg. 4) 4
Course title (max. 100 characters including spaces and punctuation) Effective pedagogies and materials development for First Nations language		
Short title (for enrollment/transcript - max. 30 characters) Effective pedagogies FNL		
Course description for SFU Calendar * Theoretical and practical aspects of teaching and learning First Nations languages. Topics include an overview of innovative methods and the development of materials that enrich the language-learning environment, with examples from multiple indigenous languages.		
Rationale for introduction of this course Provides a crucial content course for the MA in the Linguistics of a First Nations Language.		
Term of initial offering 1184	Course delivery (eg. 3 hrs/week for 13 weeks) 4 hrs/week for 13 weeks	
Frequency of offerings/year Once per cohort	Estimated enrollment/offering 15	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)		
Prerequisite and/or Corequisite **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Donna Gerdts, Marianne Ignace, Peter Jacobs
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Department / School / Program Linguistics	Contact name Nancy Hedberg	Contact email hedberg@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Chung-hye Han	Signature <i>Chung-hye Han</i>	Date Sept. 27, 2017
Department Chair Nancy Hedberg	Signature <i>Nancy Hedberg</i>	Date Sept. 27, 2017

OVERLAP CHECK

Overlap check done? YES

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FACULTY APPROVAL

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Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature <i>Lisa Shapiro</i>	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature <i>Jeff Derksen</i>	Date NOV 14 2017
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

SIMON FRASER UNIVERSITY

LING 834-4 Effective pedagogies and materials development for First Nations languages

Course Description:

This course covers theoretical and practical aspects of second language learning. Through readings, discussions and hands-on tasks, participants will develop critical skills in making their own strategic choices about approaches and methodologies for teaching Hul'q'umi'num'. Topics will include an overview of innovative methods and the development of materials that enrich the language-learning environment. We will also read case studies detailing the experiences of other aboriginal language programs.

Course Goals:

- To become familiar with different approaches to teaching language.
- To adapt various approaches, methods and techniques to produce lessons for Hul'q'umi'num' which will promote fluency in the language and understanding of Hul'q'umi'num' culture.
- To be aware of teaching practices and materials development in other First Nations language programs.
- To be able to communicate teaching goals effectively to other educators and the general public.

Course Requirements:

Students will produce a **journal** in which they will evaluate approaches for their usefulness in teaching Hul'q'umi'num' and for how they reflect best practices such as: providing comprehensible input and output, managing interactive tasks, developing culturally appropriate materials, providing some focus on form, promoting creative use and meeting a variety of learning styles.

Students will produce and present a **portfolio**, a sequence of lessons using a variety of teaching strategies suitable for Hul'q'umi'num' and focused on a particular theme.

Students will road test a set of lessons and refine and revise them for inclusion in the shared storehouse of Hul'q'umi'num' teaching materials.

Course Evaluation:

Journal:	25%
Portfolio:	50%
Teaching demonstration:	25%

READINGS will include various articles supplied as well as:

Richard-Amato, Patricia A, 1996. Making it Happen. *Interaction in the Second Language Classroom*, Longman. Various chapters.

Larsen-Freeman, Diane, 2000. *Techniques and Principles in Language Teaching*, OUP.

Ignace, Marianne, 1998. *Handbook for Aboriginal Language Program Planning in BC*. FNEC.

Ignace, Marianne, 2015. *British Columbia Kindergarten - 12 First Nations Languages*

Master of Arts in the Linguistics of a First Nations Language

Curriculum Building Guide. FNESC.

Bennett, Ruth, 1997. *It really works: Cultural Communication Proficiency*. In Rehner, J (Ed.)
Teaching Indigenous Languages, Flagstaff, Arizona.

Russell, Susan M. 2009. *Ways of Talking Halkomelem: Interaction in Classroom Procedural
Talk*. PhD dissertation, Special Arrangements, Faculty of Arts and Social Sciences, Simon
Fraser University, Burnaby, BC.

Penfield, Susan, Phillip Cash, and Christina Roberts. 2004. *Technology-enhanced Language
Revitalization*. University of Arizona, Arizona Board of Regents



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) LING	Number (eg. 810) 893	Units (eg. 4) 6
Course title (max. 100 characters including spaces and punctuation) First Nations Linguistics MA Project		
Short title (for enrollment/transcript - max. 30 characters) FNL MA Project		
Course description for SFU Calendar * Students complete this course when enrolled in the Linguistics of a First Nations Language MA program.		
Rationale for introduction of this course Provides a capstone alternative to the thesis for the Linguistics of a First Nations MA. Suitable projects include a linguistic analysis, a video, a digital media project, an educational module, a museum exhibit, or an annotated set of narratives.		
Term of initial offering 1184	Course delivery (eg. 3 hrs/week for 13 weeks) 13 weeks	
Frequency of offerings/year every term	Estimated enrollment/offering 15	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)		
Prerequisite and/or Corequisite **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input checked="" type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total repeats allowed? 2	Capstone course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Any Linguistics faculty member
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Department / School / Program Linguistics	Contact name Nancy Hedberg	Contact email hedberg@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Chung-hye Han	Signature <i>Chung-hye Han</i>	Date Sept. 27, 2017
Department Chair Nancy Hedberg	Signature <i>Nancy Hedberg</i>	Date Sept. 27, 2017

OVERLAP CHECK

Overlap check done? YES

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Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature <i>Lisa Shapiro</i>	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature <i>Jeff Derksen</i>	Date NOV 14 2017
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: GCAP
 Course Attribute Value: Project
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____