

REPORT FOR
EFL DEPARTMENT COURSES
APRIL 2014

ENGLISH & FOREIGN LANGUAGES
DEPARTMENT

REPORT FOR EXTERNAL REVIEW

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&

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REPORT FOR EFL DEPARTMENT COURSES

INTRODUCTION

The English and Foreign Languages (EFL) Department is currently one of three departments within the Faculty of Arts and operates within the mandate of the National University of Samoa's vision, mission, goals and values, particularly in its attempts to promote an environment conducive to superior learning, quality teaching, professional training and robust research opportunities that are responsive to the economic and social development of Samoa. (2012: 4). It also aims to provide a variety of intellectual challenges and learning experiences which will be stimulating and rewarding for all concerned in keeping with the major thrust of the University's mission, that is, to provide for the training needs of Samoa (Heem & Vaai, 2005.1)

Since the last External Review of 2005, various developments have occurred which have impacted on the Department, primarily in implementing the recommendations of the Review with regards to the introduction of a compulsory minor for the Bachelor of Arts and the EFL Department offering of HEN107 English for Academic Purposes. This course is also offered for all first year students across all Faculties and Centres and has been utilized as such particularly by students from the Faculties of Education and Science. As in the past, bridging the gap between secondary and tertiary studies have been quite challenging over the years as school leavers often expect spoon-feeding and constant surveillance of their progress. (ibid). The Department continues to face the challenges of weaning the school leaver from this dependent mentality (ibid) through various means including one to one counselling and tutoring as well as extra hours of small group work to encourage completion and achievement.

Furthermore, the perennial concern with literacy and reading competencies because the majority of students have English as a second language, resulted in a study conducted by members of the Department and published in 2010 (Vaai, Heem, Arp & Korua). Two Student/Self Reading Assessment (SRA) Reading Laboratories were used as a tool in this study to aid reading competencies. The findings of the study were quite alarming in respect of the average hours that respondents spent reading outside of class and the reading ages which were well below par. On average the majority of respondents spent one extra hour per week reading outside of class time and reading ages were, on average equivalent to those of Year 9 students or 13 year olds. Subsequent to this study and with departmental discussion of its implications, a budget request of \$25,000 was made in 2013 to purchase a further 12 SRA boxes to implement a new strategy concerning reading competencies for first year students in Foundation courses.

In keeping with the vision of NUS as a vibrant and innovative centre of excellence in research, Samoan studies and quality learning, teaching and training across all disciplines (NUS 2012, 4), the EFL Department has convened and hosted three international events. Initially in 2004, the 9th Triennial Conference of the South Pacific Association for

Commonwealth Literature and Language Studies (SPACLALS) with the theme of "Culture, Crisis and Change in Oceania" occurred on the 24-26 November. The 27 speakers represented an international array of academics and other individuals in the field who were interested in the theme and topics presented. They came from Japan, United Kingdom, New Zealand, Australia, Fiji, the USA including Hawaii, Tahiti, American Samoa and other local Samoan academics, writers and participants. "The range of papers presented examined literary and cinematic representations of the Pacific and Australasia, the position of children in Samoa, globalization and gender stereotypes, literacy and writing in the vernacular, foreign language teaching and teaching methods in Samoa, liminal forms of cultural productions such as hip-hop and children's books, cultural practices in Western Polynesia, the politics of intercultural theatre, American Samoa literature and other comparative literatures and postcolonial identity issues in the South Pacific" (Vaai & Heem: 2005,1). Since this was the SPACLALS Conference hosted by the convenors at NUS, it provided excellent opportunities for academics in the Committee to expand their experience in managing an event such as this as well as achieving our Conference objectives of "facilitating open communication, cross-cultural understanding, academic exchanges and development along with promoting the culture of peace through language and literature" (ibid, 2).

The 10th Triennial Conference in November 2007 followed with the theme of "Images, Ideologies and Realities in Oceania". The 25 speakers who presented papers came from New Zealand, Australia, India, Hawaii, Fiji and Samoa and quite a few of the papers focused on the problems of literacy throughout Oceania with multi-layered and complex multiple courses involved including those factors relating to culture. Other topics were visited including "tourism, the changing faces and cultures of Pasifika peoples as globalization hits close to home, the images and realities of Island versus American identity, methods of teaching, a moving paper on the unrecognized Pacific Island men who were members of the 28th Maori Battalion and a controversial paper on the changing face of the Church, in particular the practice of giving" (Vaai S., Heem V., & Arp K.: 2009, 1). The Conference was successful in that it offered opportunities for local academics to present and expand their intellectual experiences as well as providing "a forum for cross cultural understanding, academic exchanges and development through language and literature" (ibid).

In November 2012, the Department launched a Literary Festival under the umbrella of SPACLALS whose Executive had moved to the University of Auckland, to coincide with the celebration of the 50th Anniversary of Samoa's regaining of political independence. The theme of the Literary Festival was "Pacific Literatures and the Blue Continent: Dreams and Realities". The 24 speakers who presented papers and performances came from New Zealand, Tonga, Fiji, India and Samoa and the variety of topics covered story-telling and e-publishing, reviews of recent Samoan films such as "The Tulafale" diasporic identities and afakasi realities along with women's issues such as the representation of violence in fiction, the impact of text messaging on the English language learning and writing, critical thinking skills, culturally responsive teaching and learning practices, the realities of reading competencies and difficulties, human rights education in media and journalism, gender issues in the English Department and personal journeys and profiles.

All three literary events in 2004, 2007 and 2012 had a focus on writers with Writersø and Readersø Forums where established and newly published writers could be showcased along with a Young Writersø Forum introduced in the latter event to allow the prizewinners from the Annual Short Story Competition, organized by Bluesky Samoa, Samoa Stationery and Books (SSAB) and the Newspapers In Education (NIE) section of the Samoa Observer, to participate in the Literary Festival as the new and up and coming generation of creative writers. These young writers ranged in age from 8 to 18 years of age. The usual book launches and art exhibitions by local artists as well as poetry readings were also included in our programmes. In the 2012 Festival, a Wearable Art Fashion Show by NUS students as well as spoken word performances, monologues and other productions by lecturers such as Fiona Collins in the Performing Arts section of the Expressive Arts Department of the Faculty of Education were offered as part of the mixed platter of Festival events. A unique addition to the 2012 Festival was the inclusion of the prize winners from the Samoa 50th Independence Secondary Schools Drama Competition organized by the Rotaract Club of Apia. Students from St Maryø College and Faatuatua Christian College dramatized -Sina and the Eelø and -The Arrival of Christianity in Samoaø respectively to a very appreciative audience. This community outreach and an attempt to link -town and gownø as well as to construct a literary bridge between the generations is an ongoing effort by the Department to make language and literary studies authentic and relevant.



EFL Department Full-Time Staff 2014

(L-R) Ms. Diana Betham-Scanlan, Ms. Minerva Taavao, Sr. Vitolia Moø, Matafai Rooney Mariner, Ms. Maima Nanai Pili, Prof. Zhang Limin, Mr. Christopher Gounder, Lafaitale Fualuga Taupi, Mrs. Judy Pouono, Amituanai Vernetta Heem, Dr. Sina Vaai.

A. DEVELOPMENT OF COURSES SINCE 2005

The National University of Samoa is now a dual-sector institution since its merge with the Samoa Polytechnic and the setting up of the two Institutes: Institute of Technology (IOT) on the lower Campus known as Oceanside and the Institute of Higher Education (IHE) on the upper Campus known as Mountainside, in March 2006. This was the first phase of a planned amalgamation of the two major entities of Samoan tertiary education announced by Government in 2001. Since 2009, a fuller merge has occurred, eliminating the titles of Institutes and maintaining the existing Faculties within IHE and renaming the Institute of Technology, the Faculty of Applied Sciences. These merges have had implications on human and material resources as well as Faculty and Departmental structures together with organizational and management arrangements.

With regards to the EFL Department, this has involved discussions clearly demarcating domains for teaching within Language/Linguistics, Literature and Communication fields, since the Media and Journalism Department's full incorporation into the Faculty of Arts in 2011 allowed for overlap and duplication in some areas. However, these issues have now been clarified, especially with entry levels and pathways of articulation across the Departments and Faculties. Indeed, our working relationships have been enhanced through our monthly Faculty meetings together with other social events which have built solidarity and professional collegiality and collaboration.

The Department has participated in several University and Faculty workshops with the NUS Representative to the Samoa Qualifications Authority (SQA) Mr Tavvaga Vaai from the Oloamanu Centre in aligning all our courses with the SQA Framework as well as the Outcome Level Descriptors. These details are included in the Individual Course Descriptors following. Following the External Review of 2005, the Faculty implemented the Recommendation of an additional Compulsory Minor for the Bachelor of Arts based on discussions with stakeholders about improving the skills-set of our graduates in the work place. As part of the Minor, HEN107 English for Academic Purposes was included and is mentioned above on page 4 in some detail.

The introduction of the SRA Reading Laboratory component as part of the Internal Assessment for HEN004 and HEN001 in 2013 and for HEN002 and HEN003 in 2014 has also been mentioned above as part of the push for improvement in literacy and reading competencies, which we believe will have a flow-on effect across the curriculum since English is the major language of instruction as well as the language of the majority of the texts used at NUS.

Visits by Departmental lecturers to feeder schools for the Foundation and other Programmes from around Upolu have been undertaken successfully with a significant level of expressed interest from Secondary school teachers and students about NUS courses. Through this

exercise, our courses have been marketed and students awareness of course choices and programme pathways as well as the expectations regarding literacy and research skills at the tertiary level have been raised.

Since 2010, the Curriculum Advisory Committee (CAC) comprised of community stakeholders has met once a year to provide a valuable link for the Faculty and Department with prospective employers to hear their views about expectations of curricula focus and potential new courses which might benefit Samoa. During these meetings, courses on life skills, budget management, philosophy, psychology, religious studies and political science have been mooted as possible new subject offerings for the development of additional courses to enrich the platter already available.

The Teachers Association for the Teaching of English in Samoa (TATES) was established several years ago and has provided a focus group for EFL lecturers at NUS, many of whom are already involved as markers for National Examinations at the Year 12 and 13 levels. Several of our lecturers have also been involved in volunteer Saturday tutoring for the students preparing to sit these National Examinations. Such interactions facilitate networking and ease interactions between teachers at the Secondary level, many of whom are or have been mature part time students in our BA or B.Ed programmes.

Over the last few years, the Faculty of Education is in the process of transition and change. Many of the students enrolled in the programmes offered by this Faculty are also enrolled in the English courses offered by the EFL Department as part of their course requirements. However, in the recent semester many students who have enrolled in our 200 and 300 level courses have expressed confusion about their graduation pathway and year of completion which they have been informed has been delayed to 2016 or 2017 which may have an impact as students' uncertainty could lead them to consider changing courses and programmes.

The Department has been energetically and consistently involved with the preparation and submission of the Master of Arts programme to be approved by Senate since 2006. Submissions have been presented and amended in 2007 and apart from a few of our courses such as HEN580, being offered for the Post Graduate Diploma in Samoan Studies and Development Studies as a prerequisite to the final year for the Masters of Samoan Studies and the Masters of Development Studies, not much headway has been made but our vision for its awakening and debut remains undimmed.

With regards to our Degree courses, apart from the introduction of HEN107 mentioned above, modifications to other courses since the 2005 External Review, have been made such as HEN101 where a collaborative approach has been adopted with the drama module. This collaboration has involved the Performing Arts lecturer, Fiona Collins, teaching and helping to assess the students in this course for this module.

Our Foreign Languages courses have also experienced some modifications especially with Japanese now having a local lecturer. Whilst there are dangers with this one man band

approach, we are hopeful that another lecturer can be hired to team with the current lecturer and expand the programme and course offerings. This is particularly important for the current lecturer who may need to travel to Japan for upgrading of qualifications, in which case a second lecturer would be necessary. Samoan students are offered scholarships annually for study in both Japan and China which makes the option of studying these foreign languages very attractive for local students. The French Language courses are often enquired after by potential students and we are hopeful that the French Consul might see her way clear to assist in providing the Department with a French lecturer in the near future.

List of English Course Codes and Titles:

HEN001	ENGLISH LANGUAGE SKILLS
HEN002	ADVANCED LANGUGE SKILLS
HEN003	PROGRESSIVE ENGLISH SKILLS
HEN004	FOUNDATION ENGLISH
HEN005	INTRODUCTION TO LITERATURE
HEN100	BUSINESS ENGLISH
HEN101	INTRODUCTION TO LITERARY STUDIES
HEN102	INTRODUCTION TO LANGUAGE
HEN103	WORLD LITERATURE IN ENGLISH I
HEN104	CHILDREN AND YOUNG ADULTSøLITERATURE
HEN106	COMPARATIVE APPROACH TO LANGUAGE
HEN107	ENGLISH FOR ACADEMIC PURPOSES* (New Course)
HEN201	WORLD LITERATURE IN ENGLISH II
HEN202	INTRODUCTION TO LINGUISTICS
HEN203	AN HISTORICAL SURVEY OF ENGLISH LITERATURE (TO 1830)
HEN204	SYNTAX AND SEMANTICS
HEN205	SOCIOLINGUISTICS
HEN206	POETRY OF THE 19 TH AND 20 TH CENTURIES
HEN207	DRAMA IN SCHOOLS AND COMMUNITIES
HEN301	DRAMA: CLASSICAL TO MODERN
HEN302	SPECIAL LITERATURE PAPER
HEN303	WORLD LITERATURE IN ENGLISH III
HEN304	APPLIED LINGUISTICS
HEN305	SHAKESPEARE: SELECTED TEXTS
HEN306	SPECIAL LINGUISTIC PAPER
HEN307	ENGLISH LITERATURE OF THE 19 TH CENTURY
HEN308	PSYCHOLINGUISTICS

Calendar entries for these courses as well as the Course Descriptors can be viewed in the following sections of this report.

HCN100	ELEMENTARY CHINESE LANGUAGE
HCN101	INTERMEDIATE CHINESE LANGUAGE 1
HCN200	INTERMEDIATE CHINESE LANGUAGE 2
HCN201	INTERMEDIATE CHINESE LANGUAGE 3

HJA100	INTRODUCTION TO THE JAPANESE LANGUAGE
HJA101	ELEMENTARY JAPANESE
HJA102	INTRODUCTION TO THE JAPANESE LANGUAGE FOR TOURISM
HJA103	JAPANESE FOR TOURISM II
HJA200	INTERMEDIATE JAPANESE 1
HJA201	INTERMEDIATE JAPANESE 2
HFR100	INTRODUCTORY FRENCH A*
HFR101	INTRODUCTORY FRENCH B*
HFR200	FRENCH LANGUAGE A*
HFR201	FRENCH LANGUAGE B*

*These courses have not been offered due to lecturer availability. They will be offered if the need arises and if lecturers are available.

B. RESOURCES AND OTHER OPERATIONAL ISSUES

Comments included in the 2005 External Review documents remain relevant today with regards to the budget constraints affecting the ordering of library resources and books, the need for a professional University bookshop and more computers for internet access for student research (Heem & Vaai, 2005, pp7-8).

However, we have been heartened that the budget for Readers seems to be adequate and data projectors and laptops have been purchased for lectures and tutorial presentations. We also have a DVD machine donated by the Chinese Embassy which is in constant use and very much appreciated by students and staff. The Department was able to purchase 12 SRA Reading Laboratories to facilitate our push for literacy for first year students and whilst these are very much appreciated, the need for more Laboratories at different levels is now apparent, for example several 3D boxes to cater for more able students and 3B boxes to ensure consistency of evaluation.

Despite all that, lecturers have mentioned in their Individual Course Reports (see following section) that the purchase of more resource materials including DVDs to support them in their classroom teaching is a necessary step. In this regard, comments about increasing the operational budget come into focus.

C. INDIVIDUAL COURSE DESCRIPTORS AND COURSE REPORTS

COURSE TITLE: English Skills
COURSE CODE: HEN001
PROGRAM TITLE: Bridging course – Non Award

1. Course Objectives

By the end of the course, students should be able to read, speak and write confidently in English. The course will prepare students for higher level work covering skills that are applicable in the various modes as in reading, writing, speaking and listening.

2. Range statement

The course will incorporate a lot of reading, speaking, writing and listening as well as students participating in discussions, individual and group presentations at lectures and tutorials. In addition, the SRA lab will be a regular activity in the course which will help students see and experience a variety of patterns of writing and sourcing information at the appropriate level that will expand their vocabulary and increase exposure to grammatical structures in sentences and paragraphs as a consequence of these two page articles.

3. Relationship to National standard competencies

This course is designed in accordance with the Samoa Qualifications Framework Outcome Level Descriptors and Qualifications Definitions as per SQA policies June, 2009.

4. Course Delivery Structure

This course is delivered 4 hours per week over 14 weeks of 1 hour lecture and 3 tutorials, excluding hours for independent study.

5. Nominal duration

Contact hours 56 (4x14 weeks)

Independent learning hours 70 (5x14 weeks)

Total: 126 hours

6. National Standard Data

Level: 3 Credit value: 13

7. Entry Requirements

PSSC / SSLC English Grade 6, 16-18 Aggregate.

8. Co-requisite course

Nil

9. Underpinning Skills and Knowledge

Students must have reasonable vocabulary and sentence constructions, reading, writing and oral skills. . Students will be monitored while progressing through the SRA lab programme and additional exercises and hand outs as well as written work in the form of paragraphs.

10. Learning outcomes and Performance Criteria

- (i) Develop a solid vocabulary that they can use in their writing and speaking exercises.
- (ii) Develop effective listening skills that will enable them to be selective when note taking.
- (iii) Differentiate and explain the parts of a sentence, with emphasis on prepositions, verbs, nouns, modals, indefinite articles and imperatives.
- (iv) Present concise impromptu speeches that are evident of planning, organisation and relevant to the topics
- (v) Develop effective communication skills as in asking and answering questions in discussions.
- (vi) Construct and write grammatically appropriate sentences where required.
- (vii) Produce and explain simple sentence structures and compound sentences orally and in writing.
- (viii) Identify the various parts of speech and explain their function and application in everyday spoken and written English.
- (ix) Read for meaning and explain, or describe selected information orally.
- (x) View, analyse, explain and describe selected visual material meaningfully in response to questions.

11. Teaching and Learning Strategies

Lectures, tutorials, audio-visual presentations and viewing, guest lecturers, observation tasks, talks and reports

12. Assessment methods

Assessment methods will be on the spot class activities mostly, consisting of four tests, two assignments, impromptu speaking and continuous reading activities using the SRA labs.

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE
Grammar test	i, ii, iii, vii, viii	5%
Listening test	ii, vii, ix	5%
Grammar and Reading test	iii, vi, vii, viii	5%
SRA labs	i, iii, vi, vii, viii, ix, x, xi	10%
Foreign film review(subtitled)	ii, v, ix, x, xi	5%
Writing test	i, ii, iii, vi, vii, viii, x	5%
Letter writing	i, iii, v, vi, ix, xi	5%
Impromptu speaking	i, ii, iv, v, ix, xi	10%
Total course work		50%
Final Examination		50%

13. Course Outline

WEEK	TOPICS	LECTURES / ACTIVITIES	ASSESSMENT
1	Course outline: <ul style="list-style-type: none"> • Introduction • Grammar (parts of speech) 	<u>Lecture: Grammar</u> <ul style="list-style-type: none"> • Activities from Unit 1(introduction) • SRA placement test (development box) 	
2	Grammar <ul style="list-style-type: none"> • (tenses) • (subject verb agreement) 	<u>Lecture: grammar (cont@d)</u> Activities from Unit 2 (habits)_	Start SRA labs (10 cards@10%)Two cards this week Grammar test (5%)last tutorial of the week
3	Listening	<u>Lecture: Listening skills</u> Activities from Unit 3 (descriptions) Use SRA Rate builder cards as listening activity	SRA labs (two cards) Listening test (5%)-last tutorial of the week
4	Reading	<u>Lecture: Reading skills</u> Activities from unit 4 (instructions) SRA Rate Builders	SRA labs (two cards) last two
5	Suffixes and prefixes (extra hand out given)	<u>Lecture: Affixes (suffixes and prefixes)</u> Activities from unit 5 (Sport) and unit 6 (Being polite)	Focus this week on grammar activities in unit 5 and 6 Grammar and Reading test (5%) last tutorial of the week
6	Vocab building	<u>Lecture: Vocabulary (SRA Rate builders)</u> Activities from Unit 7 (Giving Advice) SRA Rate builders	Focus this week on vocabulary building: student to bring dictionaries and thesaurus
7	Vocabulary application	<u>Lecture: Using vocab in sentences</u> Activities from unit 8 (What's happening?) SRA Rate Builders	Writing test: sentence writing (5%) last tutorial of the week
8	Punctuation (Extra hand out given)	<u>Lecture: Punctuations</u> Activities from Unit 9 (History)	Punctuation Activity (hand out)
9	Synonyms / Antonyms	<u>Lecture: Synonyms and Antonyms</u> Activities from Unit 10 (Childhood)and Unit 11 (People)	
10	Film Review (extra hand out)	<u>Lecture: Reviewing a film</u> Activities from Unit (12 Health)	Watch film (language lab)

11	Writing: Short film review and letter writing	<u>Lecture: Writing</u> Activities from Unit 13 (Travel)	
12	Writing: letters	<u>Lecture: writing (contd)</u> letters	Short Film Review Due (5%) last tutorial of the week
13	Impromptu speaking	<u>Lecture: Impromptu Speaking</u>	Practise this week
14	Revisions and Exam skills	<u>Lecture: Exam Outline</u> Focus on exams skills / revisions	Impromptu speeches (10%)
15	STUDY WEEK	STUDY WEEK	STUDY WEEK

14. Equipment required by student

- Dictionary / thesaurus

15. Textbooks required by students

- HEN001 Course Reader

16. References

- Paragraphs at ppt.com, How to write a Paragraph, date viewed: 1/04/2014, Ret; <http://writing.pppst.com/paragraphs.html>
- Tips on Writing an Expository Essay, Its time 4 writing, Date viewed: 1/04/2014, Ret; <http://www.time4writing.com/writing-resources/expository-essay/>
- Activities for ESL students, date viewed; 2/04/2014, Ret; <http://a4esl.org/>
- Tenses: The English Tense System, the English Club, date viewed; 2/04/2014, Ret; <http://www.englishclub.com/grammar/verb-tenses.htm>
- Verb tenses, date viewed: 2/04/2014, Ret: <http://www.englishpage.com/verbpage/pastperfect.html>
- Online Reading Comprehension, date viewed; 2/04/2014, Ret; <http://www.smic5022/exercisereadingcomp.html>

17. Resources

- SRA Labs (Developmental box)

18. Special Note

- Attendance is compulsory.
- The Reader is purchased at the NUS Bookshop.
- All assessment tests are carried out in the last tutorial of the week.

Comments or suggestions concerning this course should be directed to Matafai Rooney Mariner and Mr Christopher Gounder, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN001
Course Title: ENGLISH SKILLS

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p style="text-align: center;">The course objectives were achieved</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p style="text-align: center;">The topics as allocated for the Course were all covered</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Students attended the classes and all assignments were completed and handed in on time. Their attitude and behavior in the classroom show enthusiasm although they require motivation and encouragement as most of them are second language speakers of English. They were also mentored on how to avoid plagiarism as referencing and acknowledging sources is a skill not taught not drilled at High school level.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The resources are adequate with new materials used from the internet (refer to course references) as extra materials for students to use. The SRA labs have been a very effective tool for reading and Vocabulary building</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>The course can be improved by using new activities (for reading, writing and speaking) when next offered and continuous use of SRA labs from this HEN001 to HEN002. The Course Reader needs to be revised with more marks of the course work allocated to speaking and reading skills. In addition, the course should use more audio, visual material to help with skills such as pronunciation, asking and answering of questions, dialogues in English.</p>

COURSE TITLE: Advanced English Skills

COURSE CODE: HEN002

PROGRAM TITLE: Bridging course – Non Award

1. Course Objectives

By the end of this course students should be able to read, write and speak in English at an advanced level. They should be well prepared to apply their reading, writing and oral skills to selected materials that will prepare them for HEN003 Progressive English.

2. Range statement

This course provides students with advanced exercises in reading, writing and speaking that will enable them to meet the academic requirements for studying in the English language. It prepares students for skills and activities in HEN003 Progressive English.

3. Relationship to National standard competencies

This course is designed in accordance with the Samoa Qualifications Framework Outcome Level Descriptors and Qualifications Definitions as per SQA policies June, 2009.

4. Course Delivery Structure

This course is delivered four hours per week over 14 weeks excluding hours for independent learning. There 3 tutorials and 1 lecture.

5. Nominal duration

Contact hours 56 (4x14 weeks)

Independent learning hours 70 (5x14 weeks)

Total 126

6. National Standard Data

Level: 3 Credit value: 13

7. Entry Requirements

Students must pass HEN001

8. Co-requisite

HEN001

9. Underpinning Skills and Knowledge

Skills concerned are reading, listening, sentence construction and application of parts of speech in writing and speaking. Students must also be able to write organised materials such as reports, letters of business and personal writing.

10. Learning Outcomes

By the end of the course students should be able to achieve the following learning outcomes:

- i. Use and apply tenses correctly in speaking and writing so that they can apply to everyday English use in the classroom and relevant situations
- ii. Apply the Subject-verb agreement structure in sentences to form meaningful and appropriate expressions in speaking and writing
- iii. Read, analyse, understand and appreciate selective materials with the use of SRA labs to help build vocabulary and understanding of the English language
- iv. Develop effective communication skills during tutorials in answering and asking questions in English.
- v. Listen attentively and give selective facts in oral reports and in writing based on the content of given material.
- vi. Use vocabulary accordingly in their form and function using appropriate tenses and parts of speech in their writing and speaking.
- vii. Know and link sentences to form paragraphs using appropriate transitional words.
- viii. Use and apply punctuations correctly in writing.
- ix. Brainstorm and select relevant ideas on a given reading, talk and presentation.
- x. Boost understanding and vocabulary through reading materials using the SRA labs
- xi. Describe and explain a film and give feedback on elements such as characters, plot, themes, as well as a general appreciation of the content of a film.

11. Teaching and Learning Strategies

Lectures, Tutorials, Group Discussions, Audio-Visual Session (Language Lab)

12. Assessment Methods

Assessment methods will be on the spot class activities mostly, consisting of three tests, three assignments, an oral presentation and continuous reading activities using the SRA labs.

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE
Personal reflection	i, ii, vi, vii,	5%
SRA labs	iii, vi, x	10%
Grammar test	i, ii, vi, vii, viii,	5%
Reading test	ii, iv, viii,	5%
Oral test	i, ii, iv,	5%
Letter writing	iii, vi, vii, viii, I, ii	5%
Film (writing) description	i, ii, vii, xi	10
Film (oral) description	i, ii, vi, ix,	5%
Total course work		50%
Final Examination		50%

13. Course Outline

Week	Topics	Activities	Assessments
1	<u>LECTURE 1</u> Course overview & expectations Unit 1: Meeting People	Reading comprehension activities, language activities	
2	<u>LECTURE 2</u> Grammar (revisited) Unit 2: Occupation	Reading comprehension activities, language activities (tenses and prepositions)	Personal Reflection writing (5%)
3	<u>Lecture 3</u> Subject ó verb agreement Unit 3: Liking Things	SRA labs (placing test and begin Power builders - 10 cards) 10%	SRA placement test SRA labs (10%)
4	<u>Lecture 4</u> Listening skills Unit 4: Disliking things	SRA [Power builders)	SRA labs (contd) Grammar test 1 (5%)
5	<u>Lecture 5</u> Reading skills Unit 5: Expressing Opinions	Writing sentences using terms from SRA cards SRA labs (contd)	(SRA labs contd)
6	<u>Lecture 6</u> Writing: Sentence construction Unit 6: travel	SRA cards Activities from C/Reader	(SRA labs contd) Reading test (5%)
7	<u>Lecture 7</u> Linking sentences / paragraphs Unit 7: sleep	SRA cards Activities from C/Reader	
8	<u>Lecture 8</u> Writing: letter & process writing Unit 8: Time	Activities from C/Reader Writing exercises: letters & process writing	Oral Reading test: Questions and answers. (5%)
9	<u>Lecture 9</u> Descriptive writing Unit 9: Disasters	Descriptive writing, language exercises, oral questioning and answers	Letter writing (5%)
10	<u>Lecture 10</u> Writing: film description Unit 10: Money	Viewing film: Shall we dance (subtitled film) Language activities from C/reader	Film description (10%)written form
11	<u>Lecture 11</u> Oral: film description Unit 11: Hopes	Giving an oral description of the film viewed Language and writing activities from C/reader	

12	<u>Lecture 12</u> Oral presentations: describing Unit 12: Myth or Truth?	Impromptu speaking as practise: (using one work topics)	Oral descriptions begin (5%)
13	<u>Lecture 13</u> Unit 13: Animals	Language activities as revision from C/reader	Oral descriptions (contd)
14	<u>Lecture 14</u> Exam outline Revision	Revision from past exam papers	
15	STUDY WEEK	STUDY WEEK	STUDY WEEK

14. Equipment required by student

Nil

15. Textbooks required by student

HEN002 Course Reader

16. References

- Tenses: The English Tense System, the English Club, date viewed; 2/04/2014, Ret; <http://www.englishclub.com/grammar/verb-tenses.htm>
- Grammar and Punctuation, date viewed 2/04/2014, Ret; <http://grammarbook.com/>
- Guide to Grammar and Writing, date viewed: 2/04/2014, Ret; <http://Webster.comnet.edu/grammar/>
- Online Reading Comprehension, date viewed; 2/04/2014, Ret; <http://www.smic5022/exercisereadingcomp.html>
- Reading Comprehension Worksheets, EnglishForEveryone.org -- Printable English Worksheets, Date viewed: 2/04/2014, Ret; <http://englishforeveryone.org/Topics/Reading-Comprehension.htm>
- The Resource Room, Date viewed; 2/04/2014, Ret <http://www.resourceroom.net/comprehension/index.asp>
- Verb tenses, date viewed: 2/04/2014, Ret: <http://www.englishpage.com/verbpage/pastperfect.html>

17. Resources

- SRA labs (Developmental box)
- Extra hand outs given (film descriptions)

18. Class Notes

- Attendance is compulsory. A medical certificate is required in case of illness.
- All tests will be carried out in the last tutorial of the week.

Comments or suggestions concerning this course should be directed to Matafai Rooney Mariner and Mr. Christopher Gounder, EFL: Department, National University of Samoa.

INDIVIDUAL COURSE REPORT

Course Code: HEN002
Course Title: ENGLISH SKILLS

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p style="text-align: center;">The course objectives were achieved</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p style="text-align: center;">The topics as allocated for the Course were all covered</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Students attended the classes and all assignments completed and handed in on time. They are also mentored to apply their skills from HEN001 to much more advanced English activities with skills in reading, writing and speaking. They have been counseled on the consequences of plagiarism and are also shown how to acknowledge sources. I see that these students have to apply the skills and knowledge from HEN001 to cope with the workload in HEN002. They show eagerness and enthusiasm in discussions as well as assessed activities because they show up.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>Generally, the resources were adequate with new materials used from the internet (refer to course references) as extra materials for students to use. The SRA labs have been a very effective tool for reading and Vocabulary building.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>The course can be improved by using new activities for reading, writing and speaking when next offered and continuous use of SRA labs till they enroll in HEN004. I feel there should be more marks allocated for course work with 60% for course work and 40% for the final exam. Students should be given more marks for oral English skills. There should be more use of audio-visual materials.</p>

COURSE TITLE:	Progressive English
COURSE CODE:	HEN003
PROGRAM TITLE:	Bridging Course - Non - Award

1. Course Objectives

By the end of this course, students should be able to develop competency in reading, writing, note taking, basic research skills and oral skills which will prepare them for success in HEN004 Foundation English, the compulsory course for all Faculties in the Foundation Certificate. In addition, basic components of English grammar and punctuation are included to address common difficulties students have with the English language since English is a second language for the majority of students.

2. Range statement

This course covers aspects of grammar, listening, reading, writing research and speaking. Through lectures and tutorials, discussions and explanations, students should be able to demonstrate the necessary skills relevant for effective reading and critical thinking through written work and oral expressions.

3. Relationship to National standard competencies

The course is designed in accordance with the Samoa Qualifications Framework Outcome Level Descriptors and Qualifications Definitions as per SQA policies June, 2009.

4. Course Delivery Structure

This course is delivered four hours per week over 14 weeks consisting of 1 hour lecture and 3 hours of tutorials, excluding hours for independent learning.

5. Nominal duration

Contact hours 56 (4x14 weeks)

Independent learning hours 70 (5x14 weeks)

Total: 126 hours

6. National Standard Data

Level: 3 Credit value: 13

7. Entry Requirements

PSSC / SSLC English grade 5 and Aggregate 16-18, HEN001, HEN002

8. Co-Requisite course

Nil

9. Underpinning Skills and Knowledge

The skills concerned are; grammar in terms of sentence construction, reading, speaking and writing: paragraphs and essays, note taking, library and basic research skills.

10. Learning outcomes

By the end of this course students should be able to achieve the following learning outcomes:
Construct correct grammatical sentences in oral and written expressions.

- i. Develop listening skills as needed for maximum understanding and communication, for note taking as in selecting main points and supporting details from lectures and tutorials.
- ii. Improve reading skills to increase speaking and writing vocabulary in anticipation of reading at higher levels which is 80% of the workload at University.
- iii. Write sentences and paragraphs that are unified, coherent and relevant.
- iv. Complete SRA lab activities satisfactorily which will contribute to an increasing vocabulary as well as improving reading, and writing skills.
- v. Produce planned, well-constructed and organized written work in a clear logical style, using correct expressions.
- vi. Students will brainstorm, plan, draft and edit their writing in specified assignments.
- vii. Conduct a basic research and demonstrate data collecting skills using library resources.
- viii. Develop confidence in speaking and answering questions during discussions at tutorials and lectures.
- ix. Value the importance of time management through timely submission of assignments and assessments as prescribed.

11. Teaching and Learning strategies

Lectures, tutorials and group discussions

12. Assessment methods

Assessments consist of 8 tasks. 6 of these tasks are done in class with two being as a research skill assignment.

Course Work Assessment Breakdown

ASSESSMENT METHOD	LEARNING OUTCOME	VALUE
Grammar test	i , ii,	5%
Listening test	ii, iii,	5%
Reading comprehension test	iii, v, vi, vii	5%
Paragraph writing skills	i, iv, vi, viii	5%
Library skills activity	viii, x,	5%
Essay	i, vii, vi, ii,	10%
Biography/ Book Review Research	viii, x, ix,	10%
Oral presentation	ix, vi,	5%
Total course work		50%

Final examination		50%
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13. Course Outline

week	Topics	Assessment
1	Course Outline: (refer to outline) Lecture 1: Communication / Grammar	
2	Lecture 2: Grammar (contd)	
3	Lecture 3: Listening skills	Grammar test 5% (last tutorial of the week)
4	Lecture 4: Reading Skills	Listening test 5% (last tutorial of the week)
5	Lecture 5: Paragraph writing skills	Reading test 5% (last tutorial of the week)
6	Lecture 6: Essay Writing	Paragraphs test 5% (last tutorial of the week)
7	Lecture 7: Research ó Biography <ul style="list-style-type: none"> • What is a Biography? • How to write a Biography • Discuss topics (refer to hand-out) Library Skills (refer to activity in Course Reader)	
8	Lecture 8: Research ó collecting information from sources <ul style="list-style-type: none"> • Newspapers / books / internet 	Expository essay 10% (last tutorial of the week)
9	Lecture 9: Research ó Referencing <ul style="list-style-type: none"> • In text reference • Bibliography (format) 	Library skills 5% (last tutorial of the week)
10	Lecture 10: Research ó Biography <ul style="list-style-type: none"> • Format and Outline of paper 	
11	Lecture 11: Research ó Biography <ul style="list-style-type: none"> • Editing for submission 	Biography due 10% (To be submitted during last tutorial of the week)
12	Lecture 12: Oral Presentations	Practise oral presentations
13	Lecture 13: No Lecture: oral Presentation Preparations	Oral presentations 5% (during tutorials)
14	Lecture 14: Exam Outline / Revision <ul style="list-style-type: none"> • Exam skills / time management 	Oral presentations (continued)
15	STUDY WEEK	

14. Equipment required by student

Nil

15. Textbooks required by students

- HEN003 Course Reader

16. References

Academic Skills: Giving an Oral Presentation, date viewed: 1/04/2014, Ret;
http://www.canberra.edu.au/studyskills/learning/oral?SQ_DESIGN_NAME=print

Expository Essays, Study guides and Strategies, Date viewed: 1/04/2014, Ret;
<http://www.studygs.net/wrtstr3.htm>

Grammarly: The World's Best Grammar checker; date viewed: 1/04/2014, Ret;
http://www.grammarly.com/?q=grammar&utm_source=Bing&utm_medium=cpc&utm_campaign=Search&utm_content=3011006091&utm_term=online%20grammar&matchtype=b

Homework Centre-Writing Skills, How to write a Biography, date viewed: 1/04/2014, Ret;
<http://www.infoplease.com/homework/wsbiography.html>

Paragraphs at ppt.com, How to write a Paragraph, date viewed: 1/04/2014, Ret;
<http://writing.pppst.com/paragraphs.html>

Tips on Writing an Expository Essay, Its time 4 writing, Date viewed: 1/04/2014, Ret;
<http://www.time4writing.com/writing-resources/expository-essay/>

17. Resources

- SRA labs (3A)

18. Class notes

Comments or suggestions concerning this course should be directed to Mrs Diana Betham-Scanlan, Course Coordinator, EFL Department.
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INDIVIDUAL COURSE REPORT

Course Code: HEN003
Course Title: PROGRESSIVE ENGLISH

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>The course objectives were achieved</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>Yes, all the planned topics were covered</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Overall, the students adjusted to the course requirements. They attended regularly and attempted all the tests and assignments were handed in on time. The materials used were mainly information from the Course reader and the lectures presented. Students participated and contributed to class activities and discussions. Their attendance and ability to show up to classes was a positive sign that they were eager to learn. In addition students were advised about the consequences of plagiarism, especially at university level.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The materials were adequate. Most of the lectures were based on the Course reader and extra materials from the internet (refer to references). The SRA labs proved an effective way to help the students with their reading and vocabulary building which they could use in their writing and speaking. An extra handout was taken from the internet for the major assignment which was the Biography students had to produce based on the topics given.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>This can be improved by first revising the course reader for the next time it is offered. Particularly adding notes and information on how to write a biography. The need for more new materials as references given suggest more activities which can be taken from the internet. This course should continue its focus on reading,</p>

	writing, speaking and note taking.
COURSE TITLE:	Foundation English
COURSE CODE:	HEN004
PROGRAMME TITLE:	Foundation Certificate

1. Course Objectives

On completion of this course students should be able to listen and record selective and accurate information during lectures and tutorials, read comprehensively, take notes and summarise selected reading materials. They will also analyse and evaluate the structure and content of selected texts, particularly the skill of identifying ideas, supporting evidence and examples, as well as write and present well-organised, unified and coherent academic essays, in addition to an oral presentation of a selected topic for research as part of their course requirements and practice time management skills in submission of assignments and exam preparations.

2. Range Statement

This Foundation English course will assist the students with various English Language skills and aspects of communication needed in their respective fields of study.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualification Framework Outcome Level Descriptors and Qualifications and Definitions as per SQA policies June, 2009.

4. Course Delivery

This course consists of 4 contact hours per week for 14 weeks.

Lectures ó 1 hour per week

Tutorials ó 3 hours per week

5. Nominal Duration

Class Contact:	56 hours (4 hours/week × 14 weeks)
Independent learning:	126 hours (9 hours/week × 14 weeks)
Total hours:	182 hours

6. National Standard Data

Level 4

Credit Value: 18

7. Entry Requirements

PSSC / SSLC Grade 1-4 English and Aggregate 4-15, HEN003

8. Co-requisite Course

Nil

9. Underpinning Skills and Knowledge

Students must effectively acquire the following skills and knowledge and be able to apply them to their studies:

- Listen selectively and translate information heard into understanding.
- Develop logical arguments from selected readings and synthesizing them with personal views in a coherent manner.
- Read academic texts proficiently using different techniques.
- Develop in-depth understanding of a range of texts.
- Produce paragraphs, regular essays and research writings in a mature, sophisticated style reflecting clear logical thinking.
- Speak confidently in seminars and discussions in front of an audience.

10. Learning Outcomes and Performance Criteria

Upon completion of this course, students should be able to:

- (i) Listen critically to maximize understanding.
- (ii) Explain how to use the alpha-numeric note taking system, used to take notes from texts.
- (iii) Summarise a text in their own words.
- (iv) Paraphrase a text while maintaining the meaning of the original passage.
- (v) Analyse a reading comprehension text.
- (vi) Answer questions based on the readings.
- (vii) Develop their vocabulary and grammar.
- (viii) Use correct punctuation marks in writing.
- (ix) Identify elements of a paragraph.
- (x) Write unified and coherent paragraph.
- (xi) Reference sources correctly using the Harvard System of Referencing.
- (xii) Write a well-structured expository essay.
- (xiii) Write a well-researched paper.
- (xiv) Speak with confidence to an audience.

11. Teaching and Learning Strategies

Face to face sessions via lectures, tutorials, group discussions and oral presentations.

12. Assessment Methods

This course consists of 50% course work assessment and 50% examination.

Learning Outcomes Assessed	Assessment Methods	Course Value
(v),(vi), (vii),(vi)	SRA Reading Comprehension Activities	10%
(ii), (iii), (iv),(x)	Article 1 ó Source: Internet Article 2 ó Source: Magazine (Note taking and summarizing each article)	10%
(ix), (x), (xii)	Expository Essay Writing	10%
(xi), (xiii)	Research Paper- Research Methodology, Abstract, Structure, Content, Referencing	15%

(i), (xiv)	Oral Presentation ó Presentation on research findings	5%
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13. Course Outline

Week	Topic	Learning objectives
1	Course Introduction/Expectations/ Listening/ Taking notes in Lectures	<ul style="list-style-type: none"> • Understand the Course Outline • Explain Course expectations • Explain the most appropriate method used to take notes in lectures. • Explain barriers to effective listening and how to overcome these barriers. • How to listen critically to maximize understanding.
2	Note taking from texts Summarising and paraphrasing	<ul style="list-style-type: none"> • Explain how to use the alpha numeric note taking system used to take notes from texts • Explain how to appropriately summarise and paraphrase texts. • Discuss the differences between summarizing, reviewing and paraphrasing.
3	Referencing	<ul style="list-style-type: none"> • Discuss the importance of the Harvard Note Taking system used in HEN004 • How to use the Harvard Note taking system with reference to a variety of source types.
4	Reading Comprehension Skills	<ul style="list-style-type: none"> • Explain how to approach a comprehension passage • Discuss the various types of reading comprehension questions.
5	Punctuation	<ul style="list-style-type: none"> • Discuss the various marks of punctuation and their importance • Explain how to use the various marks of punctuation. • Give appropriate examples of how and when each punctuation mark is used.
6	Paragraphs	<ul style="list-style-type: none"> • Discuss the importance of paragraphs • Identify the different types of paragraphs • Identify the different structures of a paragraph • Explain how to use transitional words
7	Essay Writing Process	<ul style="list-style-type: none"> • Explain how to write an expository essay

		<ul style="list-style-type: none"> Analyse samples of expository essays Analyse the different types of essays Explain how to write an expository essay Formulate ideas from a range of topics Critical thinking of a range of topics
8	Essay - Editing	<ul style="list-style-type: none"> Explain the importance of editing Explain how to edit your own writing Look at peer editing essays
9	Research Skills ó Topics/ How to collect information	<ul style="list-style-type: none"> Explain how to collect, synthesize and organize data. Identify a range sources of information and supplementary resources Explaining how to break down a topic
10	Research ó Abstract, Intro, Format	<ul style="list-style-type: none"> Explain how to review research information to understand what information is important. Analyse data and explain how to express ideas in own words. Understand the structure of research paper. Explain how to write a research paper.
11	Research ó format, in-text referencing , bibliography	<ul style="list-style-type: none"> Explain the consequences of plagiarism. Revise the Harvard System of Referencing.
12	Research-Format, Editing, Final Draft	<ul style="list-style-type: none"> Understand how drafting, proofreading and revision are a necessary part of the writing process. Identify punctuation, spelling and grammatical errors. Sentence structure
13	Oral Presentation	<ul style="list-style-type: none"> Demonstrate effective delivery methods. Discuss requirements of oral presentation assessment.
14	Examination Skills	<ul style="list-style-type: none"> Identify good and bad study habits. Identifying useful skills in the examination Explain examination format.

14. Equipment required by students

- Pens, pencils and paper.

- Access to a computer with Microsoft Word 2003/2007

15. Text Books Required by students

Course Reader

The HEN004 Course Reader is designed to ensure active involvement in the learning process rather than passive reading of information. Readings are provided for each topic with activities that should give practice for listening, reading, writing and speaking skills. It should also help students analyse and evaluate written texts and learn about what is required of students in an academic setting.

16. References

1. Academic Skills: Giving an Oral Presentation, date viewed: 1/04/2014, Ret; http://www.canberra.edu.au/studyskills/learning/oral?SQ_DESIGN_NAME=print
2. Davis, L and Mckay, S., 1996, *Structures and Strategies: An Introduction to Academic Writing*, MacMillan Publishers, Australia.
3. Expository Essays, Study guides and Strategies, <http://www.studygs.net/wrtstr3.htm>
4. Harvard Style Guide www.swinburne.edu.au/lib
5. <http://www.statpac.com/surveys/research-methods.htm>
6. Kennedy, M.L. and Smith, H.M., 1986, *Academic Writing – Working with Sources Across the Curriculum*, Prentice-Hall, INC. New Jersey.
7. Thurston, J., Candlin, C.N, 2002 *Exploring Academic English – A workbook student essay writing*. National Centre for English Language, Teaching and Research, Sydney.
8. Writing a research paper <http://writing.wisc.edu/Handbook/PlanResearchPaper.html>

17. Resources

SRA Boxes - Reading Comprehension activities

18. Special Notes

- Students are expected to come to class prepared to work
- Bring course reader, paper, pen/pencil
- All cell phones / ipods must be turned off
- Students are expected to participate in class discussions

Plagiarism

Plagiarism is a serious offence and is not tolerated. If students are found to have plagiarized, they will receive a zero mark for the first offence followed by a warning. A second offence will earn a zero mark and a referral to the Disciplinary Committee.

Comments or suggestions concerning this course should be directed to Mrs Diana Betham-Scanlan and Ms Maima Nanai- Pili Course Coordinators, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN004

Course Title: FOUNDATION ENGLISH

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <ul style="list-style-type: none">• Most of the objectives were achieved however there are a number of students who are deemed not yet competent in expressing their ideas through writing.
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <ul style="list-style-type: none">• All the topics listed in the course outline have been covered.
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <ul style="list-style-type: none">• Overall attitude is excellent.• Good attendance at tutorials and lectures with a small number of those who have missed classes, the majority of whom are those whose fees have not been paid.• Since most of the assessments are done in class, there have not been any problems with late submissions except for the final research project of 15% which impacts on the oral presentation of 5% which summarizes the research findings.
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <ul style="list-style-type: none">• Library – Limited resources for students to use.• Not enough computers in the library and the computer lab to cater for a large number of students.• There are activities given to students during tutorials to prepare them prior to any assessments they had.• The staff and department have been supportive in every way possible.
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <ul style="list-style-type: none">• Library resources to be upgraded.• More computers for students to access additional information and readings online that relates to the course.

- Define, explain, describe and identify elements of oral literature. Identify and analyse various forms of oral literature and narrate stories, folktales, myths and legends.
- Define poetry and identify and understand various elements of poetry. Describe and explain content and structure of poetry. Analyse selected poems according to various elements studied.
- Define the short story, identify and analyse various elements of the short story. Understand content and structure of the short story. Analyse selected stories according to various elements studied.
- Identify the various elements of drama. Understand the content and structure of drama. Analyse selected drama, and relevant pieces according to various elements studied.
- Identify, define and analyse various elements of the novel. Understand content and structure of the novel. Analyse selected novels according to various elements studied.

11. Teaching and Learning Strategies

This course is delivered through the application of a variety of teaching and learning strategies. Action based learning and experiential learning practices apply to the facilitation of learning activities in this course. In particular lecturing, group discussion, tutorials, as well as a public performance of drama presentations and other literary forms at the English and Foreign Languages Night.

12. Assessment methods

Assessments consist of 8 tasks. 7 of these tasks are done in class with one being an oral presentation. Students are also assessed in another performance during EFL night.

LEARNING OUTCOME	ASSESSMENT METHOD	VALUE
i	Oral Presentation	8%
ii	Poetry Writing	3%
iii	Poetry Essay	8%
iv	Drama Essay	8%
v	EFL Night	2%
vi	Novel Quiz	5%
vii	Novel Essay	8%
viii	Short Story Essay	8%

13. Course Outline

Week	Topic
1	Course Outline/Literature in General Lecture 1: Course Overview

2	Lecture 2: Oral Literature Myths/Legends/Fagogo ó Tutorial Activities
3	Lecture 3: Poetry Elements and samples of different poems - Tutorial Activities
4	Lecture 4: Poetry Analysis of Drama- Tutorial Activities
5	Lecture 5 Drama Elements of Drama- Tutorial Activities
6	Lecture 6 Drama Analysis of Drama- Tutorial Activities
7	Lecture 7 Novel Elements of Novel- Tutorial Activities
8	Lecture 8 The Novel Analysis of Book One- Tutorial Activities
9	Lecture 9 The Novel Analysis of Book Two- Tutorial Activities
10	Lecture 10 The Novel Analysis of Book Three- Tutorial Activities
11	Lecture 11 Short Stories Elements of Short Stories- Tutorial Activities
12	Lecture 12 Short Stories Analysis of Short Stories- Tutorial Activities
13	Lecture 13 Revision of Elements of Literature Question and Answer Session- Tutorial Activities
14	Lecture 14 Exam Format Types of Questions and what is needed in answers- Tutorial Activities
15	STUDY WEEK

14 .Equipment required by student

Nil

15. Textbooks required by students

HEN005 Course Reader (which also contains, required plays, short stories and a novel)

16. References

Beckerman, B, 1979, Dynamics of Drama: Theory and Method of Analysis, Drama Book Specialists: New York

Cooke, E.V., 1908, Impertinent Poems, Dodge Publishing Company: London

Forster, E.M, 1954. Aspects of the Novel, Harcourt: New York

Griffith, K, Junior., 1982, Writing Essays about Literature: A Guide to Style Sheet (2nd edition), University of North Carolina: Greensboro

Hamilton, E & Livingston, J, 1990, Form and Feeling: Poetry for Senior Students (2nd edition), Longman: London

Lay, G, 2002, The Town on the Edge of the World: New and Selected stories, Tandem Press: NZ

The Academy of American Poets: <http://www.poets.org/poems>

Emily Dickinson: <http://www.cwrl.utexas.edu>

Poem Analysis ó Sylvia Plath Biography: <http://www.alllands.com>

Sparknotes Study Guides: <http://www.sparknotes.com>

Guidelines for Writing Essays in Literature, Gail Kluepfel:

http: www.auburn.edu/~mitrege/

http: www.sunset.backbone.olemiss.edu

<http://www.js.spokane.wa.us/>

<http://www.english-literature.org/essays/studying.html>

17. Resources

Selection of Novels

The Leaves of the Banyan Tree: Albert Wendt

The Chocolate War: Robert Cormier

Selection of Drama

The Raisin in the Sun: Lorraine Hansberry

Educating Rita: Willy Russell

Death of a Salesman: Arthur Miller

18. Special Notes

Students are expected to come to class prepared to work.

Students must bring Course Reader, paper, pen/pencil and turn off cell phones/iPods, whilst in class.

Students are expected to participate in class discussions and will be called on for answers/examples.

Students must attend 3 tutorials and 1 lecture every week

Comments or suggestions concerning this course should be directed to Mrs Diana Betham-Scanlan, Course Coordinator, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN005

Course Title: Introduction to Literature

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>The course objectives were achieved.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>All the topics were covered. Not only did we study Drama but we also acted it out. In other words we did a little more than was required.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>The overall attitude was excellent. Students attended class regularly and enjoyed attending. They were also punctual to class. Students were mostly enthusiastic especially during drama performances, poetry writing and other activities. Students attended class regularly as well as lectures. In preparation for EFL night, many students went the extra mile by preparing and practicing, even outside class hours. The EFL night was of high standard, which also resulted in many positive comments.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>All the resources were provided. The short stories, poetry, plays, and novel are all in the course reader.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>The introduction of new plays and poetry into the course would expose the students to the works of new poets and artists, especially Pasifika artists. I would also recommend that not only drama analysis and reading take place in classes, but also performing parts of these plays within their own tutorial groups. This will allow the students to understand and feel the reality of these works. Printing costs would be the expenses incurred by the Department.</p>

COURSE TITLE:	Business English
COURSE CODE:	HEN100
PROGRAMME TITLE:	Bachelor of Arts, Bachelor of Commerce

1. Course Objectives

The course provides students with the communication skills in English, as required in a business environment. It covers aspects of reading, writing, speaking, thinking and listening, and recognizes the need for clear communication, both oral and written, in the business and professional world. The course is also a practical approach to acquiring social skills which are relevant to the industry.

2. Range Statement

This course will focus on problems in communication, possible solutions, and writing practices related to the business community.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4. Course Delivery Structure

This course will be delivered as follows: 3 hours per week over a 14 week period. (Students are expected to study for 8 hours per week on their own).

Lectures ó 2 hours per week

Tutorials ó 1 hour per week

5. Nominal Duration

Class Contact:	42 hours	3 hours per week x 14 weeks
Independent learning	112 hours	8 hours per week x 14 weeks
Total Hours	154 hours	

Student will be expected to:

- Read relevant chapters before and after lectures
- Revise notes from lectures and tutorials
- Prepare for weekly quizzes, in class tasks and research for major assignment

6. National Standard Data

Level: 5

Credit Value: 15

7. Entry Requirement:

HEN 004, Mature entry or equivalent.

8. Co-requisite courses

Nil

9. Underpinning skills and knowledge

In order to pass this course, students must have the following:

- Good listening skills
- Communication and interpersonal skills
- A clear understanding of business practices
- Success at university is determined by students' reading and writing skills which affect assessments as well as leading to better understanding and more effective learning in their studies.

10. Learning Outcomes

By the end of this course, students will be able to:

- (i). Identify problems relating to effective communication in both oral and written forms discriminating between vernacular and formal business language. Have the ability to write and edit information.
- (ii). Plan and conduct meetings, give clear orders and instructions, organize and lead group discussions, be familiar with different roles (chairperson, secretary, participant etc.).
- (iii). Prepare for different forums of speaking (formal, impromptu), organize, participate in a debate correctly, use telephones as an effective tool in the workplace and learn key aspects of time management.
- (iv). Be effective listeners, use information communication technology, be sensitive to cultural differences and send/receive messages, which are effective and contextual to the audience.
- (v). Write clearly using appropriate format (for example notices), avoid common grammatical errors, give clear instructions to colleagues, and use memos to communicate in a precise and concise manner.
- (vi). Select, produce and present appropriate types(s) of reports (long or short), according to the terms of references given. Graphics and interpretation of simple statistics included.
- (vii). Write a formal proposal, prepare a tender document, edit and avoid common writing errors.
- (viii). Prepare curriculum vitae (CV), write suitable covering letter(s), newsletters, and business letters. Answer and ask appropriate questions during interviews, and evaluate post interview performance(s).
- (ix). Read and differentiate between facts and opinions, recognize common errors of reasoning, take notes and summarize accurately.
- (x). To enhance business practice(s) using advertising, as an effective marketing tool, be able to understand business products and services.
- (xi). To understand business and finance language.

11. Teaching and Learning Strategies

Face to face sessions via lecturers, tutorials, group discussions and oral presentations.

12. Assessment Strategies

Assessment Methods	Learning Outcomes	Course Value
Quizzes (10)	(i) (ii) (iii) (iv) (v)	10%
Tasks (4)	(i) (ii) (iii) (iv) (v) (vi) (vii)	20%
Major assignment (1)	(iv) (v) (vi) (vii) (viii) (ix) (x)	20%
Final Examination		50%

13. Content Outline

Week	Topic
1	Course overview/communication process in business.
2	Verbal & Non-verbal communication/Time Management.
3	Reading, information & media/Reading for note-taking & summarizing.
4	Listening & communication/Intercultural & international communication.
5	Giving talks ó impromptu & formal/Debating ó formal.
6	Clear technical writing & memos/Written instructions & notices.
7	Report writing ó short reports including statistics & graphics/Long reports.
8	Proposal Writing/Types of proposals.
9	Curriculum vitae, types of cvs/Application letters ó types of letters.
10	Interviewing ó the job interview/Different types of interviews
11	Advertising/Language register & jargon
12	Formal writing sessions.
13	Formal writing sessions.
14	Course overview, revision for exams, grammar blitz

14. Equipment required by students: Nil

15. Textbooks required by student

- Students are expected to purchase the HEN 100 course reader which is available from the university bookshop.
- Supplementary materials supplied by lecturers.

16. References

Chase, O'Rourke, Smith et al, 1995, *Effective Communication in New Zealand*, Longman, New Zealand.

De Beaugrande, R., 2002, *User friendly communication skills in the teaching and learning of Business English*, Vol. 19. Issue 4, 15 December, 2000, pp. 331 ó 349.

[http://www.dx.doi.org/10.1016/S0889 ó 4906 \(98\) 00031 ó 3](http://www.dx.doi.org/10.1016/S0889 ó 4906 (98) 00031 ó 3). Date Viewed: 31 March, 2014.

Dwyer, J., 2000, *The Business Communication Handbook 5th edition*, McPherson's Printing Group, Maryborough, Victoria, Australia.

INDIVIDUAL COURSE REPORT

Course Code: HEN 100

Course Title: BUSINESS ENGLISH

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <ul style="list-style-type: none">• All the course objectives were achieved.
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <ul style="list-style-type: none">• All course content was covered.
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <ul style="list-style-type: none">• Usually students attend and are punctual. There are a few who miss classes owing to course clashes or for other personal reasons.• The use of cell phones in class can be a distraction to both lecturers and students alike.• Students also need to read their course material before and after lectures, and be better prepared for classroom assignments, discussions and activities.
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate.</i></p> <ul style="list-style-type: none">• Generally yes. However, it would be ideal if a few more reference books were available for lecturers and students. These should be purchased by the Library.• Workbooks for purchase (by students) would be a welcome addition. These could be sold in the Bookshop. .
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <ul style="list-style-type: none">• If possible, it would be ideal to have two tutorials instead of one, as students require a lot of practice in writing in order to improve their writing skills in English.

COURSE TITLE:	Introduction to Literary Studies
COURSE CODE:	HEN101
PROGRAM TITLE:	Bachelor of Arts

1 Course Objectives

This course has been designed to introduce students to the study of literature and associated critical practices at degree level and to assist them in developing techniques for reading closely and writing clearly. It also aims to develop the skills of students in analyzing selected texts from different genres to the appropriate academic level as well as the development of the students understanding of the functions and importance of literature in society. It will also introduce students to the variety and scope which the discipline offers as well as a grounding in the required skills which will assist them with the enjoyment of literary studies at the higher academic levels.

2 Range Statement

This course will focus on the literary genres of oral literature, short story and novel, drama and poetry using selected pieces from across Oceania as well as other countries, especially those belonging to the Commonwealth. It will require close reading and analysis of required texts in the appropriate research essay format, acknowledging all sources referred to, both in-text and in a final bibliography. Participation in tutorials is expected as well as group activities such as dramatic enactment of selected scenes from the set plays.

3 Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June 2009.

4 Course Delivery Structure

This course is delivered for 3 hours per week over 14 weeks.

Lectures ó 2 hours per week

Tutorials ó 1 hour per week

5 Nominal duration

Class contact:	42 hours
Independent learning	78 hours
Total hours	120 hours

6 National Standard Data

Level: 5 Credit Value: 12

7 Entry Requirements

HEN004 & HEN005, Mature entry or equivalent

8 Co-requisite course: Nil

9 Underpinning Skills and Knowledge

Students must have extremely good communication and reading skills for this course as well as the ability to research effectively and write comprehensive literature essays which

demonstrate understanding of the literary genres and techniques which they are examining in the selected texts.

10 Learning Outcomes and Performance Criteria

By the end of this course, students will be able to:

- i) Discuss the general aims and objectives of the course.
- ii) Analyse dramatic features with regards to settings, backdrops, plot-curve, development and importance of conflict, dialogue and characterization, delineation of themes and other dramatic features of the selected plays.
- iii) Perform with other students in small groups selected scenes from the chosen plays and analyse in a written essay the dynamics of conflict that emerge.
- iv) Be able to discuss the major features of performance and story in oral literature.
- v) Analyse selected samples of oral literatures from various societies across the Pacific and the Third World for literary features such as story line or plot, metaphor, irony, symbolism and motif.
- vi) Analyse the narrative techniques and development in each selected novel.
- vii) Compare and contrast characterization, settings, themes and symbols as well as identifying internal and external conflicts in the development of character in addition to the creation of a believable universe in the narrative.
- viii) Analyse and evaluate selected short stories for type as well as narrative technique, characterization, symbol, irony, settings and themes.
- ix) Be able to discuss in groups the use of particular words to evoke ideas and emotions related to themes.
- x) Read, analyse and discuss selected poetry with a view to understanding poetic elements and techniques displayed in the chosen poems.

11 Teaching and Learning Strategies

Face to face sessions via lectures, tutorials, individual consultation and mentoring as well as group discussions, oral presentations and dramatic group performances involving role play, dialogue and recitation.

12 Assessment Methods

Assessment Methods	Learning Outcomes	Value
Major Assignment 1 ó Group Drama and written analysis	i, ii, iii	15%
In-class Test 1	iv, v	10%
Major Research Assignment	vi, vii	15%
In-class Test 2	viii, ix	10%
In-class Test 3	x	10%
Final Examination	i, ii, iv, v, vi, vii, viii, ix, x	50%

13 Content Outline

Week	Topic
1	Overview of course; introduction to aims and objectives as well as assessment
2, 3 & 4	The background to drama, the unexploded bomb of literature, dramatic aspects, techniques of the selected plays and the importance of conflict, both internal and external
5 & 6	The importance of oral literature especially for Pacific societies; analysis and discussion of selected samples from across the region and further afield
7, 8 & 9	Approaches to the novel; elements of the narrative and associated techniques, characterization, conflicts, settings, themes, symbols, irony
10 & 11	Analysis and comparison of selected short stories from the Pacific and beyond
12, 13 & 14	The dynamism of poetry; analysis of selected pieces from particular poets from the Pacific, Australasia and other Commonwealth countries. Fundamentals such as poetic elements and techniques as well as form to be covered

14 **Equipment required by students:** Nil

15 Textbooks required by students

Course Readers and supplementary materials provided

16 References

- Abrams, M.H, 1981, *A Glossary of Literary Terms*, 4th Edition, CBS Publishing Japan.
- Allison, A. (et al)., 1983, *The Norton Anthology of Poetry*, Third Edition, Norton, USA.
- Alpers, A., 1986, *The World of the Polynesians*, Oxford University Press, Great Britain.
- Baylor, R. and Stokes, B., 1978, *Fine Frenzy: Enduring themes in Poetry*, McGraw Hill, New York.
- Beaty, J., & Hunter, J. P., 1998, *The Norton Introduction to Literature*, Shorter Seventh Edition, W.W.Norton & Company, New York.
- Bennett, A. & Royle, N., 2009, *An Introduction to Literature: Criticism and Theory*, Fourth Edition, Pearson Education Limited, Great Britain.
- Conrad, J., 1990, *Heart of Darkness and Other Tales*, Oxford University Press, Great Britain.
- Cross, I., 1984, *The God Boy*, Penguin Books, Great Britain.
- Dutton, R., 1984, *An Introduction to Literary Criticism*, Longman York Press, England.
- EFL Department, 2001, "Writing Guide for Enrolled Students in English Literature Course", Handout, National University of Samoa, Apia.
- EFL Department, 2001, "Short Story Anthology", Handout, National University of Samoa. (Includes: *A Talent* and *Prospecting* by Albert

Wendt, *Queen Bee and Kingfisher Come Home* by Witi Ihimaera, *The Doll's House* and *Six Years After* by Katherine Mansfield, *Funeral Seekers* by Sano Malifa, *Winter Garden* by Janet Frame, *The Loners* by O.E.Middleton, *In the yard and around the House* by Herb Wharton, *Man-man* by V.S.Naipaul, *Poison* by Roald Dahl).

- Finnegan, R. and Orbell, M., 1995, *South Pacific Oral Traditions*, Indiana University Press, Indianapolis.
- Fox, A. (ed), 1999, *How to Study Literature in English*, University of Otago Press, Dunedin.
- Kamali, D., 2011, *Tales, Poems and Songs from the Underwater World*, Anahera Press Limited, Auckland, New Zealand.
- Leonard, J., (ed), 1994, *Seven Centuries of Poetry in English*, 3rd Edition, Oxford University Press, Melbourne, Australia.
- Mila, K., (ed), 2010, *SOMET/HINGW/ORTHR/EADING*, South Auckland Poets Collective, Auckland.
- Miller, A. 2011, *All My Sons*, Penguin Books Limited, New York.
- Moyle, R., 1981, *Fagogo: Fables from Samoa in Samoan and English*, Auckland University Press, Auckland.
- O'Sullivan, V., 1985, *Shuriken*, Victoria University Press, Wellington, New Zealand.
- Roberts, A.M., 1994, *The Novel- From its origins to the Present Day*, Bloomsbury, London.
- Shaffer, P., 1983, *Three Plays: Equus, Shrivings and Five Finger Exercise*, Penguin Books, Great Britain.
- Thaman, K.H., 1993, *Kakala*, Mana Publications, Suva.
- Tusitala-Marsh, S., 2009, *Fast Talking PI*, Auckland University Press, Auckland, New Zealand.
- Wendt, A. (ed), 1995, *Nuanua: Pacific Writing in English since 1980*, Auckland University Press, Auckland.
- Wendt, A., Whitiri, R., & Sullivan, R., (eds), 2010, *Mauri Ola: Contemporary Polynesian Poems in English – Whetu Moana II*, Auckland University Press, Auckland.
- <http://www.britannica.com/EBchecked/topic/421071/novel>
- <http://www.infoplease.com/encyclopedia/entertainment/novel.html>
- <http://www.poetryfoundation.org/>
- <http://www.short-stories.co.uk/>
- <http://www.dramaonlinelibrary.com/>

17 **Resources:** Nil

18 **Special Notes:** Nil

Comments or Suggestions concerning this course should be directed to Dr. Sina Vaai , EFL Department.

INDIVIDUAL COURSE REPORT

COURSE CODE: HEN101

COURSE TITLE: Introduction to Literary Studies

1.	<p>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach copy of the course outline and matrix) Yes, the course objectives listed below as on the course outline were achieved.</p> <p><u>COURSE OBJECTIVES:</u> To introduce students to the study of literature and associated critical practices at degree level and to assist them in developing techniques for reading closely and writing clearly. To analyse selected texts from different genres in-depth to the appropriate academic level To develop an understanding of the functions and importance of literature in society. To introduce students to the variety and scope which the discipline offers as well as a grounding in the required skills which will assist them with the enjoyment of literary studies at the higher academic levels.</p>
2.	<p>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students? No topics that were planned for the course were left out.</p>
3.	<p>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was student attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc, or discipline problems? Overall, the attitude of students in the course is positive and enthusiastic. However, in particular cases where individual students miss lectures and tutorials, skip tests and fail to hand in assignments the invariable result is negative and in some cases, these students repeat and do well on the second go.</p>
4.	<p>Were the resources and support provided by the department for this course adequate? Please elaborate Demands for extra photocopying fluctuate as student numbers vary from year to year. Fortunately, despite the very minimal operational budget allocated for the department, the demand is usually met. The purchase of new materials and texts are limited by these financial constraints.</p>
5.	<p>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented? See comment for No.4 above regarding the purchase of new materials and texts.</p>

COURSE TITLE: INTRODUCTION TO LANGUAGE STUDIES

COURSE CODE: HEN 102

PROGRAM TITLE: BACHELOR OF ARTS

1. Course Objectives

This course is designed to introduce students to language studies with particular focus on the English language. The linguistic knowledge and information acquired by students in this course can be applied to other language courses that use English as the medium of instruction. Students will recognize the basic units of the English language and be able to develop an understanding of the principles that govern the construction of words and sentences. They will learn the International Phonetic Alphabet (IPA) and be able to master the sounds of the English language to assist in the correct pronunciation of words. Moreover students will develop competency in using proper English structure in any social situation and in their oral and written expressions.

2. Range Statement

This course will focus specifically on English phonetics, phonology, morphology, basic syntax, semantics, language acquisition and some language issues. Students will be given exercises to enhance their linguistic knowledge on the four categories of language studies in order to recognize the value of learning English as a second language. In addition, they will be able to apply what they learn in this course to their areas of study.

3. Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF Policies 2012.

4. Course Delivery Structure

This course is delivered 3 hours per week in 14 weeks.

Lectures ó 2 hours per week x 14 weeks

Tutorial - 1 hour per week x 14 weeks

5. Nominal duration

Class contact ó 42 hours (3 hours per week x 14 weeks)

Independent learning - 84 hours (6 hours per week x 14 weeks)

TOTAL 126 hours

6. National Standard Data

Level: 5 Credit value 13

7. Entry Requirements

HEN 004, mature entry or equivalent.

8. Co-requisite course

HEN 106

9. Underpinning Skills and Knowledge

Students must have good listening, oral/speech and written skills. Student success at University is determined by students' speaking, reading and writing skills in their assessments and communication of ideas during discussions which leads to better understanding and comprehension of language principles in relation to their duties.

10. Learning Outcomes and Performance Criteria

By the end of this course students should be able to:

- (i) Identify English speech sounds
- (ii) Transcribe English orthography to phonetic symbols and vice versa.
- (iii) Recognise word classes and their functions.
- (iv) Draw phrase structure trees for sentence analysis.
- (v) Analyse sentences into form and function
- (vii) Pinpoint language issues and their role in language studies.
- (viii) Differentiate between spoken and written language and their distinctive features.
- (ix) Define different terms in language studies.
- (xi) Use correct grammatical sentences in speech and writing.

11. Teaching and Learning Strategies

Face to face communication during lectures and discussion groups in tutorials as well as consultation hours.

Group discussions and oral reports from student reps for each group.

Practise transcribing from Standard English orthography to phonetics and vice versa.

Class participation in practice drawing phrase structure trees.

12. Assessment Methods

Assessment Method	Learning Outcome	Value (%)
Test 1 ó Written	(i) (ii) (iii) (iv) (v)	20 %
Test 2 ó Written	(vi) (vii)(viii) (ix) (x)	
Assignment 1- Written ó practical exercises	(i) (ii) (iii) (iv) (v)	30%
Assignment 2 ó Written-definitions/ Analysis of sentences.	(vi) (vii) (viii) (ix) (x)	
Final Exam	(i)- (x)	50%
TOTAL		100%

13. Content Outline

Week/Session #	Topic/Event/Activity
1	Introduction to the aims, objectives, and assessments of the course. What is Language? Oral and Written language.
2	Sounds of Language ó Students are introduced to phonetics, the IPA and identifying speech sounds.
3	Articulatory phonetics/ Speech apparatus and how sounds are articulated.
4	Phonology- students identify phoneme, phone, allophones and complementary variation.
5	Morphology ó students are introduced to morphology- the structure of words- morpheme types, morphological processes.
6	Syntax ó students are introduced to phrase structure trees, analysis of sentences into constituents and draw rules for phrase structure constructions.
7	Syntax continued- students practice drawing phrase structure trees labeling the constituents and identifying the function of the constituents correctly.
MID SEMESTER BREAK	
8	Semantics-semantic properties, relations, connotations, denotations, homonyms synonyms and antonyms..
9	Semantics continued- identify gradable antonyms, relational antonyms.
10	Language in Social Contexts- Bilingualism and Multilingualism.
11	Language acquisition and development in children, theories of first language acquisition and second language acquisition.
12	History of the English language- changes in the language over the years from old English to Middle English to Modern English.
13	Language and Education- why language is important in education and how it hinders or develops a person's skills in speaking, reading and writing.
14	Revision and exam format
15	Study Week

14. Equipment required by students

Pens and paper

15. Textbooks required by students

Course reader, diagrams and tables are handouts to be given out during classes.

16. References

Aitchison J., 1999 *Linguistics An Introduction* 2nd Edition, Hodder and Stoughton Group, London.

Atkinson D., Kilby D., Roca I., 1982 *Foundations of General Linguistics*, George Allen and Unwin Publishers Ltd. London.

Blair D., Peter C., and Fromkin V., 1988 *An Introduction to Language*, Australian Edition, Harcourt and Brace Jovanovich Group Australia Pty Ltd, Sydney.

Chomsky N., 1965 *Aspects of the Theory of Syntax*, MIT Press, Cambridge.

Crowley T., 1990 *LL122 Introduction to Language Studies- study guide* 7th edition. Extension Services, USP, Suva.

Crystal D., 1997 *The Cambridge Encyclopaedia of Language*, Cambridge University Press, London.

— 1971 *Linguistics* Penguin Books Ltd, Middlesex.

Freeborn D., French P., Langford D., 1986 *Varieties of English; An Introduction to the Study of Language*, Macmillan Education Ltd, London.

Goddard C., 2005 *The Languages of East and South East Asia: An Introduction*, Oxford University Press, London.

Laver J., 1994 *Principles of Phonetics*, Cambridge University Press, London.

Lynch J., *Pacific Languages; An Introduction*, University of Hawaii Press, Honolulu.

admissions. ucsc.edu/Academics>Majors

en.wikipedia.org/wiki/Language_acquisition

linguistics.ucs.edu> Undergraduate

onlinelibrary.wiley.com>Language & Linguistics>Applied Linguistics

www.aclals.ulg.ac.be/

www.angl.hu-berlin.de/sec/als/appliedlanguagestudies.

www.brown.edu/academics/language-studies/

www.english.com/learn-english-canada.

www.indiana.edu~dsls/

www.newschool.edu/public.../school-of-language-learning-teaching.

www.open.ac.uk/education-and-languages/main/

www.lsi-canada.com

www.hawaii.edu.sls

17. Resources

Data projector and laptop for presentation.

18. Special Notes

Comments or Suggestions concerning this course should be directed to Lafaitale Fualuga Taupi, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN 102

Course Title: Introduction to Language Study

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not?</i></p> <p>In general the course objectives were achieved and results of tests and assignments showed that.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>Content of the course was fully covered.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Students were very enthusiastic and interested in the course. The majority come to class regularly except for the few odd ones who have a poor attendance. Assignments were submitted on due dates except for those with medical certificates. Class discussions were very good with students opening up to voice their own individual opinions. There was no discipline problem.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The course reader was sufficient with the lecture notes provided in the library for them. The exercises in the reader were very helpful in understanding lecture notes.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>The course could be improved with the addition of websites for students to access and read or download notes from recent studies on the topics covered in the course. The only costs will be for them to cover the costs of photocopies or downloads of new information.</p>

COURSE TITLE:	WORLD LITERATURE IN ENGLISH 1
COURSE CODE:	HEN 103
PROGRAM TITLE:	BACHELOR OF ARTS

1 Course Objectives

This course has been designed to acquaint students with a theoretical frame in which literatures of the decolonized world operate. It analyses selected texts from the four genres of novel, drama, poetry and short stories in order to appreciate the common threads of post coloniality demonstrated by the selected texts. The focus of this course is on reading texts and critically analyzing and discussing findings in a formal academic essay.

2 Range Statement

This course will focus specifically on analyzing selected texts from different parts of the world that had been colonized and which are in the process of decolonizing. The literature to be studied is known as 'post-colonial literatures' written by local authors about their societies and the dilemmas they are facing because of colonialism. The themes emerging from the selected texts in different genres point to the common threads of post-colonial theoretical issues.

3 Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework Outcome Level Descriptors and Qualifications Definitions as per SQF policies June 2009.

4 Course Delivery Structure

This course is delivered 3 hours per week for 14 weeks.

Lectures - 2 hours

Tutorial 6 1 hour.

5 Nominal duration

Class contact - 42 hours (3x14)

Independent learning- 84 hours (6x14)

Total Hours -126 hours.

6 National Standard Data

Level: 5 Credit value: 13

7 Entry Requirements

HEN 005, mature entrant or equivalent.

8 Co-requisite course: Nil

9 Underpinning Skills and Knowledge

Students must have good listening, reading and writing skills. They must possess good analytical skills and have the ability and maturity to cope with the analysis of different texts. Students should also be able to discuss and critique some of the thematic concerns reflected in the writings of post -colonial writers.

10. Learning Outcomes and Performance Criteria

By the end of this course students should be able to:

- (i) Read different texts and understand the concerns of the authors
- (ii) Analyze texts and present their own opinions about the texts.
- (iii) Comprehend the genres discussed and relate issues to their own situations.
- (iv) Compare and contrast the selected texts in terms of themes, plot, characters, setting and symbolism.
- (v) Appreciate the texts studied in enhancing their understanding of the world they live in and the relationships to their lives.
- (vi) Enjoy reading and looking for the profound meaning of literature they read.
- (vii) Relate thematic concerns presented by the authors and be inspired to write creatively.
- (viii) Critique the writings of the authors of the texts studied in relation to post -colonial concerns.

11 Teaching and Learning Strategies

Face to face communication during lectures and discussion groups during tutorials and consultation hours.

12 Assessment Methods

Assessment Method	Learning Outcome	Value (%)
Tests 1 and 2	(i) (ii) (iii) (iv) (v) (vi) (viii)	20%
Assignments 1 and 2	(i) (ii) (iii) (iv) (v) (vi) (vii) (viii)	30 %
Final Examination	(i) ó (viii)	50%
TOTAL		100%

13 Content Outline

Week/Session #	Topic/Event/Activity
1	Introduction to aims, objectives and assessment. Introducing the theoretical framework ó Post óColonial Literature/ Drama- <i>Sera's Choice</i> (Vilsoni Hereniko)óinter-racial marriage.
2	Drama ó <i>A Child for Iva</i> - (Vilsoni Hereniko)- teenage pregnancy- cultural/religious dilemma.
3	<i>Kullark</i> (Jack Davis) óaboriginal plight in the hands of colonials.
4	Drama ó <i>The Lion and the Jewel</i> (Wole Soyinka)- tradition and modernity
5	Novel ó <i>Pouliuli</i> (Albert Wendt) Samoa- the Va
6	Pouliuli continued then introduce novel - <i>Green Days by the River</i> (Anthony) Youth and Caribbean Identity.
7	Green Days continued then introduce novel - <i>Joys of Motherhood</i> (Buchi Emecheta) - the role of women in African society.
Mid Semester Break	
8	Novel ó Joys of Motherhood -finish
9	Short Stories- Introduction óstories in translation from Samoa and stories written in English about Samoa and the Pacific islanders.
10	Short Stories from New Zealand and Australia by indigenous people and non -indigenous people.
11	Short Stories from Asia and the Caribbean
12	Poetry ó introduction to Pacific and New Zealand poets
13	Poetry óAustralasia and African poets
14	Revision and exam format
15	Study Week

14. Equipment required by students

Pens and paper

15. Textbooks required by students

Novels, drama, short story anthologies and poetry handouts will be distributed for reading before the start of each genre.

16. References

Anthony M., *Green Days by the River*, Heinemann Publications Oxford.

Davis J., 1982 *Kullark: The Dreamers*, Currency Plays Pty Ltd. Paddington.

Emecheta B., 1979 *The Joys of Motherhood*, Heinemann Educational Books, Oxford.

Hereniko V., *Two Plays: A Child for Iva; Sera's Choice*, Mana Publications, Suva.

Munro A., *Selected Stories*, Vantage, Ontario.

Naipaul V.S., 1959 *Miguel Street: A collection of Short Stories*.

Page G., 1996 *The Great Forgetting*, Aboriginal Studies Press, Perth.

Tolovae T., 1984 *The Shadows Within*, Penguin Books Auckland.

Tuwhare H., 1964 *No Ordinary Sun*, John MacIndoe, Auckland.

Wendt A., 1977 *Pouliuli* University of Hawaii Press, Honolulu.

Wendt A., 1984 *Shaman of Visions* Auckland University Press, Auckland.

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postcolonialstudies.emory.edu/albert-wendt/

savageminds.org/wp-content/image1 /our-sea-of-islands-epeli-hauofa.pd.

thelandhaseyes.org/director.html

www.abc.net.au/arts/ocean/sl/sl_pom.htm

wwwbookcouncil.org.nz/Writers/Profiles/Wendt,%20Albert

www.hawaii.edu/acm/faculty/vili.shtml

17. **Resources** Copies of drama, novels, Short story Anthology, Poetry handouts.

18. **Special Notes**

Comments or Suggestions concerning this course should be directed to Lafaitale Fualuga Taupi, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN 103

Course Title: WORLD LITERATURE IN ENGLISH 1

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>Yes all the objectives for the course were achieved. If there were any not achieved this was because some students have not completed the course or have withdrawn from the course.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>Content of the course was fully covered.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>On the whole students really enjoyed the course. They really found analysis of the different genres very interesting and related themes to their lives which made me realize that they have understood the texts. Some have expressed their appreciation for opening their eyes to post - colonial literature and how every part of the world has been affected with similar thematic concerns expressed by the authors.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>Yes the novels, short story anthology, poem booklet and plays were sufficient. Students were kept occupied with reading and analysis and comparing their views on the different genres. Activities and discussions in class showed their interest and reflected their understanding of the texts.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>The course materials supplied are sufficient however there is always room for new short stories and poems which can be used from all over the post-colonial world because they all share the same thematic concerns. The costs can be minimal because they can be just photocopied for use in class.</p>

7. Entry Requirement:

HEN 101.

8. Co-requisite courses: Nil

9. Underpinning skills and knowledge

In order to pass this course, students must have:

- The ability to analyze the various issues as expressed by the relevant authors.

10. Learning Outcomes

By the end of this course, students will be able to:

- (i) Discuss popular children's literature.
- (ii) Identify reasons for early childhood reading.
- (iii) Discuss changes in Children's literature.
- (iv) Compare traditional and modern tales, authors and illustrators.
- (v) Tell stories, recite nursery rhymes.
- (vi) Discuss the significance of modern day authors and their influence on young children/adults.
- (vii) Identify suitable pictures and illustrations for the young.
- (viii) Compare and contrast pictures and illustrations.
- (ix) Give origins of local examples and their uses.
- (x) Compare and contrast with universal types.
- (xi) Compare authors based on their (the authors') personal experiences.
- (xii) Give reasons why people need fantasy.
- (xiii) Identify the effects of adventures on boys.
- (xiv) Discuss the reality of novels, and their significance on audiences.
- (xv) Identify problems with literacy in their own communities, schools, etc.
- (xvi) Recommend corrective measures to assist students with reading problems.
- (xvii) Discuss the contribution of literature to the South Pacific.

11. Teaching and Learning Strategies

Face to face sessions via lecturers, tutorials, group discussions and oral presentations.

12. Assessment Strategies

Assessment Methods	Learning Outcomes	Course Value
Assignment 1	(ii) (iii) (xv)	10%
Assignment 2	(iv) (v) (xv) (xvi) (xvii)	15%
Assignment 3	(vi) (vii) (viii) (ix)	10%
Assignment 4	(x) (xi) (xii) (xiii) (xiv) (xv)	15%
Final Examination		50%

13. Content Outline

Week	Topic
1	Introduction to course/Overview: Importance of children's literature.
1	Classical fairy tales for children.
2	Significance of fairy tale stories to children & young adults.
3	Significance of pictures and illustrators in children's literature.
4	Traditional verses & rhymes ó their appeal, uses and value.
5	Significant contributions of selected children's literature works: eg Beatrix Potter, Maurice Sendax, Taro Yoshima etc. Classics in miniature.
6	<i>Goose Bumps</i> and Roald Dahl.
7	Fantasy stories for young adults, eg <i>The Hobbit</i> .
8	Adventure stories, eg <i>The Adventures of Tom Sawyer</i> .
9	Realism ó <i>The Secret Garden</i> .
10	Realism ó <i>The Silent One</i> .
11	Literacy through literature.
12	Children's literature in the South Pacific.
13	Modern poetry for children.

14. Equipment required by students: Nil

15. Textbooks required by student

- Students are expected to purchase Reader for HEN 104 from NUS's bookshop.
- Storybooks and Supplementary materials supplied by lecturer.

16. References

- 1) books.google.com.au/books/about/my_brown_bear_barney_at_the_party
- 2) Burnett, F.H., 1994, *The Secret Garden*, Penguin Group, New York.
- 3) Cowley, J., 1981, *The Silent One*, Whitcoulls, Christchurch, New Zealand.
- 4) EFL Department, 2004, *Course Reader, Children's and Young Adults' Literature*, National University of Samoa, Apia
- 5) Egoff, S., Stubbs, G., Ashley, R., and Sutton, W. (eds) 1996, *ONLY CONNECT- Readings on Children's Literature, 3rd edition*, Oxford University Press, Oxford.
- 6) Grimm, J., and Grimm, W. 1976, *Grimm's Fairy Tales*, Random House, New York.
- 7) http://www.books.google.com/books/about/babies_need_books.html?equaly_z_H_Fou9NgC
- 8) Lear, E., 1994, *Complete Nonsense*, Wordsworth Editions Limited, Hertfordshire.

- 9) Perini, R., 2002, *The Pearl in the Shell: Author's notes in multicultural children's Literature*, The Reading Teacher Vol.55.No.5, February
available: www.jstor.org/discover/10.2307/20205075
- 10) Saxy, M., and Winch, G., eds., 1988, *Give Them Wings – The Experience of Children's Literature*, The Macmillan Co of Australia, Melbourne, Australia.
- 11) [www.cadadass.info/.../children's literature/notes on writings for children](http://www.cadadass.info/.../childrens%20literature/notes%20on%20writings%20for%20children)
- 12) www.oxfordreference.com/view/10.10q3/acref-978095146561
- 13) www.ucalgary.ca/~dlcbrown/authors.html

17. Resources: Nil

18. Special Notes

Comments or suggestions concerning this course should be directed to Mrs Judy Pouono., EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN 104

Course Title: CHILDREN'S AND YOUNG ADULTS' LITERATURE

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>Yes, they were.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>No, they were not.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <ul style="list-style-type: none">• Most of the students attend classes, are punctual, hand in assignments on time, and pay attention during lectures.• Working students who arrive late can be a distraction.• Plagiarism is a problem at times. Students are cautioned and helped to correct the problem.
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate.</i></p> <ul style="list-style-type: none">• It would be ideal to have additional textbooks and a collection of films, if the budget allows.• Lecturer purchases additional reading material from second hand stores in town.• Lecturer also rents films using personal funds.• Sometimes films are loaned from other libraries at no cost.
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <ul style="list-style-type: none">• It would be ideal if a selection of cheap children's and young adults' books could be made available for sale at NUS' bookshop.

9 Underpinning Skills and Knowledge

Students must have good listening, speaking and writing skills. Students' success at University depends on how well they can put their skills to work in their assessments, communication of ideas and in discussions to show their competence in language principles and rules. Moreover students should be able to demonstrate their linguistic knowledge in their fields of study.

10. Learning Outcomes and Performance Criteria

At the end of this course students should be able to:

- (i) Identify language families of the world especially the origins of the English and Samoan languages.
- (ii) Compare and Contrast features of English and Samoan languages óphonetics, morphology, structure, translatability etc.
- (iii) Analyze sentences into phrase constituents for both English and Samoan.
- (iv) Recognize language changes and types of changes in both Samoan and English.
- (v) Display linguistic competence in discussions, assignments and seminar presentations.
- (vi) Use language effectively in their fields of study.
- (vii) Appreciate their mother tongue while at the same time apply the linguistic knowledge they learn effectively.
- (viii) Speak and write good correct English sentences in assignments and presentations.
- (ix) Critique language that is discriminatory and sexist.
- (x) Translate English to Samoan and vice versa.

11 Teaching and Learning Strategies

Face to face communication during lectures and class discussions in tutorials and seminar presentations.

12 Assessment Methods

Assessment Method	Learning Outcome	Value (%)
Tests 1 and 2	(i) –(x)	20%
Seminar presentations	(ii) (v) (vii) (viii)(ix)	15%
Research	(iii) (v) (vii) (viii) (ix) (x)	15%
Final Exam	(i) – (x)	50%
TOTAL		100%

13 Content Outline

Week/Session #	Topic/Event/Activity
1	Introduction to aims, objectives, assessments of the course and the different aspects of language study.
2	World family of languages ó the ten biggest language families in the world.
3	Languages of the Pacific- the diversity of languages in relation to geographic proportions of the area.
4	The History of the Austronesian and Polynesian languages
5	Phonetics and Phonology ó IPA and the sounds of English.
6	Syntax and word Morphology ó examining the structure of the English language and comparing it to Samoan.
7	English and Samoan syntax, semantics and phonology comparing the two languages identifying similarities and differences.
Mid Semester Break	
8	English and Samoan semantics and problems of translatability.
9	Language acquisition ó theories of child learning stages and learning English as a second language.
10	Language Change ó causes and types- identifying types of changes in both English and Samoan.
11	Spoken and Written language- the distinctive features of each and their importance to society.
12	Sexist language- discriminatory language ó why and how they happen. Euphemisms- flowery language.
13	Language in Society ó role of language in maintaining culture and the views on the relation between culture and language- examining the Sapir-Whorf Hypothesis.
14	Revision and exam format.
15	Study Week

14 Equipment required by students

Pens and paper

15 Textbooks required by students

Course Reader, handouts for some topics and a Reading list for further reading will be given out.

16 References

Aitchison J., 1999 *Linguistics: An Introduction* 2nd edition, Hodder and Stoughton Group, London.

Blair D., Peter C., Fromkin V., 1988 *An Introduction to Language*, Australian edition, Harcourt Brace Jovanovich Group Australia.

Crystal D., 1997 *The Cambridge Encyclopaedia of the English Language*, Cambridge University Press, Cambridge.

Freeborn D., Langford D., 1986 *Varieties of English- An Introduction to the study of Language*, MacMillan Education Ltd. London.

Goddard C., 2000 *Polysemy: A Problem of Definition* in Yael Ravin and Claudia Leacock; *Polysemy: Theoretical and Computational Approaches*, Oxford university Press, London.

_____ 2005 *The Languages of East and Southeast Asia: An Introduction*, Oxford University Press, London.

Hudson R.A., 1980 *Sociolinguistics*, Cambridge University Press, Cambridge.

Lynch J., 1998 *Pacific Languages: An Introduction*, University Press, Honolulu.

Lyons J., 1981 *Language and Linguistics*, Cambridge University Press, Cambridge.

Mosel U., Hovdhaugen E., 1992 *Samoan Reference Grammar*, Scandinavian University Press, The Institute for Comparative Research in Human Culture, Oslo.

linguistics.ucsf.edu>Undergraduate

www.aclals.ulg.ac.be/

www.brown.edu/academics/languagestudies/

www.hawaii.edu/sls

www.newschool.edu/public.../school-of-language-learning-teaching/

www.open.ac.uk/education-and-languages/main/

www.studyquest.net/

www.tandfonline.com>list of issues.

17 Resources

Data projector and laptop for presentations

18 Special Notes

Comments or suggestions concerning this course should be directed to Lafaitale Fualuga Taupi, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN 106

Course Title: COMPARATIVE APPROACH
TO LANGUAGE.

NOTE: This course has not been offered for the last five years because there were not enough students to take as per University policy. Moreover this course was originally designed as the core paper for a major in Samoan studies before the Samoan courses were removed and set under the Centre for Samoan Studies.

1	<i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i>
2	<i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i>
3	<i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i>
4	<i>Were the resources and support provided by the department for this course adequate? Please elaborate</i>
5	<i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i>

COURSE TITLE:	English for Academic Purposes
COURSE CODE:	HEN107
PROGRAMME TITLE:	Diploma/Bachelor of Arts

1. Course Objectives

This course is designed to empower students to develop competence and confidence in the various communication tasks and roles expected of them at university.

Through integrated instructions, students will understand and recognize the power of reading and writing in learning and in clarifying thinking and understanding. They will learn to determine the kind of writing required for the subject, circumstances and audience, as well as to develop efficient and effective techniques for generating, organizing, drafting and editing written texts. In addition they will also learn to master the conventions and techniques of academic writing as well as develop grammatical competence and awareness in their written expressions.

2. Range Statement

This course will focus on three basic modes of writing: narrative (including description) exposition and argument. Many writing situations (reports, reviews, essays, and newspaper articles) involve a combination of these modes and assignments or assessments are learning exercises that are intended to develop and refine these writing skills further. In addition, students will be given practice to edit their own and others' writing and will also learn to prepare and give oral presentations using a variety of techniques and technology.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4. Course Delivery Structure

This course is delivered 4 hours per week in 14 weeks

Lectures ó 1 hour per week

Tutorials ó 3 hours per week

5. Nominal Duration

Class Contact:	56 hours (4hrs/wk x 14 wks)
Independent learning	84 hours (6 hrs/wk x 14 wks)
Total Hours	140 hours

6. National Standard Data

Level: 5 Credit Value: 14

7. Entry Requirement:

HEN004, mature entry or equivalent

8. Co-requisite courses: Nil

9. Underpinning skills and knowledge

Students must have good listening, communication and interpersonal skills. Success at University is determined by students' reading and writing skills which affect assessments as well as leading to better understanding and more effective learning in their studies.

10. Learning Outcomes

By the end of this course, students will be able to:

- i. Specify a purpose, audience and format for a given writing task.
- ii. Generate questions and ideas using a variety of brainstorming, free writing and analytical techniques.
- iii. Draft and edit a paper quickly for sense, organization, audience and style.
- iv. Proofread a paper for mechanical errors.
- v. Evaluate and edit others' writing.
- vi. Adapt a paper for different audience needs.
- vii. Edit a paper for oral presentation.
- viii. Read and analyze a specialist text for its structure and characteristic stylistic features.
- ix. Write an essay with a thesis, supporting argument, introduction and conclusion.
- x. Write a summary and critical response to a specialist article.
- xi. Write an essay using multiple sources and appropriate citation techniques.
- xii. Take notes selectively from source material.
- xiii. Plan, draft, edit and revise a research paper or report in the student's area of specialty

11. Teaching and Learning Strategies

Face to face sessions via lecturers, tutorials, group discussions and oral presentations.

12. Assessment Strategies

Assessment Methods	Learning Outcomes	Value
Assignments 1,2	i, ii, ix, (xi-xiii)	20%
Research/Oral Presentation	i, ii, iv, vii, (ix-xiii)	30%
Revision Assignment	(i) -(viii)	10%
Final Examination	i, ii, viii, ix, xi, xii	40%

13. Content Outline

Week	Topic
1	Introduction to aims/objectives/assessments of course
2	Students will discuss/examine Essays and Features of Academic Writing
3	The writing Process, Information, Sourcing, Note taking, summarizing
4	Essays for Study ó Personal Narration, discuss/analyze/evaluate
5	Exposition ó using definition, classification, compare/contrast, cause/effect
6	Academic Argument ó Logic, Order

7	Evaluation Writing ó ingredients of good writing
8	Peer Editing ó Analyzing a Student's revision
9	Effective Writing ó clarity, conciseness, appropriateness, sincerity
10	Sentence types, effective sentences, sentence problems
11	Building paragraphs, coherence, links, weaknesses
12	Reports, lab reports, literary reviews, Abstracts
13	Critically analyze and explain scientific papers and reports
14	Readings about Writing, Referencing, Bibliography

14. Equipment required by students

Nil

15. Textbooks required by student

Course Reader and supplementary materials provided.

16. References

- 1) Benesch, S., 2012, *Critical English for Academic Purposes*. Published Online: 5 November 2012.- DOI.10.1002/9781405198431.wbeal0278. Date Viewed: March 31 2014.
- 2) Davis, L and McKay, S., 1996, *Structures and Strategies: An Introduction to Academic writing*, MacMillan Publishers, Australia.
- 3) <https://owl.english.purdue.edu/owl/resource/685/03>
- 4) Hyland-Miscelanea, K. 2007, *English for Academic Purposes: An advanced resource book. A journal of English and American Studies 2007* ó dialnet.unirioja.es (pdf). Date Viewed: March 31 2014.
- 5) Kennedy, M.L. and Smith, H.M.,1986, *Academic Writing – Working with Sources Across the Curriculum*, Prentice-Hall, INC. New Jersey.
- 6) libraries.dal.ca
- 7) Mainmon, E.P., Belcher G.L., Hearn G.W., Nodine B.F. and O' Connor F.W., 1981, *Writing in the Arts and Sciences*, Winthrop Publishers, Inc., Massachusetts.
- 8) McLaren, M.C., 2004, *The Good Writing Guide*, Pearson Longman, NZ Peters P., 1988, *Strategies for Student Writers*, John Wiley & Sons, Queensland.wowow
- 9) Poynter Institute for Media Studies, 2003, *Best Newspaper Writing 2003*, Poynter Institute for Media Studies, Florida.
- 10) Smalley, R.L., and Ruetten M.K., 1986, *Refining Composition Skills –Rhetoric and Grammar for ESL Students*, MacMillan Publishing Company, New York.

- 11) Thurston, J., Candlin, C. N, 2002, *Exploring Academic English – A workbook student essay writing*. National Centre for English Language, Teaching and Research, Sydney.
- 12) [www.booktrust.org.uk.>Books>For Teens>writingtips](http://www.booktrust.org.uk.>Books>For%20Teens>writingtips)
- 13) www.irsc.edu/.../WritingLab/E7-DescriptiveEssay-Guidelines.pdf
- 14) www.roanestate.edu/owl/describe.html
- 15) writingcenter.unc.edu

17. Resources

Nil

18. Special Notes

Comments or suggestions concerning this course should be directed to Mrs Judy Pouono and Amituanai V. Heem, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN 107

Course Title: ENGLISH FOR ACADEMIC PURPOSES

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <ul style="list-style-type: none">• Yes, they were.
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <ul style="list-style-type: none">• No, they were not.
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <ul style="list-style-type: none">• Generally, students were good with attendance, punctuality, handing in assignments etc. However, mature students in the work force were the ones who usually came in late, and handed in assignments after the due dates owing to their work commitments.• Students are now expected to write tasks in class to avoid the problem of plagiarism.
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate.</i></p> <ul style="list-style-type: none">• Additional textbooks for lecturers and workbooks for students would be ideal.• Students still require a lot more material to stimulate their imagination and encourage them to read on a daily basis.
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <ul style="list-style-type: none">• There should a lot more reading material for students to purchase. However, this depends on the University's budget, as well as students' financial resources.

COURSE TITLE:	World Literature in English II
COURSE CODE:	HEN201
PROGRAMME TITLE:	Diploma of Arts / Bachelor of Arts, Bachelor of Education

1. Course Objectives

This course is designed to assist students with the following: firstly, to continue an in-depth analysis of post-colonial literary texts following on from HEN 103. Secondly, to analyze the thematic strands evident in these texts which pertain to post colonial issues of identity, selfhood, nationhood, displacement, and the importance of the land. Thirdly, to assist in the development of knowledge of historical and cultural contexts of set texts, and lastly, to develop an appreciation of the continuing impact of colonialism in the contemporary world.

2. Range Statement

This course will focus on changes and conflicts relating to post colonial times in the various societies.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4. Course Delivery Structure

This course will be delivered as follows: 3 hours per week over a 14 week period. (Students are expected to study for 8 hours per week on their own).

Lectures ó 2 hours per week

Tutorials ó 1 hour per week

5. Nominal Duration

Class Contact:	3 hours per week x 14 weeks	42 hours
Independent learning	8 hours per week x 14 weeks	112 hours
Total Hours		154 hours

Students will be expected to:

- Read relevant chapters before & after lectures
- Revise notes from lectures & tutorials

6. National Standard Data

Level: 6

Credit Value: 15

7. Entry Requirement:

HEN 103.

8. Co-requisite courses: Nil

9. Underpinning skills and knowledge

In order to pass this course, students must have:

- The ability to analyze the various issues as expressed by the relevant authors.

10. Learning Outcomes

By the end of this course, students will be able to:

- (i). Learn about current land issues (eg Treaty of Waitangi as related to the novel *Potiki*.)
- (ii). Examine the major features of plot and character in relation to post colonial Caribbean context of a multi-racial society.
- (iii). Discuss the conflict as related to social change in a post colonial society.
- (iv). Analyze conflicts related to the historical dilemmas of Aboriginal Australians. In addition, conflicts related to the quest for Samoan Independence by leaders of the Mau, and the issues of cultural identity between the two Samoas, and between indigenous and mixed blood Samoans will also be looked at.
- (v). Read, analyze and discuss short stories regarding common themes of post-colonial issues (e.g. displacement, exile, alienation).
- (vi). Read, analyze and discuss selected poems with the same objectives as given above.

11. Teaching and Learning Strategies

Face to face sessions via lecturers, tutorials, group discussions and oral presentations.

12. Assessment Strategies

Assessment Methods	Learning Outcomes	Course Value
Major assignment (1)	(i) & (iii)	20%
Major assignment (2)	(ii) & (iii)	20%
Seminar	(i), (ii), (iii), (iv), (v)	10%
Final Examination		50%

13. Content Outline

Week	Topic
1	Introduction to course and <i>Potiki</i> . Land issues in Aotearoa.
2	<i>Potiki</i> continued.
3	The search for identity ó <i>A House for Mr Biswas</i> .
4	<i>A House for Mr Biswas</i> continued.
5	An introduction to <i>Fly Away Peter</i> .
6	Conflict and Change in <i>Fly Away Peter</i> .
7	Introduction to <i>No Sugar</i> . Analysis.
8	Analysis of <i>Think of a Garden</i> .
9	Selected Short Stories-New Zealand, South Africa.
10	Selected Short Stories-Australia, Canada.
11	Continuation of Short Stories.
12	Selected poetry from Australia, NZ and Canada.
13	Poetry continued.
14	Seminar presentations.

14. Equipment required by students: Nil

15. Textbooks required by student

- Textbooks and Supplementary materials supplied by lecturer(s).

16. References

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- i. Kneubuhl, J., 1991, *Think of a Garden*, Hawaii University Press, Hawaii.
- j. Malouf, D., 1982, *Fly Away Peter*, Penguin Books, Australia.
- k. Naipaul, V.S., 1961, *A House for Mr Biswas*, Penguin Books, London.
- l. PDF *No Sugar*, www.austlit.edu.au/common/fulltext-content/pdfs/...brn197214.pdf
- m. PDF www.powells.com/biblio/9780375707162guardian.co.tt/news/2013-06-24-house-m-biswas-converted-museum
- n. Pitt, R., 1989, *Notes on A House for Mr Biswas by V.S. Naipaul*, Pearson Education Ltd, United Kingdom.
- o. www.barnesandnoble.com/w/11-1968555
- p. [www.britannica.com/EBchecked/topic/27312/A House for Mr Biswas](http://www.britannica.com/EBchecked/topic/27312/A-House-for-Mr-Biswas).
- q. www.goodreads.com/cultural/India
- r. www.goodrecords.com
- s. www.hearldsun.com.au/...fly-away-peter-by-david-malouf/story_e6frf7í
- t. www.jstor.org/stable/4228854
- u. www.teara.govt.nz/en/ephemera/26810

17. Resources – Nil

18. Special Notes:

Comments or suggestions concerning this course should be directed to Mrs Judy Pouono, Coordinator, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN201

Course Title: WORLD LITERATURE IN ENGLISH II

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <ul style="list-style-type: none">• All objectives were achieved.
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <ul style="list-style-type: none">• All course content was fully covered.
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <ul style="list-style-type: none">• The students generally attend classes regularly and on time. There are a few who do not follow the rules.• The main problem is getting students to read the required texts and contribute to discussions.• Students do very little research on their own. They rely on lecturer(s) to provide them with all their notes.• Plagiarism is a problem at times. Students are cautioned and assisted in correcting the errors.
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate.</i></p> <ul style="list-style-type: none">• It would be ideal if additional reference texts could be purchased by the University, as some valuable internet resources cannot be accessed free of charge.
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <ul style="list-style-type: none">• There should be more reference books in the library to assist students with their research for assignments. This would depend on the budget available.

COURSE TITLE:	INTRODUCTION TO LINGUISTICS
COURSE CODE:	HEN 202
PROGRAMME TITLE:	DIPLOMA / BACHELOR OF ARTS / BACHELOR OF EDUCATION

1 Course Objectives

This course introduces students to a descriptive account of the basic elements in the study of language such as the grammatical, social, biological and physiological aspects of human language. It is both a study of language in general and a study of the English language in particular. The information students acquire in this course can be applied to their language competency and analysis of language in general.

2 Range Statement

This course will focus on the types of grammar, theories of language learning, varieties of English, history, dialects, language and the brain in relation to animal communication as well as language change and the biological social aspects of language. Students will be given discussion exercises to enhance their knowledge of linguistic terminology and how the brain works in relation to language learning.

3 Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies 2009.

4 Course Delivery Structure

This course is delivered 3 hours per week for 14 weeks.

Lecture - 2 hours

Tutorial - 1 hour.

5 Nominal duration

Class contact - 42 hours (3x14)

Independent learning - 84 hours (6x14)

Total =126 hours.

6 National Standard Data

Level 6 Credit value 13

7 Entry Requirements

HEN 102,HEN 106.

8 Co-requisite course: Nil

9 Underpinning Skills and Knowledge

Students should have good listening, analytical and writing skills. Success of students depend on their ability to interpret, analyze and write critical views of theories and perspectives of

linguists which are different from their own. Moreover these are critical to their assessments and their views of language acquisition especially for second language learning.

10 Learning Outcomes and Performance Criteria

By the end of this course students should be able to:

- (i) Discuss where grammatical rules come from.
- (ii) Investigate beliefs and opinions about language as a result of formal education and social development.
- (iii) Differentiate between prescriptive and generative grammar.
- (iv) Develop an understanding of theories of first and second language acquisition.
- (v) Recognize the different sentence patterns and be able to analyze them.
- (vi) Identify word classes, morphological processes, sentence constituents.
- (vii) Discuss language change and reasons why they change.
- (viii) Explain speech and writing styles, and differentiate literary from non- literary use of language.
- (ix) Examine recent trends in literary theory and the role of language in the interpretation of texts.
- (x) Apply their linguistic knowledge to their fields of study to show competence in the language.

11. Teaching and Learning Strategies

Face to face communication during lectures and discussion groups in tutorials as well as seminar presentations.

12. Assessment Methods

Assessment Method	Learning Outcome	Value (%)
Tests 1 and 2	(i) ó (x)	25%
Major Assignment	(i) ó (x)	15%
Seminar	(i) ó (x)	10%
Final Exam	(i) ó (x)	50%
TOTAL		100%

13 **Content Outline**

Week/Session #	Topic/Event/Activity
1	Introduction to aims, objectives and assessments of the course. Tropic one ó prescriptive and descriptive grammars; what they mean and how they function in language study.
2	Theories of Language Acquisition- exposing students to different theories and comparing them in their roles in language learning.
3	Phonetics, phonology and morphology ó revision and in-depth study of morphology and its processes in different languages.
4	Morphology continued and Syntax ó analysis of complex sentences.
5	Syntax and Semantics- analysis of meaning and structure of sentences.
6	Social Aspects of language- what is language? Society? ó the relationships between society and language, language choice and linguistic variation.
7	Varieties of English- history, dialects, accents and standard forms.
Mid Semester Break	
8	Spoken and Written English ó regional accents, varieties and style in spoken and written English.
9	Language and Media- literary and stylistic distinctiveness in news reporting; choice of vocabulary and structure in getting the message across.
10	Language and the brain- the relationship between language and the brain, problems with language due to brain damage; aphasia, amnesia etc.
11	Language change, biological and social aspects of language and how they affect language causing changes.
12	Social Aspects of language- euphemisms, sexist and discriminatory language.

13	Animal Communication compared to human language ó theories and perspectives; computational linguistics- what is it?
14	Revision and exam format.
15	Study Week

14. **Equipment required by students**

Pens and paper

15. **Textbooks required by students**

Reading materials will be available in the library plus handouts given as the course progresses.

16. **References**

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Crystal D., 1971 *Linguistics*, Penguin Books Ltd. Middlesex.

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www.cal.org/resources/digest/0012brain.html

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www.journals.elsevier.com/brain-and-language

www.linguisticsociety.org/cpcontent/why-major-linguistics

www.sciencedaily.com/releases/2008/06/080630093618.htm

www.slideshare.net/marilyn12/language-and-brain-development

17. Resources

Data projector and laptop for presentations.

19. Special Notes

Comments or Suggestions concerning this course should be directed to Lafaitale Fualuga Taupi., EFL Department.
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INDIVIDUAL COURSE REPORT

Course Code: HEN 202

Course Title: INTRODUCTION TO LINGUISTICS

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>All the objectives for this course were achieved. However where the course objectives were not achieved was due to withdrawal from the course or a lack of interest in some of the topics covered in this course.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>The content of the course was fully covered.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>On the whole students were very positive in their attitude to the course and some really had an interest in the study of linguistics. For some, this was an eye-opener for the study of language in detail and have been very keen on the course. The attendance was very good and there were no discipline problems encountered.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The resources and reading materials provided were sufficient for the students. The students were also given a reading list for further studies into the different topics covered in the lectures. Moreover the activities performed in class provided proof that they understood the different topics from the lectures and the reading materials provided.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>I believe a course reader can be put together for this course however the cost may be a problem for students. So I think materials provided are sufficient because they can be new materials or new studies into the different topics. I believe an open approach to this course is more beneficial although the basic principles of the scientific study of languages are maintained.</p>

COURSE TITLE:	A Historical Survey of English Literature up to 1830
COURSE CODE:	HEN 203
PROGRAMME TITLE:	Bachelor of Arts

1. Course Objectives

This course surveys important development in English literature from Anglo-Saxon times to about 1830. It presents a chronological survey of English literature focusing on the place, time and literary significance of the literary text under study. The chronological approach will convey the important cultural and historical events relevant to the culture and time period as presented in selected texts.

Lectures will give students adequate pre-reading information, motivation and specific purposes for reading. Brief background information will help students approach the selected text with a knowledge and awareness of cultural or historical meanings that inform the work. A literary focus will enable students to review or learn about salient elements of literature in the literary works. Students will engage in exploring and critical thinking, identifying facts and interpreting meanings to real world applications.

2. Range Statement

Through lectures and tutorials, class and personal readings, and discussion tapes, students will learn, understand and appreciate the various elements in texts and especially significant historical and cultural contributions of the times to the development of the various literary genres through the ages.

Students will be given opportunities to express, analyse and explicate selected texts knowledgeably and logically, giving reasons for the importance or significance of a particular genre and features in tutorial discussions and in response to specific written assignments. Students will also demonstrate their proficiency, knowledge and appreciation of selected texts in appropriate academic writing conventions in response to specific questions for internal assessment.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualification Definitions as per SQF policies June 2009.

4. Course Delivery Structure

This course is delivered 3 hours per week in 14 weeks.

Lectures	2 hours per week
Tutorial	1 hour per week

5. Nominal duration

Class contact	42 hours (3 hours per week/14 weeks)
Independent learning	70 hours (5 hours per week/14 weeks)
Total hours	112 hours

6. National Standard Data

Level: 6

Credit Value: 11

7. Entry Requirement

HEN004, HEN101, mature entry or equivalent

8. Co-requisite courses

HEN101

9. Underpinning skills and knowledge

Students must have good listening, oral and written communication skills, and some knowledge of history, cultures and societies.

10. Learning Outcomes

- i) Discuss, describe, and explain orally and in writing, the cultures, societies and the literary development of salient genres of the various historical periods or eras.
- ii) Analyse, compare and contrast the development of various periods and genres through reading, writing and acting of texts and significant works of key authors.
- iii) Plan, propose and carry out a specific research for a seminar presentation on a chosen author and period using a variety of techniques and technology.
- iv) Document a variety of essay types in response to set questions on particular authors and periods.
- v) Plan, research and demonstrate a mock interview of chosen author and work.

11. Teaching and Learning Strategies

Face to face sessions of lectures and tutorials, group discussions, seminar presentations (individually, in pairs and group), dvds and guest lecturers when available.

12. Assessment Strategies

Assessment of this course is as follows:

2 Essay	20%
1 Seminar presentation (oral and written)	20%
Interview and essay (pairs)	10%
Final Exam	50%
Total Mark	100%

Assessment Table:

Assessment Method	Learning Outcomes	Value
Essay 1, 2	(i) (ii) (iv)	20%
Seminar presentation	(i) (ii) (iii) (v)	20%
Mock Interview	(i) ó (iii) (v)	10%
Final Exam		50%

13. Content Outline

Week	Outline
1	Introduction ó Overview of course and expectations
2	Anglo-Saxons 450-1100: The Epic Beowulf
3	Medieval Period ó 1100-1500: The Ballad Chaucerø Canterbury Tales
4	Sir Thomas Malory ó Morte DøArthur
5	Renaissance Poets ó 1500-1650: Poems of Shakespeare, Donne, Spenser
6	Renaissance Poets continued ó Jonson, Herrick, Marvell
7	Christopher Marlowe ó Dr Faustus
8	William Shakespeare: Drama ó The Merchant of Venice
9	Age of Reason 1650-1780: Poems of Dryden, Pope, Gray, Burns
10	Age of Reason cont.
11	The Romantics 1780-1830: Poems of Blake, Wordsworth, Keats, Shelley
12	The Romantics cont.
13	The Victorian Ate ó The Novel: Jane Austen Pride & Prejudice
14	Seminar presentations ó Revision

14. Equipment required by student

Nil

15. Textbook required by student

Course Reader and supplementary materials

16. References

Abcarian R, Klotz M., (Eds) Fourth Edition, 1986: *Literature, The Human Experience*, St Martinø Press, New York.

Albert, E. 1944: *A History of English*, George G. Harrap and Co Ltd, London.

ATE, 1993: *World Literature*, Holt, Rinehart and Winston, Florida.

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Frye N., Baker S, Perkins G., and B. Perkins, 1987: *The Practical Imagination: Stories, Poems, Plays*, Harper and Row, New York.

Gassner, Joh, (Ed) 1971: *Medieval and Tudor Drama*, Bantam Books, USA.

Gill, R. (Ed) 1971: *Dr Faustus – Christopher Marlowe*, Ernest Benn Ltd, London.

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Kennedy, X.J., 1983: *Literature: An Introduction to Fictions, Poetry and Drama*, Little Brown and Company, Toronto.

Little, G., 1985: *Approach to Literature*, Science Press, Sydney.

Low S. 1977: *Giants of Literature – Milton*, Berkshire House, Berkshire.

McGill F.N., (Ed) 1980: *Masterpieces of World Literature*, Harper Collins Publishers, New York.

MacMillan Literature Series, 1987: *English and Western Literature*, MacMillan Publishing Company, New York.

Penquin Classics, 1977: *Geofrey Chaucer – The Canterbury Tales*, Penguin Books, London.

Pooley R.C. Anderson G.K., Farmer P., Thornton H., 1963: *England in Literature*, Scott, Foresman & Company, Chicago.

Southam B. C., (Ed) 1991: *Jane Austen: Sense and Sensibility, Pride and Prejudice and Mansfield Park*, MacMillan Education Ltd, London.

Stephen M., & Franks P., 1993: *Studying Shakespeare*, Longman Publishers, Singapore.

Stevens, B.K., and L. Steward, 1987: *A Guide to Literary Criticism and Research*, Holt, Rinehart and Winston Inc. Texas.

17. Resources

OHP, blackboard, Readers, screen, flashdrive, dvd.

18. Special Notes

Comments or Suggestions concerning this course should be directed to Amituanai V. Heem and Sr Vitolia Moø., EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN203

Course Title: A HISTORICAL SURVEY OF ENGLISH LITERATURE

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>All objectives of the course were achieved</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>All the course content was covered and delivered as scheduled.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Typical of local students, they are respectful and respond when asked. However, attendance and submitting assignments on time is still a problem. Plagiarism is a problem for second language students who have learned the art of quoting with proper referencing intact but the work is still not theirs. Their limitations are largely self-imposed and exaggerated by the lack of resources.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>A Reader is provided along with additional handouts and websites indicated. The problem is the Library is too small, it barely accommodates 100 students at any one time, and poorly resourced book wise, the shelves are empty. In terms of computer availability there are not enough to cater for the large number of students let alone the space to accommodate them. Time is also a factor, even if the class is small, students are still not able to access these resources, so many go home without even having accomplished their intended purpose for the course.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>Budgetary constraints is the biggest factor. We need books, dvds, computers for classroom instruction, and rooms, even a building for the Library and stage craft. Most students do not have personal lap tops or ipads etc, and the University has not enough computers for students to use and the space to house them.</p>

COURSE TITLE:	SYNTAX AND SEMANTICS
COURSE CODE:	HEN 204
PROGRAM TITLE:	BACHELOR OF ARTS

1 Course Objectives

This course has been designed to analyse two main parts of the English Language: (1) Syntax (2) Semantics. It focuses on different approaches to syntactic analysis in both form and function in generative grammar as well as semantic fields, relations, linguistic relativity and semantics in the broadest sense. In addition it helps students to understand and improve their linguistic knowledge towards achievement of language competence.

2 Range Statement

This course will specifically develop students' understanding of syntax and semantic concepts which are relevant to English as a second language. Students will have practice in analysis of sentence structure and semantic field. Moreover they will be able to apply this linguistic knowledge to other areas of their studies.

3 Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF Policies June 2009.

4 Course Delivery Structure

This course is delivered 3 hours per week in 14 weeks.

Lectures ó 2 hours

Tutorial ó 1 hour per week.

5 Nominal duration

Class contact ó 42 hours (3 x 14)

Independent learning ó 84 hours (6 x 14)

TOTAL = 126 hours.

6 National Standard Data

Level: 7 Credit value: 13

7 Entry Requirements

HEN102, HEN107.

8 Co-requisite course

HEN 202

9 Underpinning Skills and Knowledge

Students must have good listening and writing skills. Students' success at University is determined by their listening, speaking and writing skills in their assessments and

communication of ideas during discussion groups and seminar presentations. This leads to students gaining confidence and developing a better understanding of language principles that could be applied as part of their competence.

10 Learning Outcomes and Performance Criteria

By the end of this course students will be able to:

- (i) Understand syntax and analyse in-depth morphology and sentence structures.
- (ii) Demonstrate an awareness of relationships among clauses, phrases and sentences.
- (iii) Examine the organisation of tree structure, parametric variation and syntactic systems.
- (iv) Define semantic jargon and their meanings.
- (v) Determine speaker meaning, word meanings and processes of extending meanings.
- (vi) Distinguish between sense and reference.
- (vii) Discuss and critique the Sapir- Whorf Hypothesis.
- (viii) Understand why and how language changes.
- (ix) Identify types of language changes and processes involved.
- (x) Apply the linguistic knowledge acquired in this course to their studies.

11 Teaching and Learning Strategies

Face to face communication during lectures, tutorials, seminars and discussion groups.

12 Assessment Methods

Assessment Method	Learning Outcome	Value (%)
Tests 1 & 2	(i) (ii) (iii) (iv) (v) (vi) (vii) (viii) (ix) (x)	20%
Assignments 1 & 2	(i) (ii) (iii) (iv) (v) (vi) (vii) (viii) (ix) (x)	30%
Final exam	(i) (ii) (iii) (iv) (v) (vi) (vii) (viii) (ix) (x)	50%
TOTAL		100%

13 Content Outline

Week/Session #	Topic/Event/Activity
1	Introduction to Aims, Objectives and requirements of the course. Morphology ó types, analysis, morphological processes and relevancy to grammar.
2	Elements of Grammar ó word classes, content words and functional words. Sentence types- simple, compound, complex. Adjuncts, Disjuncts, appositions.
3	Phrase Structure Trees- students are exposed to analysis of sentences and tests for phrase structure trees.
4	Coordinating and Subordinating sentences- identifying sentences that are subordinating or coordinating, and why.
5	Analysis of sentences in form and function- verb group analysis.
6	Phrase structure analysis continued identifying all the constituents in a sentence- adverbials/prepositional phrases and their similar functions.
7	Universal Grammar and parametric variation- similarities across languages// Organisation of grammar and syntactic systems- languages created for a purpose but now has a status like pidgin to creole.
Mid Semester Break	
8	Semantics ó students introduced to meanings and the jargon associated with meanings.
9	Backformations and pragmatics- examining processes of extended meaning.
10	Connotation, denotation, clippings, Acronyms- semantic fields and meaning in context.
11	Sentence interpretation- ambiguity in meaning due to word order or structure. Sapir óWhorf hypothesis- determinist theory.
12	Language change- closely look at changes to a language and why they change.
13	Types of changes to English/ Samoan language-

	morphological, syntactic and semantic changes.
14	Revision and exam format.
15	Study Week

14 **Equipment required by students**

Pens, paper, folders for notes and handouts.

15 **Textbooks required by students**

Handouts will be given from time to time as well as a reading folder that is available for copying from the library.

16 **References**

Aitchison J., 1997, *The Language Web*, Cambridge University Press, London.

Ashworth M., 1985 *Beyond Methodology: Second Language Teaching and the Community*, Cambridge University Press, London.

Chomsky N., 1965 *Aspects of the Theory of Syntax*, MIT Press, Cambridge.

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Krashen, S., 1981 *Principles and practice in second language acquisition*, Prentice- Hall, London

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www.equinoxpub.com/JALPP

www.gsu.edu/~wwwesl/ales/

[www.newschool.edu/public .../school-of-language-learning-teaching/](http://www.newschool.edu/public.../school-of-language-learning-teaching/)

17 Resources

Data projector and laptop for presentations.

18 Special Notes

Comments or suggestions concerning this course should be directed to Lafatele Fualuga Taupi, EFL Department.
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INDIVIDUAL COURSE REPORT

Course Code: HEN 204

Course Title: Syntax and Semantics

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>Generally the course objectives were achieved. Most students learnt the terminology associated with the course and were able to give examples. They were able to analyse sentences into form and function identifying the verb group and function of each of the sentence constituents. Students were able to identify the lexical and structural ambiguity of words and sentences. They were able to differentiate between relational, complementary and gradable antonyms. They were able to improve their writing skills using the correct sentence structure and vocabulary to show their improved competency.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>All the content in the outline was covered with the addition of details of word classes and their functions for easier understanding and identifying their forms in a sentence.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>The overall attitude was that of being very positive. Students were enthusiastic about the course and asked many questions which were discussed in class. The results for the tests and assignments show their competency and their level of understanding in comprehending the terms and analysis of sentence structure into form and function. There was no discipline problem encountered.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>There is no course reader for this course but readings and lecture notes were made available in the library for student access. Exercises for tutorials were given to each student in class and they work on their exercises for 30 minutes then we have class discussions. Students take part in the actual analysis of sentences on the board.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>A course reader is being put together from different sources which hopefully will be printed for next year. The costs will be for printing as students will be buying them for their own use.</p>

COURSE TITLE:	Sociolinguistics
COURSE CODE:	HEN 205
PROGRAMME TITLE:	Bachelor of Arts

1. Course Objectives

This course is a study of language in relation to society. It takes into consideration how and why alternative means of expression are chosen by different social groups. It examines such topics as language and culture, language and gender, language and social codes. Inherent in the course is the expectation that students will carry out practical application of sociolinguistic research methods and findings on issues that have gender and cross-cultural relevance and interest.

2. Range Statement

Students will learn through instruction, practice and critical evaluation the theories, principles and methodologies underlying sociolinguistics and their implications for language and societies in general and to Samoa in particular.

Students will plan, construct and implement research methods utilizing observations, surveys, questionnaires, experiments and interviews on a language issue that is of interest to the student and of cultural relevancy and appropriateness.

Students will demonstrate their knowledge and proficiency through written assignments and oral presentations, using appropriate conventions and techniques of academic writing.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies, June, 2009.

4. Course Delivery Structure

This course is delivered 3 hours per week in 14 weeks.

Lectures	2 hours per week
tutorials	1 hour per week

5. Nominal Duration

Class contact	42 hours (3 hours per week/14 weeks)
Independent learning	70 hours (5 hours per week/14 weeks)
Total hours	112 hours

6. National Standard Data

Level 6	Credit value 11
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7. Entry Requirement

HEN102, mature entry or equivalent

8. Co-requisite courses

HEN102

9. Underpinning skills and knowledge

Students must have good listening, oral and written communication skills and some knowledge of cultures and societies.

10. Underpinning skills and knowledge

- i) Students will define, explain, identify, describe, compare and apply salient theories, principles and methodologies relevant to sociolinguistics.
- ii) Through discussions, explanations, comparisons and analyses, students will demonstrate their understanding of critical language issues in relation to culture, gender, age, etc.
- iii) Students will plan, construct, and apply research methods utilizing observations, surveys, questionnaires, experiments and interviews on language issues of interest to the student and culture.
- iv) Students will collect, analyse and interpret data in relation to existing knowledge and research.
- v) Students will present, individually and in groups, seminars and written assessments as required during the semester in line with conventional academic requirements and using appropriate techniques and technology.

11. Teaching and Learning Strategies

Face to face sessions of lectures and tutorials, group discussions, presentations, DVDs, and guest lecturers when available.

12. Assessment Strategies

Assessment for this course is 50% course work and 50% final exam.

3 Essays	30%
Research/oral presentation	20%
Final Examination	50%
Total Mark	100%

Assessment table:

Assessment Methods	Learning Outcomes	Value
Assignment 1,2,3,	(i) ó (iv)	30%
Assignment 4	(i) ó (v)	20%

13. Content Outline

Week	Outline
1	Introduction ó Overview of Course
2	Sociolinguistic Phenomena and Definitions
3	Speakers and Communities ó conformity and individualism
4	Varieties of Language ó linguistic items, dialect, registers
5	Code Switching, borrowing, pidgin, creoles
6	Language, Culture and Thought ó linguistic and cultural relativity, prototypes
7	Language, Speech and Thought ó speech and socialization
8	Speech as social interaction ó norms, social identity, power and solidarity
9	Structure of Speech ó entries and exits, verbal and non-verbal behaviour
10	Quantitative study of speech ó scope, methodology and problems

11	Influences on linguistic variables, interpreting results
12	Linguistic and social Inequality ó prejudice and stereotypes, teachers and pupils
13	Linguistic Incompetence ó deficit theory, restricted and elaborated codes, communicative incompetence
14	Seminar presentations ó review of course and revision for exams.

14. Equipment required by student

Nil

15. Textbook required by student

Course Reader, supplementary materials, and handouts

16. References

Crystal D., 2000, *Language Death*, Cambridge University Press, Cambridge.

Downing A., and P. Locke, 2002, *A University Course in English Grammar*, Routledge, London

Fromkin V., Rodman R., Collins P., and D. Blair, 1997, *An Introduction to Language*, Harcourt Brace, Sydney.

Grundy, P., 2000, *Doing Pragmatics*, Arnold Publishers, London.

Hudson R., 1984, *Invitation to linguistics*, Basil Blackwell, Oxford.

Hudson R., 1988, *Sociolinguistics*, Cambridge University Press, Cambridge.

Leech, G., Beucher M., and R. Hoogenraad, *English Grammar for Today, a New Introduction*, MacMillan Press Ltd, London.

Lindfors, J.W., 1991, *Children's Language and Learning*, Allyn and Bacon, Boston.

Lyons J., 1987, *Language and Linguistics, An Introduction*, Cambridge University Press, Cambridge.

Price B., and J. Holmes, 1982, *Sociolinguistics – Selected Readings*, Penguin Books, New York.

Smith M.S., 1999, *Second Language Learning – Theoretical Foundations*, Longman, London.

Stern, H.H., 1999, *Fundamental Concepts of Language Teaching*, Oxford University Press, Oxford.

Trudgill P., 2003, *A Glossary of Sociolinguistics*, Oxford University Press, Oxford.

Wardhaugh R., 2003, *An Introduction to Sociolinguistics*, Blackwell Publishing, UK

Richard Nordquist, 2014, Sociolinguistics, about.com: Grammar and composition, Ret;
[http://grammar](http://grammar.about.com/od/rs/g/sociolinguisticsterm.htm) about.com/od/rs/g/sociolinguisticsterm.htm.

17. Resources

Data projector, television, lap top.

18;. Special Notes.

Comments or suggestions concerning this course should be directed to Amituanai V. Heem,
EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN205

Course Title: SOCIOLINGUISTICS

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix).</i></p> <p>This course was last taught in 2011 and the course objectives were achieved.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>The course covered the content specified in the course outline.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Problems of attendance and submitting assignments in a timely fashion are the short comings of most students, despite threats and marks deducted as a penalty. When asked, students report family circumstances as the reason for their absenteeism, such as funerals, illness, visitors, church and village events that require hands and feet which the youth provide. These events take days and happen frequently.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The department provides the Reader and hand-outs for students as well as websites to consult. The Library also keeps copies of lecture notes for reference.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>The need for a bigger library is priority as the existing one can only accommodate about 100 students at any one time. The Library also lacks resources due to costs of books being so expensive. Computers also are minimal in number and space to accommodate students.</p>

COURSE TITLE:	Poetry of 19th and 20th Centuries
COURSE CODE:	HEN206
PROGRAM TITLE:	Diploma/Bachelor of Arts

1. Course Objectives

This course examines the works of major poets in the Romantic, Victorian and Modern movements. Students will describe, analyse, discuss, compare and contrast, orally and in written expression, a selection of contemporary poetry and poetry in translation throughout the duration of the course. Readings will not only focus on the major poetic movements, their techniques and the social concerns they express but also draw on the personal interpretation of the reader and appreciation of the themes and craft contextually.

2. Range Statement

This course is an intense, progressive study of the development of poetry as a genre through representative poets of the Romantic and Victorian eras preempting the modern age. Students are expected to acquire an understanding and appreciation of the concerns and substance and styles of the genre in particular.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework criteria and requirements.

4. Course Delivery

This course is delivered 3 hours per week for 14 weeks, as 2 x 1 hour lectures and 1 hour tutorial.

5. Nominal Duration

Class contact	42 hours
Independent learning hours	112 hours (8 hours x 14 weeks)
Total hours	154

6. National Standard Data

Level: 6 Credit Value: 15

7. Entry Requirement

HEN101

8. Co-requisites courses

Nil

9. Underpinning Skills and knowledge

Students must have good listening, analytical oral and written communication skills and some knowledge of history, cultures and societies.

10. Learning Outcomes

- i. Students will discuss, explain, describe, compare and contrast, analyse and summarise content, context and styles of selected literary works in the course.
- ii. Through discussions and presentations students will demonstrate their understanding , perception and interpretation of salient issues , themes and literary significance of selected works in relation to culture, gender, social circumstance etc.
- iii. Students will show their skills in research and gathering information using a variety of sources and technology available to present, enact, and written work in line with expected academic conventions at this level.
- iv. Students will carry out interviews, questionnaires, dramas, oration and so on that inform and showcase the significance of author and selected works that highlight the conventions of the time culturally, socially and otherwise.
- v. Through written explications and other formal writing styles, students will demonstrate their confidence and ability to logically present selected works in a variety of ways orally or in writing.

11. Teaching and Learning Strategies

Face to face sessions of lectures and tutorials, group discussions, presentations, dvds and guest lecturers when available.

12. Assessment Strategies plus Assessment Table

Assessment for this course is 50% course work and 50% final exam.

3 Essays ó Explication, Exposition, Argumentative	30%
Oral presentation/Interview and written Essay	20%
Final Examination	50%
Total Mark	100%

Assessment Table:

Assessment Methods	Learning Outcomes	Value
Assignment 1,2,3	(i) ó (v)	30%
Assignment 4	(1) -(v)	20%
Final Exam		50%

13. Content Outline

The course covers the following topics:

Week	Outline
1	Introduction to the course: (a) understanding poetry, (b) the historical settings and distinctive features of Romantic, Victorian and Modern Poetry.
2	William Wordsworth and Samuel Taylor Coleridge.
3	John Keats and Percy Bysshe Shelley
4	Seminar presentations on the Romantic poets and their selected works.
5	Introduction to the Victorian poets and era.
6	Alfred Lord Tennyson
7	Robert Browning and Christina Rossetti
8	Mid Semester Break
9	Gerard Manley Hopkins
10	Seminar Presentations on the Victorian poets and their selected works.
11	Introduction to modern poets
12	T. S. Eliot
13	Robert Frost and W. B. Yeats
14	Presentation on the Modern poets and their selected works.
15	Study Week

14. Equipment required by student

Pen and paper

15. Textbook required by student

Course reader and supplementary materials

16. References

Abcarian R., and M. Klotz, Eds. 1986, *Literature – The Human Experience*, St Martins press, New York.

Adamson, J., Freedman, R., & D. Parker, 1998, *Renegotiating Ethics in Literature, Philosophy and Theory*, Cambridge Up, England.

Agnew, L.P., 1999, *The Art of Common Sense: Victorian Aesthetics and the Rhetorical Tradition*, Dissertation Abstracts International Section A.

Ahearn, E. J., 1996, *Visionary Fictions: Apocalyptic Writing from Blake to the Modern Age*, Yale UP, New Haven.

Alderman, N. J. 1999, *Romantic Ambitions: Excursions Towards the Professional Imagination*, Dissertation Abstracts International, Section A.

Armstrong, I., 1993, *Victorian Poetry: Poetry, Poetics and Politics*, Routledge, London

Armstrong, I., 1999, *Victorian Studies and Cultural Studies: A Fable Dichotomy*, periodical, Victorian Literature and Culture.

Armstrong, I., & V. Blain, *Women's Poetry, Late Romantic to Late Victorian: Gender and Genre*, University of London, London.

Kenner, H., 1973, *The Pound Era*, Faber & Faber, England.

Landy A. S., 1980 *The Heath Introduction to Literature*, D.C. Heath & Company, Toronto.

Mays, K. J., McGlamery, and B. Crockett, 1996, *The Norton Introduction to Literature*, 7th Edition, Nor & Company, London.

McDonnell, H. Nakadate N.E., Pfordresher J., & T. E. Shoemate, 1982, *England in Literature*, Scott, Foresman and Company, USA.

Pooley, R. C., 1980, *England in Literature*, Scott, Foresman and Company, Chicago.

Pooley, R. C., Stuart J., White, L., Cline, J., & O. S. Niles, 1984, *Outlooks through Literature*, Scott, Foresman & Company, Chicago.

www.questia.com/library/book/Victorian-poetry-poetry-poetics-and-politics-by-isobel-armstrong.jsp

17. Resources

Data projector, lap top, television, DVDs.

18. Special Notes

Comments or suggestions concerning this course should be directed to Sr Vitolia Moaa, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN 206

Course Title: Poetry of the 19th and 20th Centuries

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>Yes. The content of the course was all covered as well as students complying with assessment requirements – two major essays and two seminar presentations</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>All the content material was covered</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>The students showed a high degree of interest and enthusiasm about the course. They actively participated in group discussions and seminar presentations. And the quality of their work demonstrated in-depth understanding of the works studied. The assignments were timely submitted. Attendance was good and so was punctuality. With regards to assignments, the students showed good referencing skills - in-text and bibliography.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The resources available to the students could be better. Because of the insufficiency of resources available in the library for the students, the Department does a lot of photocopying of materials to supplement the Course reader</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>Availability of relevant books in the library for research will greatly assist student work. Providing website information will be another help. Continuing with research and seminar presentations will continue to improve content analysis, academic skills and personal confidence</p>

COURSE TITLE:	DRAMA IN SCHOOLS AND COMMUNITY
COURSE CODE:	HEN 207
PROGRAMME TITLE:	Diploma/Bachelor of Arts

1. Course Objectives

This course will emphasize basic techniques and processes in drama analysis, production, design and playwriting. Students will analyse, describe, explain, compare and contrast the historical development of dramatic and performance texts in light of their social and theatrical conditions.

Students will also make informed responses orally and in writing to different types of dramatic texts and production as well as applying their theoretical and practical knowledge in a performance, demonstration, exhibition or event.

2. Range Statement

Through lectures, tutorials, individual and group presentations and play acting, students will learn, describe, explain, evaluate and demonstrate through dramatization and miming, the various elements intrinsic to play reading, choosing a play, acting, auditioning, production and stagecraft appropriate to the specified form of drama or genre. Students will also look at the localized, cultural production of faleaitu during Teuila Festivals. Moreover, students will visit and interview children and youth groups in the many churches as they prepare, stage and participate in morality and miracle type plays in celebrating special annual occasions such as Easter, Lotu Tamaiti and Christmas, a blessed relic of colonialism since the arrival of missionaries along with the beginnings of literacy as in reading and writing in English and Samoan. Students will identify the differences between script and performance, the relevance of stage directions, movement and the use of space, improvisation for the script and stage production, costumes, props and back stage activities and the role of audience in drama.

3. Relationship to National Standards

The course is designed in accordance with the Samoa Qualification Framework in mind, with Outcome Level Descriptors and Qualifications Definitions as per SQA policies June 2009.

4. Course Delivery Structure

This course is delivered for 3 hours per week over 14 weeks.

Lectures: 2 hours per week

Tutorials: 1 hour per week

5. Nominal Duration

Class contact hours 42 hours

Independent hours 70 hours

Total hours 112 hours

6. National Standard Data

Level: 6

Credit value: 11

7. Entry Requirements

HEN101

8. Co-requisite course:

Nil

9. Underpinning Skills and Knowledge

Students must demonstrate the required level of competencies in reading written scripts, critical thinking, analysing drama critique, oral and impromptu speaking, organizing and productions skills in performance and contextualizing original scripts.

10. Learning Outcomes

By the end of this course students should be able to achieve the following :

- i) Learn to read and to appreciate selected plays.
- ii) Describe the elements of stage and stage production.
- iii) Present soliloquies and monologues in English.
- iv) Define, describe, and explain dramatic terms orally and in writing.
- v) Able to role play selected scenarios as called upon.
- vi) Analyse, evaluate, compare and contrast the various elements in drama orally and in writing.
- vii) Demonstrate and act with confidence a scene from a selected play.
- viii) Conduct interviews, questionnaire and written reports on visits to schools or church youth groups in relation to special performances as in Lotu Tamaiti and others.

11. Teaching and Learning Strategies

Face to face sessions through lectures, tutorials, presentations, guest presenters, group discussions, and school visits, seeing a faleaitu during the Teuila Festival and participating in Lotu Tamaiti programmes as organizer, actor etc.

12. Assessment Methods

Assessments will take into consideration creativity, confidence and fluency in written and oral presentations comprising course work 50% and final examination 50%.

Assessment Table:

Assessment Methods	Learning Outcomes	Value
Test	(i) (ii) (iv) (vi)	10%
Essay (1)	(i), (ii), (iv), (vi)	10%
Monologue, soliloquy	(iii) (v) (vii) (vi)	10%
Observation Visit/interview	(ii) (iii) (vii)	10%
Lotu Tamaiti Report	(vii) (viii)	10%
Final Examination		50%

13. Content Outline

Week	Topic
1	Introduction, course overview and course expectations
2	Historical Survey of medieval, modern, Pacific drama, both comedy and tragedy
3	Staging and Production ó different parts of a stage and their importance to drama
4	Types of drama ó the elements of classical drama
5	Shakespeare and modern drama
6	Monologues/Soliloques ó structure and performance
7	Pacific Drama ó elements of Pacific drama
8	Samoa Drama ó elements of faleaitu
9	Observation of faleaitu ó interview of performers/
10	Skits ó elements in comparison to a play
11	Skit ó students to work in groups, prepare and perform a skit
12	Lotu Tamaiti ó field work, observations and performance
13	Presentation of research and reports on Faleaitu and Lotu Tamaiti
14	Skit ó for EFL Night - rehearsal, costuming, lighting and special effects

14. Equipment required by students

Nil

15. Textbook required by students

A course Reader, supplementary materials and hand-outs will be distributed during class.

16. References

Balcon, M., *English Language and Literature*, Odhams Press Ltd, London,N.D

Burgess, R., and Pamela Gaudry, *Drama Stages 4*. Longman Cheshire, Melbourne

Byrne, D., 1970, *Seven One Act Plays*, Longman Group Ltd. London

Craig, W.J., 1991, *William Shakespeare: Complete Works*, Oxford University Press, London.

Edwards, H., 1984, *Workplays: School to Work Transition Drama for Secondary Students*, Longman Cheshire, Melbourne.

Hong, Chua Seok, 1989, *Let's Act: Plays for Schools*, Manhattan Press Ltd, Singapore.

Little, G., 1985, *Approach to Literature*, Science Press, Marrickville.

Spurgeon, C. 1965, *Shakespeare's Imagery: and What It Tells Us*, Cambridge University Press, London.

Tillyard, E.M.W. 1944, *Shakespeare's History Plays*, Penguin Books Ltd, Edinburgh.

Diana Fuemana: Playwright; <http://www.doollee.com/playwrightsF/FuemanaDiana.htm>

<http://www.pangeaworldheater.org/mapakibrief.html>

<http://www.playmaketheater.org.nz/about> profiles.php/id=1948l=F

Albert Wendt, The Songmaker's chair:

<http://www.maidment.auckland.ac.nz/whatson/index.cfm?action=details&prodlid=38&period=archives>.

<http://www.artscalendar.co.nz/event/14737/>

http://illmuse.jhu.edu/cgu-bin/access.cgi/uri/journals/contemporary_pacific/vO17/17/.1anae.html&session=58372002

Witi Ihimaera: Playwright: http://www.bookrapport.com/profiles/witi_ihimaera.html

<http://www.fulbright.org.nz/fulbrighthays/aboutnz/culture-resources.html>

<http://www.playmarket.org.nz/bookscript> home.php?item=ihimaera%20Witi Woman%20Far%20Walking.

<http://www.playmarket.org.nz/images> mag PM-news-29.pdf

17. Resources

Data projector, DVDs, television, lap top.

18. Special Notes

Comments or suggestions concerning this course should be directed to Matafai Rooney Mariner, EFL Department.
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INDIVIDUAL COURSE REPORT

Course Code: HEN207
Course Title: DRAMA IN SCHOOLS AND COMMUNITY

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p style="text-align: center;">The course objectives were achieved</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p style="text-align: center;">Yes, all the planned topics were covered</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Overall, the students adjusted to the course requirements. They attended regularly as classes were set in the afternoon to cater for students who were mainly teachers who came in after working hours. Assessments were mainly practical activities. The students enjoyed a whole new approach to making drama an interesting tool to teach students English.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The materials were adequate. As most of the resources came from the internet and books from the library. There was also assistance from the English department members who volunteered to lecture on topics of interests, for example lectures on Shakespeare's view of the drama theatre, which were taken by senior lectures.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>This can be improved by more Samoan views and perspectives on dramatic performances. It is an approach teachers and students of the course can use with their students when they are teaching drama in English.</p>

COURSE TITLE:	Drama – Classical to Modern
COURSE CODE:	HEN 301
PROGRAMME TITLE:	Bachelor of Arts

1. Course Objectives

Through lectures and tutorials, class and personal readings, students will learn, understand and recognize and appreciate the uniqueness of drama and the historical and cultural contributions to their development in the various eras. Students will be given opportunities to discuss, describe, explain, analyse and explicate selected texts verbally and in writing, focusing on the importance and significance of the literary work per se and or in response to a specified purpose. Students will identify and demonstrate in appropriate academic writing conventions and performance, their knowledge and appreciation of selected texts in response to specific questions.

2. Range

This course is an advanced study of the development of drama with particular emphasis on textual analysis of selected plays of representative dramatists and eras. Students are expected to acquire an understanding and appreciation of the various styles, tradition and conventions of drama in different eras.

3. Relationship to National Standard Competencies

This course is designed according to the Samoa Qualifications Framework with Outcome Level Descriptors and Qualifications Definitions as per policies June 2009.

4. Course Delivery Structure

This course is delivered three hours per week over fourteen weeks.

5. Nominal Duration

Class contact	42 hours
Independent learning hours	70
Total hours	112

6. National Standard Data

Level: 7	Credit Value: 11
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7. Entry Requirement

HEN 203

8. Co-requisite courses

Nil

9. Underpinning skills and knowledge

Excellent oral and written communication skills and some knowledge of History.

10. Learning outcomes

- (i) Through discussions and explanations, students will show their knowledge, understanding and appreciation of the history and culture of selected authors and their work under study.
- (ii) Through lectures and tutorials, DVDs and presentations, students will obtain additional information and background of times and circumstances that inform the work.
- (iii) Through assessment requirements, students will show their skills in research and gathering information using various sources and technology available, organize and present written work according to academic conventions as stipulated.
- (iv) Students will show confidence in their analyses and synthesis of selected work as evident in their evaluations using comparisons and contrasts, causes and effects, definitions, classifications, explanations and explication of texts where appropriate.
- (v) Students will confidently carry out individually, in pairs and in groups selected pieces of work using interviews, questionnaires and research where appropriate and present in writing and orally in seminars.

11. Teaching and Learning Strategies

Face to face sessions of lectures and tutorials, group discussions, presentations, DVDs and guest lecturers when available.

12. Assessment Strategies

Assessment for this course is 50% course work and 50% final exam.

3 Essays ó Explication, Exposition, Argumentative	30%
Oral presentation and written Essay/interview	20%
Final Examination	50%
Total Mark	100%

Assessment Table:

Assessment Methods	Learning Outcomes	Value
Assignments 1, 2, 3	(i) - (v)	30%
Assignment 4	(i) ó (v)	20%
Final Exam	(i) ó (iv)	50%
Total		100%

13. Content Outline

Week	Outline
1	Introduction and overview to course and expectations
2	History of Drama ó the various eras of drama, staging, text
3	Greek Tragedy and theatre ó Sophocles Antigone
4	Greek Comedy ó Aristophanes Lysistrata
5	The Medieval period - Everyman
6	The Elizabethan Period ó Shakespeare Macbeth
7	Shakespeare continued.
8	Modern Drama ó The Problem Play ó Henrik Ibsen A Doll's House
9	Reality Drama ó Anton Chekov Cherry Orchard
10	Comedy of Manners ó Oscar Wilde The Importance of Being Earnest

11	George Bernard Shaw ó Pygmalion
12	Pygmalion continued
13	Oral presentation/interview
14	Review of course work and examination

14. Equipment required by student

Nil

15. Textbook required by student

Course reader and supplementary materials.

16. References

Abcarian, R & M. Kotz (Eds) 1987, *Literature – The Human Experience*, St Martinø Press, New York.

Abrahams, M.H. 1988, *A Glossary of Literature Terms*, Holt, Rinehart & Winston Inc. Chicago.

Albert E., 1944, A History of English Literature, George G. Harrap & Co, London.

Bantam Classics, 1958, *Four Great Comedies of the Restoration and 18th Century*, Bantam Books, New York.

Brockett, O.G., 1970, *History of the Theatre*, Allyn & Bacon Inc. Boston.

Brown, J.R. (Ed), 2001, *The Oxford Illustrated history of Theatre*, Oxford University Press, New York.

Dilnot, A. & R. Pannell, 1999, *Macbeth – Bloody Instructions*, VC Media, Melbourne.

Dilnot A., & r. Pannell, 1999, *Macbeth – What’s Done Cannot be Undone*, VC Media, Melbourne.

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Hunter G.K., (Ed), 1967, *William Shakespeare – Macbeth*, Penguin Books, London.

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McDonnel H., Nakadai N.E., Pfordresher J., & T.E. Shoemate, 1979, *England in Literature*, Scott, Foresman & Company, Illinois.

Penguin Plays, 1960, *Plays of Oscar Wilde*, Penguin Books, London.

Pooley R. C., Anderson G., Farmer P. & H Thornton, 1963, *England in Literature*, Scott, Foresman & Company, Illinois.

Robinson, C.A., 1954, *An Anthology of Greek Drama*, Holt, Rinehart & Winston, New York.

Rowse, A. L., 1963, *William Shakespeare – A biography*, MacMillan & Co Ltd, London.

Signet Classic, 1992, *Ibsen – Four Major Plays, Volume 1*, penguin Group, USA.

Spurgeon C., 1965, *Shakespeare's Imagery and What It Tells Us*, Cambridge University Press, London.

Walley H.R., 1950, *The Book of the Play, an Introduction to Drama*, Charles Scribner's Sons, New York.

Ward A.C. 1971, *George Bernard Shaw – Pygmalion*, Longman Group Ltd, London.

Williams, B. 1999, *Sophocles – Antigone*, VC Media, Melbourne

World's Classics, 1991, *Anton Chekhov – Five Plays*, Oxford University Press, Oxford.

17. Resources

Students are expected to provide their own stationery items, DVD, television, lap top.

18. Special Notes.

Comments or suggestions concerning this course should be directed to Sr. Vitolia Moa and Amituanai V. Heem, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN301

Course Title: DRAMA – CLASSICAL TO MODERN.

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>The objectives of this course were met and accomplished with satisfaction.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>Every topic was covered satisfactorily.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Students show an active interest in the course, by participating in soliloquies and monologues as well acting scenes that are poignant or of interest to them. Attendance and timely submission of assignments is a chronic problem for some students.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The meager resources the Department has seem adequate for achieving its academic purpose, however it could do with more resources such as space and stage, filming unit etc for more dramatic performances and acting, and orating.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>More space and stage for dramatizing and performing, a Library that can accommodate a large number of students, computers and books etc.</p>

COURSE TITLE:	World Literature in English III
COURSE CODE:	HEN303
PROGRAM TITLE:	Bachelor of Arts

1. Course Objectives

This course has been designed to continue an in-depth analysis of postcolonial contemporary literary texts which are sometimes less accessible but important in the field of World Literatures written in English. It will also engage the student in studying the historical and cultural context of the set texts and developing an understanding of the various literary representations of postcolonial nations, especially those in the South Pacific. Students will be directed to carry out in-depth research on the work of particular writers and present their findings in a research essay and oral seminar.

2. Range Statement

This course provides the students with opportunities to familiarize themselves with postcolonial literary texts following on from HEN103, World Literatures written in English I, and HEN201, World Literatures written in English II and to research the historical and cultural contexts in which the respective writers produced their literary works. It also will allow the student to continue an analysis of literary representations of postcolonial societies particularly those in the South Pacific.

3. Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June 2009.

4. Course Delivery Structure

This course is delivered for 3 hours per week over 14 weeks.

Lectures ó 2 hours per week

Tutorials ó 1 hour per week

5. Nominal duration

Class contact:	42 hours
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Independent learning	78 hours
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Total hours	120 hours
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6. National Standard Data

Level: 7	Credit Value: 12
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7. Entry Requirements

HEN103, HEN201

8. Co-requisite course: Nil

9. Underpinning Skills and Knowledge

Students must have appropriate language, communication and research skills to produce the written and oral analysis required of this level.

10. Learning Outcomes and Performance Criteria

By the end of this course, students will be able to:

- xi) Discuss the general aims and objectives of the course.
- xii) Analyse three selected plays re. the literary representations of postcolonial societies with particular regard to societies of the Pacific, especially Samoa.
- xiii) Evaluate and analyse the Mead/Freeman debate and its role in the literary representations from the West with regards to the people of Samoa, particularly the young adolescent women of this society.
- xiv) Be able to analyse and discuss thematic similarities emerging from these dramatic texts focusing on cultural clash, identity formation and modernity as well as the use of the vernacular, musical compositions such as chants and the role of clowning and the clown in South Pacific societies.
- xv) Analyse the major narrative features of the three selected novels in the historical and cultural context of each respective text.
- xvi) Evaluate the political realities such as urban poverty, neo-colonialism, the corruption of indigenous elites and displacement of 'others' as well as 'the Stolen Generation' phenomena and its impact on Aboriginal Australians and the negotiation of postcolonial Aboriginal identity.
- xvii) Analyse selected short stories from South East Asia, Australia, New Zealand and the Pacific with a view to comparing historical and cultural contexts.
- xviii) Analyse and evaluate selected poetry from South East Asia, Australia, New Zealand and the Pacific comparing the particular poets use of imagery and emergent themes and examining their individual areas of concern.
- xix) Conduct in-depth research on an individual postcolonial writer and present written findings in a properly formatted comprehensive research assignment.
- xx) Present for discussion and analysis, an oral seminar based on the written research assignment within a specified time limit.

11. Teaching and Learning Strategies

Face to face sessions via lectures, tutorials, individual consultation and mentoring as well as group discussions, oral presentations and relevant videos on appropriate postcolonial issues where available.

12. Assessment Methods

Assessment Methods	Learning Outcomes	Value
Major Assignment 1 ó Drama Essay	i ó iv	15%
Major Assignment 2 ó Novel Essay	v, vi	15%
Research Assignment on selected writer	vii, viii, ix	15%
Oral Seminar Presentation on research assignment	x	5%
Final Examination	i, ii, iv, v, vi, vii, viii, ix, x	50%

13. Content Outline

Week	Topic
1, 2 & 3	Overview of course; introduction to aims and objectives as well as assessment. Analysis of the three selected plays re. the literary representations of postcolonial societies particularly in the South Pacific (the Mead/Freeman debate) as well as detailing thematic similarities focusing on cultural clash, identity formation and modernity. The role of the clown and the use of the vernacular in <i>Last Virgin</i> will be highlighted as well as the use of the chant in <i>Waiora</i> .
4, 5, 6 & 7	Discussion of the major narrative features of the three selected novels as well as the historical context of each respective text. Political realities re. urban poverty, neo-colonialism, corruption by indigenous elites and the displacement of migrant others will also be examined. The phenomenon of the stolen generation re. the negotiation of postcolonial Aboriginal identity in <i>My Place</i> will also be scrutinized.
8, 9 & 10	Selected short stories from South East Asia, Australia & New Zealand as well as the Pacific will be discussed, comparing and contrasting characters, settings and themes. Historical and cultural contexts will also be discussed from a comparative perspective and stories will be evaluated accordingly.
11, 12 & 13	Selected poetry from South East Asia, Australia, New Zealand and the Pacific will be analysed comparing the treatment of subject, use of imagery and emergent themes. Individual poets and their particular areas of interest will be examined and student responses to poems of their choice will be compared.
14	Oral seminars on research assignments on one selected writer will be presented for class discussion and lecturer evaluation.

14. Equipment required by students: Nil

15. Textbooks required by students

Course Readers and supplementary materials provided

16. References

- Ashcroft, B., Griffiths, G., & Tiffin, H., (eds), 1995, *The Post-colonial Studies Reader*, Routledge, London and New York.
- Atwood, M., 1999, *Eating Fire: Selected Poetry 1965-1995*, reprint, Virago Press, Great Britain.
- Awekotuku, N.T., 1989, *Tahuri*, New Women's Press, Auckland.
- Borofsky, R., (ed), 2000, *Remembrance of Pacific Pasts: An Invitation to Remake History*, University of Hawaii Press, Honolulu.
- Brady, V., (ed), 1988, *Dalwurra: The Black Bittern*, The Centre for Studies in Australian Literature, University of Western Australia, Nedlands.
- Crocombe, R., Neemia, U., Ravuvu, A., & Vom Busch, W., (eds), 1992, *Culture and Democracy in the South Pacific*, Institute of Pacific Studies, University of the South Pacific, Suva.
- David, M.T., 1995, *Wole Soyinka: A Quest for Renewal*, BI Publications PVT Ltd, Bangalore.
- Davis, J., 1992, *Black Life: Poems*, University of Queensland Press, St.Lucia.
- Gilbert, K., 1994, *Because a White Man'll Never Do It*, Angus & Robertson, Sydney.
- Gilbert, K., 1988, *The Cherry Pickers*, Burrumbinga Books, Canberra.
- Hauofa, E., 1993, *Tales of the Tikongs*, Beake House, Suva.
- Hereniko, V., 1995, *Woven Gods: Female Clowns and Power in Rotuma*, Institute of Pacific Studies, University of the South Pacific & Center for Pacific Island Studies, School of Hawaiian, Asian and Pacific Studies, University of Hawaii, Suva and Honolulu.
- Hereniko, V., & Teaiwa, T., 1993, *Last Virgin in Paradise*, Mana Publications, Suva.
- Hereniko, V., & Wilson, R., (eds), 1999, *Inside Out: Literature, Cultural Politics and Identity in the New Pacific*, Rowman and Littlefield Publishers, Lanham.
- Ihimaera, W., (ed), 2000, *Where's Waari? A History of the Maori through the Short Story*, Reed Books, Auckland.
- Kouka, H., 1997, *Waiora: Te Ukaipo – The Homeland*, Huia Publishers, Wellington.
- Kulagho, C., 1998, *Raindrops*, Mana Publications, Suva.
- Lal, B.V., 1998, *Another Way: The Politics of Constitutional Reform in Post-Coup Fiji*, National Centre for Development Studies, ANU, Canberra.
- Lippmann, L., 1996, *Generations of Resistance: Mabo and Justice*, 3rd edn reprinted, Longman Australia, Melbourne.
- Malifa, F.S., 1993, *Alms for Oblivion*, Vantage Press, New York.
- Molisa, G.M., (ed), 1995, *Beneath Paradise: A collection of poems from the women in the Pacific NGOs Documentation Project*, produced for the NGO Forum on Women, Beijing.
- Morgan, S., 1987, *My Place*, Fremantle Arts Centre Press, South Fremantle.

- Munro, A., 1987, *Lives of Girls and Women*, reprint, Penguin Books, England.
- Nandan, S., 1991, *The Wounded Sea*, Simon & Schuster Australia in association with Endeavour Press, Roseville and Redfern.
- Ngugi, W.T. 1986, *A Grain of Wheat*, Heinemann, USA.
- Oodgeroo, 1990, *My People*, 3rd Edn, Jacaranda Wiley Ltd, Milton.
- Page, G., & Pooaraar, 1996, *The Great Forgetting*, Aboriginal Studies Press in association with National Museum of Australia, Canberra.
- Rushdie, S., 1994, *East, West*, Jonathan Cape, London.
- Rushdie, S., 1991, *Haroun and the Sea of Stories*, 2nd edn, Granta Books in association with Penguin Books, London.
- Selden, R., 1997, Widdowson, P., & Brooker, P., (eds), *A Reader's Guide to Contemporary Literary Theory*, 4th edn, Prentice Hall & Harvester Wheatsheaf, London.
- Stead, C.K., (ed), 1994, *The Faber Book of Contemporary South Pacific Stories*, Faber and Faber, London.
- Subramani, 1988, *The Fantasy Eaters: Stories from Fiji*, Three Continents Press, Colorado.
- Tagore, R., 1994, *Selected Poems*, reprint, Penguin Books, London.
- Thaman, K.H., 1999, *Songs of Love: New and Selected Poems 1974-1999*, Mana Publications, Suva.
- Thumboo, E., 1993, *A Third Map: New and Selected Poems*, Uni Press, Centre for the Arts, National University of Singapore, Singapore.
- Vaai, S., 1999, *Literary Representations in Western Polynesia: Colonialism and Indigeneity*, The National University of Samoa, Apia.
- Veramu, J.C., 1994, *Moving through the Streets*, Mana Publications in association with Institute of Pacific Studies, Suva.
- Weir, J., (ed), 1995, *Collected Poems: James K.Baxter*, reissue, Oxford University Press, Auckland and Oxford.
- Williamson, D., 1996, *Heretic: Based on the Life of Derek Freeman*, Penguin Books & Currency Press, Melbourne and Sydney.
- Yap, A., 2000, *The Space of City Trees*, Skoob Books Ltd, London.
- Yeo, R., 1999, *Leaving Home Mother*, Angsana Books, Singapore.
- <http://www3.dbu.edu/mitchell/postcold.htm>
- <http://postcolonial.askdefine.com/>
- http://www.google.ws/url?sa=t&rct=j&q=&esrc=s&source=web&cd=10&ved=0CFsQFjAJ&url=http%3A%2F%2Fwww.eng.fju.edu.tw%2FLiterary_Criticism%2Fpostcolonism%2Fpost_colonial_1.ppt&ei=vug3U9PmBtDw2gX0iYCwBg&usq=AFQjCNE91h8otjaGlxC2wfxl_7SpkjAyg
- <http://postcolonialweb.org/>
- <http://www.wnorton.com/college/english/nawol3/>

17. Resources

DVD, television, lap top.

18. Special Notes

Comments or suggestions concerning this course should be directed to Dr. Sina Vaai, EFL Department.

INDIVIDUAL COURSE REPORT

COURSE CODE: HEN303

COURSE TITLE: World Literature Written in English III

1.	<p>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach copy of the course outline and matrix)</p> <p>Yes, the course objectives listed below as on the course outline were achieved.</p> <p>COURSE OBJECTIVES:</p> <p>To continue an in-depth analysis of postcolonial contemporary literary texts which are sometimes less accessible but important in the field of World Literatures written in English.</p> <p>To become familiar with historical and cultural context of the set texts</p> <p>To develop an understanding of the various literary representations of postcolonial nations, especially those in the South Pacific.</p> <p>To carry out in-depth research on particular writers and present their findings in a research essay and oral seminar.</p>
2.	<p>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</p> <p>No topics planned for the course were left out.</p>
3.	<p>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was student attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc, or discipline problems?</p> <p>Students at the 300 level are usually nearing completion and committed to that goal. Some experience clashes and several who are usually teachers have problems with time management and attendance but these difficulties are invariably sorted out with proper consultation.</p>
4.	<p>Were the resources and support provided by the department for this course adequate? Please elaborate</p> <p>Whilst Departmental support and resources are adequate, more support for student research is still needed in terms of available computers and internet access in the library</p>
5.	<p>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</p> <p>See comment in No 4 above about acquiring more computers with internet access for student research.</p>

COURSE TITLE:	APPLIED LINGUISTICS
COURSE CODE:	HEN 304
PROGRAMME TITLE:	DIPLOMA/BACHELOR OF ARTS/BACHELOR OF EDUCATION

1 Course Objectives

This course has been designed to develop students' understanding of fundamental linguistic concepts that are relevant to English as a second language. Students who take this course should be able to apply the linguistic concepts and knowledge they learn into their writing and everyday speech so that it reflects competency in English as a second language. Moreover students will find confidence in using English as a medium of instruction in any social setting.

2 Range Statement

This course will focus specifically on applying linguistic knowledge learned in Linguistic courses to the acquisition of English as a second language. In addition students will be exposed to different theories of language learning and some relevant strategies they can endorse in their teaching and in their endeavours as second language learners.

3 Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQA policies 2012

4 Course Delivery Structure

This course is delivered 3 hours a week for 14 weeks.
Lectures - 2 hours
Tutorial - 1 hour

5 Nominal duration

Class contact 42 hours (3x14)

Independent learning 84 hours (6x14)

Total hours =126 hours

6 National Standard Data

Level: 6 Credit value: 13

7 Entry Requirements

HEN205, HEN204.

8 Co-requisite course

Nil

9 Underpinning Skills and Knowledge

Students should have good reading, writing and critical thinking skills as they examine different theories of language learning and acquisition. Moreover they

should be able to clearly communicate their ideas in discussions, seminars and assessments as a clear indication of language mastery and competence.

10 Learning Outcomes and Performance Criteria

By the end of this course students should be able to:

- (i) Define language and its role in education.
- (ii) Explain the predominant theories of second language acquisition.
- (iii) Demonstrate an understanding of English syntax.
- (iv) Describe the morphological processes involved in word structure.
- (v) Identify language varieties and its implications for teaching English as a second language.
- (vi) Differentiate between teaching models- experiential, collaborative, use of technology.
- (vii) Clarify the role of theory in language discourse and design.
- (viii) Design a short term plan for teaching English to a class in middle primary level.
- (ix) Devise a long term plan for teaching English to secondary school students.
- (x) List motivational language methods that can be used to teach English as a second language.

11 Teaching and Learning Strategies

Face to face communication during lectures and discussion groups. Group work on a project and present in a seminar.

12 Assessment Methods

Assessment Method	Learning Outcome	Value (%)
Commentary	(i) (ii)(iii)	5%
Activities in reader pgs 30-33	(ii)(iii) (v) (vii)	5%
Major Assignment 1 Beliefs and Dispositions	(iii) (v) (vi) (vii) (x)	15%
Design a reading comprehension test for students in Year 6 and thought processes behind it.	(ii) (ii) (iii) (v) (vi) (vii)	5%
Major Assignment 2 / Research into the teaching of English as a second	(i) (ii) (iii) (iv) (v) (vi) (vii) (ix)	15%

language in Samoa.		
Test	(i)-(x)	10%
Examination	(i)-(x)	40%
Total		100%

13 Content Outline

Week/Session #	Topic/Event/Activity
1	Introduction to course aims and objectives. Assignment sheet given out with Course Outline. Applied Linguistics- the pursuit of excellence.
2	Models and Fiction ó the role of theory in practice, course design and discourse process.- Comment on a theory of discourse in the reader.
3	Competence & Capacity in Language learning. Major assignment topics discussed.
4	Discourse analysis- what is discourse analysis? Do activities in reader pages 30-33.
5	Experiential learning- second language learning as cooperative learner education.
6	Putting a process syllabus into practice- look at a strand of the Samoan English curriculum and design a plan for teaching it.
7	Towards a collaborative approach to curriculum studies ó Major Assignment 1 due.
Mid Semester Break	
8	Motivating language learners through authentic materials.
9	Interactive oral grammar exercises/Interaction of reader and text, writing as an interactive experience. Design an English comprehension test for year 6.
10	Poetry and song as effective language learning activities.
11	The magic of theatre; enhancing language through drama. Second major assignment due.
12	Interactive testing of culturally diverse speech styles.
13	Use of technology- a medium in language teaching. Test
14	General revision and exam format.
15	Study Week

14 Equipment required by students

Pens and paper.

15 Textbooks required by students

Course reader and handouts given from time to time.

16 References

Atkinson D., Kilby D., Roca I., (1982) *Foundations of General Linguistics*, George Allen and Unwin Publishers Ltd. London.

Davies A., & Elder C., (Eds) (2004) *Handbook of Applied Linguistics*, MA Blackwell, Oxford.

Hall C., J., Smith P., H., & Wicaksono R., (2011) *Mapping Applied Linguistics. A Guide for Students and Practitioners*, Routledge, Cambridge.

McCarthy M., (2001) *Issues in Applied Linguistics*, Cambridge University Press, Cambridge.

Pennycook A., (2001) *Critical Applied Linguistics: A Critical Introduction*, Lawrence Erlbaum Associates, London.

Schmitt N., (2002) *An Introduction to Applied Linguistics*, Arnold, London.

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www.alaa.org.au.

www.alanz.ac.nz

www.baal.org.uk/

www.education.ox.ac.uk/courses/msc-applied-linguistics/

www.linguisticsociety.org/resource/applied-linguistics

www.mml.can.ac.uk/dtal/

www.pdx.edu/linguistics/welcome

www.tc.columbia.edu/TesolAI/

17 Resources

Data projector and laptop for presentations/lectures.

18 Special Notes

Comments or Suggestions concerning this course should be directed to Lafaitale Fualuga Taupi, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN 304

Course Title: APPLIED LINGUISTICS

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>All the objectives, listed in the outline were achieved. If there was an objective not achieved it was due to withdrawal or from a change of course.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>I believe all the content was fully covered.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>As there are not many students in this course there is a very good rapport with the few that take this course. The content of the course is interesting to most students especially those who are trained to be teachers. Assignments are on time and class discussions are very good because students get to express themselves freely in regards to the different approaches to teaching English as a second language. There is no evidence of plagiarism as there is citation in their essays and comments.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>I think the resources are sufficient now however due to the nature of the topic there is always room for improvement in the inclusion of new and recent studies in the course.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>I think the course could be improved with the inclusion of more recent studies in applied linguistics. It could be photocopies of recent trends and approaches that work elsewhere and can work for us here in Samoa or just as ideas for our students to apply or to test which works and which does not. The basic text can be used but photocopies of more recent studies can be given out from time to time which can minimize costs too.</p>

COURSE TITLE:	Shakespeare: Selected Texts
COURSE CODE:	HEN305
PROGRAM TITLE:	Diploma/Bachelor of Arts, Bachelor of Education

1. Course Objectives

This course has been designed to provide an in-depth analysis of selected Shakespearean texts; comedies, tragedies, historical plays and romances. It aims to develop an understanding of Shakespeare's plays and relate the thematic issues to contemporary times. It also provides a study of Shakespeare's sonnets in all their variety, richness and depth.

2. Range Statement

The course provides the students with opportunities to analyse selected Shakespearean texts in various genres: ranging from tragedies to comedies, historical plays to romances and ending with a study of his sonnets. Dramatic devices and features of the set plays will also be studied to allow the students some insight into Shakespeare's reputation as a leading literary figure of all time.

3. Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June 2009.

4. Course Delivery Structure

This course is delivered for 3 hours per week over 14 weeks.

Lectures ó 2 hours per week

Tutorials ó 1 hour per week

5. Nominal duration

Class contact:	42 hours
Independent learning	78 hours
Total hours	120 hours

6. National Standard Data

Level: 7	Credit Value: 12
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7. Entry Requirements

HEN203

8. Co-requisite course:

Nil

9. Underpinning Skills and Knowledge

Students must demonstrate the required level of competencies in reading, writing and researching for this advanced level of academic study. They must also be able to present research findings in a succinct fashion to their peers and lecturers.

10. Learning Outcomes and Performance Criteria

By the end of this course, students will be able to:

- xxi) Discuss the general aims and objectives of the course.
- xxii) Analyse dramatic features with regards to settings, backdrops, plot-curve, development and importance of conflict, dialogue and characterization, delineation of themes and other dramatic features of the selected plays.
- xxiii) Evaluate the nature of tragedy and the related concepts of tragic hero or heroine as well as analyse the features of Shakespearean soliloquy.
- xxiv) Analyse the dramatic features of comedy and dramatic devices such as the play within a play as well as the role of the jester.
- xxv) Evaluate the role of music in Shakespearean comedy, the causes and consequences of romantic love and the many types of love dealt with in Shakespearean comedies.
- xxvi) Analyse and evaluate the tragic romance of Romeo and Juliet, the relationship of love and marriage and the role and status of women in society.
- xxvii) Analyse the nature of political power and the debate on the succession to kingship in Shakespearean history plays as well as the notion of Honour in Shakespearean times.
- xxviii) Evaluate and analyse the problem play of *The Tempest* with the postcolonial overtones relating to the conquest of islands and natives like Caliban.
- xxix) Analyse the sonnets of Shakespeare for their subjects, imagery and themes and their universal application in contemporary times.
- xxx) Analyse and evaluate the filmed versions of Shakespearean plays and their distinct differences from the written texts.

11. Teaching and Learning Strategies

Face to face sessions via lectures, tutorials, individual consultation and mentoring as well as group discussions, oral presentations, recitations of sonnets and soliloquies and the viewing of video versions of Shakespearean plays.

12. Assessment Methods

Assessment Methods	Learning Outcomes	Value
Major Assignment 1	i, ii, iii	20%
Major Assignment 2	iv, v, vi, vii, viii	20%
In class sonnet presentation and written analysis	ix	10%
Final Examination	ii, iv, v, vi, vii, viii, ix, x	50%

13. Content Outline

Week	Topic
1, 2, 3 & 4	Overview of course; introduction to aims and objectives as well as assessment. Students will be introduced to the nature of tragedy and the tragic hero/heroine. Attention will be given to the importance of the Soliloquy and the play within a play as

	dramatic devices and the tragedies will be analysed re. development and importance of conflicts, dialogue and characterization, thematic strands and other dramatic features of the set plays. Students will also view video versions of the two plays in tutorials.
5, 6 & 7	Discussion and analysis of the features of comedy: the role of music, the role of the jester or clown, the complications associated with love, the many types of love; (courtly, fraternal, self-centered, sexual) and relationships, the causes and consequences of romantic love and the celebration of marriages which end the dramas. The world of the fairies and the mechanicals in <i>A Midsummer Night's Dream</i> will also be discussed. Students will view video versions of the two comedies in tutorials.
8	The famous tragic romance of <i>Romeo & Juliet</i> will be discussed, examining the social background of the feuding families and the resulting conflicts which impact on the lives of the two star-crossed lovers. The discussion will focus on the nature of love and marriage, as well as the role and status of women in society. Students will view a video version of the play in tutorials.
9 & 10	The two history plays, <i>Henry IV</i> Parts I & II, will be analysed to discuss the nature of political power and succession of the appropriate heir to kingship as well as the transformation of Prince Hal from a rebel to a responsible royal leader. The contrast with Hotspur and the role of Falstaff and his interpretation of Honour will also be evaluated.
11 & 12	The island setting of <i>The Tempest</i> will be discussed as well as the exile of Prospero and Miranda together with the role of the Black Arts and the educating of Caliban. The revenge and restoration of Prospero against the plotting of his jealous younger brother will also be a focus of the discussion. Students will view a video version of the play in tutorials.
13 & 14	Shakespeare's sonnets will be read, analysed and discussed in terms of their subject, imagery and themes. Students will listen to audio-taped versions of the sonnets and prepare a written analysis and oral recitation of a selected sonnet for tutorial presentation and discussion.

14. Equipment required by students

Nil

15. Textbooks required by students

Course Reader and supplementary materials provided

16. References

- Barthelemy, A.G., (ed), 1994, *Critical Essays on Shakespeare's Othello*, G.K.Hall & Co, Maxwell Macmillan, Maxwell Macmillan International, New York and Toronto.
- Barton, A., (ed), 1996, *William Shakespeare: The Tempest*, reprint, Penguin Books, London.
- Brown, J.R., (ed), 2001, *The Oxford Illustrated History of Theatre*, reissue, Oxford University Press, Oxford.
- Davison, P.H., (ed), 1996, *William Shakespeare: The First Part of King Henry the Fourth*, reprint, Penguin Books, London.
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- Dean, L.F., (ed), 1967, *Shakespeare: Modern Essays in Criticism*, revd edn, Oxford University Press, London.
- Empson, W., 1994, *Essays on Shakespeare*, reprint, Cambridge University Press, Cambridge.
- Hodgdon, B., 1991, *The End Crowns All: Closure and Contradiction in Shakespeare's History*, Princeton University Press, Princeton New Jersey.
- Hughes, T., 1991, *The Essential Shakespeare*, The Ecco Press, New Jersey.
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- Lamb, S., (ed), 1968, *Romeo and Juliet: Complete Study Edition*, Cliff's Notes, Lincoln Nebraska.
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- Lerner, L., (ed), 1970, *Shakespeare's Tragedies: An Anthology of Modern Criticism*, reprint, Penguin Books, England.
- Mack, M., 1993, *Everybody's Shakespeare: Reflections Chiefly on the Tragedies*, University of Nebraska Press, Lincoln.
- Mahood, M.M., (ed), 1995, *William Shakespeare: Twelfth Night*, reprint, Penguin Books, London.
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- Meron, T., 1998, *Bloody Constraint: War and Chivalry in Shakespeare*, Oxford University Press, New York and Oxford.
- Muir, K., (ed) 1968, *William Shakespeare: Othello*, Penguin Books, London.
- Neely, C.T., 1993, *Broken Nuptials in Shakespeare's Plays*, University of Illinois Press, Urbana and Chicago.
- Olster, F., & Hamilton, R., (eds), 1996, *Romeo and Juliet: A workbook for students*, Smith and Kraus, New Hampshire.
- Sanders, N., (ed), 1971, *The Macmillan Shakespeare: A Midsummer Night's Dream*, Macmillan, London.

- Scragg, L., 1994, *Discovering Shakespeare's Meaning: An Introduction to the study of Shakespeare's dramatic structures*, Longman, London and New York.
- Shakespeare, W., 1998, *The Sonnets*, Bulfinch Press, Little, Brown and Company, Boston.
- Spencer, T.J.B., (ed), 1996, *William Shakespeare: Hamlet*, reprint, Penguin Books, London.
- Spencer, T.J.B., (ed), 1996, *William Shakespeare: Romeo and Juliet*, reprint, Penguin Books, London.
- Vaughan, V.M., 1994, *Othello: A Contextual History*, Cambridge University Press, Cambridge.
- Wilson, J.D., 1968, *Life in Shakespeare's England: A Book of Elizabethan Prose*, reprint, Penguin Books, England.
- <http://www.shakespeare-online.com/>
- <http://www.sparknotes.com/shakespeare/hamlet/>
- <http://www.sparknotes.com/shakespeare/othello/>
- <http://www.sparknotes.com/shakespeare/twelfthnight/>
- <http://www.sparknotes.com/shakespeare/msnd/>
- <http://www.sparknotes.com/shakespeare/henry4pt1/>
- <http://www.sparknotes.com/shakespeare/henry4pt2/>

17. Resources

Television, DVD, lap top.

18. Special Notes

Comments or suggestions concerning this course should be directed to Dr Sina Vaai, EFL Department.

INDIVIDUAL COURSE REPORT

COURSE CODE: HEN305

COURSE TITLE: Shakespeare: Selected Texts

1.	<p>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach copy of the course outline and matrix) Yes, the course objectives listed as on the course outline, were achieved.</p> <p>COURSE OBJECTIVES: To analyse in-depth selected Shakespearean texts; comedies, tragedies, historical plays and romances. To develop an understanding of Shakespeare's plays and relate the thematic issues to contemporary times. To study the sonnets of Shakespeare in all their variety, richness and depth.</p>
2.	<p>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</p> <p>No topics that were planned for the course were left out.</p>
3.	<p>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was student attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc, or discipline problems?</p> <p>Students enrolled in this course greatly enjoy studying Shakespeare as a renowned dramatist and poet. They are committed and enthusiastic and look forward to any videos which accompany the text and help their understanding of the dynamics present. The performance of students in the final assessment task, that is the recitation and written analysis of a chosen sonnet, is usually of a high standard and very illuminating as to the current perceptions of Shakespeare's ideas by Samoan students.</p>
4.	<p>Were the resources and support provided by the department for this course adequate? Please elaborate</p> <p>Overall, resources and support are adequate except for internet access on computers in the library for student research in major assignments.</p>
5.	<p>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</p> <p>See comment for No.4 above re. computers with internet access for student research.</p>

COURSE TITLE:	Special Linguistics Paper
COURSE CODE:	HEN306
PROGRAMME TITLE:	Bachelor of Arts

1. Course Objectives

The course examines a student's capability in carrying out an objective, self-directed study and research in a specific area of linguistic interest and relevance to the education system and the discipline in particular. The student will review the salient literature, select a topic of interest and narrow the field of study to attainable steps, provide appropriate hypotheses, state and describe selected methodology and procedures to follow, analyse collected data, write up conclusions in conventional academic style for oral presentation and discussion in a seminar and a written component for submission. Focus will be on the selected topic and its contribution to existing indigenous knowledge generally and the development of applied research skills specifically in linguistics.

2. Range

The course introduces students to an in-depth examination and application of research theories and methods in linguistics and specifically applied research in the context of their environment. In a study that is concurrently of personal interest and pertinent to the field of education, the student will select a topic or area of research and submit a formal written proposal inclusive of procedures and processes involved in conducting the research, demonstrating a clear hypothesis statement. A review of the relevant literature will comprise a major part of the research as well as selecting and describing appropriate methods to be applied in the gathering of data and subsequent analyses of results. The student will then present the findings in an oral presentation and a written research paper of 5000 words at the end of the semester.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications framework in mind, with outcome Level descriptors and qualifications ÷ definitions as per policies June 2009.

4. Course Delivery Structure

This course is delivered three hours per week over fourteen weeks.

5. Nominal Duration

Class contact:	42 hours
Independent learning hours	84 hour
Total hours	126 hours

6. National Standard Data

Level 7	Credit Value 13
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7. Entry Requirement

HEN205, HEN304

8. Co-requisite courses

Nil

9. Underpinning skills and knowledge

Excellent communication skills in Samoan and English, and knowledge of local educational practices and curriculums.

10. Learning Outcomes

- (i) Demonstrate an understanding of relevant theories, procedures and processes relating to independent, academic research through a written research proposal.
- (ii) Develop confidence and commitment in selectively applying research theories and methods to a specific area of interest.
- (iii) Demonstrate fluency in describing, explaining, analysing and synthesizing research data in both oral and written form.
- (iv) Demonstrate ability to apply academic conventions and appropriate expression, in text referencing and bibliography.

11. Teaching and Learning Strategies

Face-to-face sessions of 1 hour a week throughout the semester and as required by students or lecturer. These sessions will include lectures, guest presentations, video viewing, field trips and discussions on specific issues relevant to research as raised by students.

12. Assessment

Assessment will take into consideration the originality, scope, length and presentation of research. Assessment for this course is 100% course work as follows:

Research Proposal	20%
Oral presentations (i) literature review	10%
(ii) research oral	20%
Written research ó 5000 words	40%
Documentation ó referencing	10%
Total Mark	100%

Assessment table:

Assessment Methods	Learning Outcomes	Value %
Assignment 1	(i) ó (iv)	20%
Assignment 2	(i) ó (iv)	30%
Assignment 3	(i) ó (iv)	40%
Documentation	(i) ó (iv)	10%

13. Content outline

WEEK	OUTLINE
1	Introduction to course and expectations, writing at the tertiary level, theses and dissertations, conventions of writing ó the question of style.
3-5	Planning the assignment ó defining and limiting the problem, a time schedule, consulting source materials, preparing a working bibliography, taking notes, the outline.
6	Planning the thesis ó selecting a topic, reviewing the literature, designing the study, chapter outline.

7	Scholarly writing ó a case study.
8	Writing the thesis or Assignment ó the general format, the preliminaries, text reference material, abstract, final product.
9	Page and chapter format, divisions and subdivisions, use of quotations ó when, what and how, footnotes ó placement, format, conventions, problems in footnoting.
10	Tables and Figures ó placement, numbering, captions, format of tables, figures, preparation and footnotes, pagination, spacing and alignment.
11	Referencing ó spacing, capitalization and underlining, alphabetical and chronological order, edited works, some special cases.
12	Appendixes ó use and format of appendix.
13	Revising the Assignment or thesis ó editing and evaluating the final product.
14	Oral presentation in class ó use of modern technology and submission of final paper.

14. Equipment required by student

Data projector, lap top, screen.

15. Textbook required by student

Course Reader and supplementary materials.

16. References

Adams, J., and Dwyer, M.A., 1982, *English for Academic Uses, a Writing Workbook*, Prentice-Hall, Inc. New Jersey.

American Psychological Association, 4rd Edition, 1994, *Publication Manual*, APA, Washington.

Anderson, J., Durston, B.H., Poole, M., 1970, *Thesis and Assignment Writing*, John Wiley and Sons Australasia Pty, Ltd, Sydney.

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Applied Linguistics, from Wikipedia, the Free Encyclopaedia, date viewed 1/04/2014, Ret; [http://en.wikipedia.org/wiki/Applied Linguistics](http://en.wikipedia.org/wiki/Applied_Linguistics)

Bouma G.D., and Ling R., 5th Edition, 2004, *The Research Process*, Oxford University Press, Melbourne.

Bryman, A., 2004, "Ethnography and Participant Observation" in *Social Research Methods*, Chapt. 14, 2nd edition, Oxford University Press, New York.

Ellis, R., 1999, *Understanding Language Acquisition*, Oxford University Press, Oxford England.

Halapua, S., 2007, *Talanoa – Talking from the Heart*, SGI Quarterly (January) <http://www.sgiquarterly.org/english/features/quarterly/0701/feature3.htm>.

Kennedy, M.L., and Smith, H.M., 1986, *Academic Writing, Working with Sources Across the Curriculum*, Prentice-Hall, Inc. New Jersey.

Parsons, C.J., 19973, *Theses and Project Work*, Pitman Press, London.

Rowntree, D., 1981, *Statistics Without Tears – a primer for Non-Mathematicians*, Penguin, Harmondsworth.

Sailau-Sauina, T., 2011, Applied Social and Health Research in the Pacific, Centre of Samoan Studies, National University of Samoa (NUS), Apia.

Sarantakos, S. , 1998, ðAnalysis and Interpretationö, in *Social Research*, MacMillan Education, South Yarra, Australia.

Singh J., 2004, *Accompanying Study Guide: The Research Process*, University of South Pacific, (USP) Fiji.

17. Resources

Students are expected to provide their own stationery items and dictionary.

18. Special notes.

Comments or suggestions concerning this course should be directed to Amituanai V. Heem, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN306

Course Title: SPECIAL LINGUISTICS

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>The objectives in the course outline were achieved</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>The content was adhered to.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>This course has fewer students enrolled in any one year to complete their degree. The nature of the course requires timely submission of assignments which students were able to complete. In 2013, one very capable student enrolled but did not complete due to family commitments – sickly parents and regular visits to hospital.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>It is never enough despite a Reader being provided, with hand outs and websites to refer to as well as the limited library resources on site.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>More library resources, more computers, and a bigger building for the Library and additional computer labs. The costs are prohibitive as computers seem to last 2 years at the most and the cost of books are unaffordable by our limited budget. The free websites available still costs the University somehow.</p>

COURSE TITLE: English Literature of the 19th Century

COURSE CODE: HEN307

PROGRAM TITLE: Diploma/Bachelor of Arts

1. Course Objectives

This course has been designed to introduce students to a representative group of 19th century texts in the genres of fiction and poetry and to provide an insight of the critical and cultural contexts in which they are being read. It will also allow the central concerns of the period with regards to issues of gender, social development, religious doubt and empire to be analysed and evaluated. It will in particular provide a spotlight of enquiry into the issue of empire with the fiction of Robert Louis Stevenson, the *Tusitala* of Samoa.

2. Range Statement

This course will focus on the literary genres of fiction and poetry from a representative group of 19th century texts. Cultural and critical concerns of the period will provide the context for discussion and topical issues pertaining to the nineteenth century will be analysed and discussed for their impact and presence in these selected texts. A particular focus on Robert Louis Stevenson as a writer of empire with a special relationship to Samoa will be included for analysis.

3. Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June 2009.

4. Course Delivery Structure

This course is delivered for 3 hours per week over 14 weeks.

Lectures ó 2 hours per week

Tutorials ó 1 hour per week

5. Nominal duration

Class contact: 42 hours

Independent learning 78 hours

Total hours 120 hours

6. National Standard Data

Level: 7 Credit Value: 12

7. Entry Requirements

HEN203

8. Co-requisite course - Nil

9. Underpinning Skills and Knowledge

Students must demonstrate the required level of competencies in reading, writing and researching for this advanced level of academic study. They must also be able to present research findings in a succinct fashion to their peers and lecturers.

10. Learning Outcomes and Performance Criteria

By the end of this course, students will be able to:

- I. Discuss the general aims and objectives of the course.
- II. Analyse the main forces of social change in 19th century England relating to the industrial and agrarian revolutions, political reform and the issue of the Suffragettes movement for Votes for Women.
- III. Evaluate the radical Darwinian theory of the Origin of the Species and the religious doubts that resulted from that ideology.
- IV. Analyse the narrative features of *The Mayor of Casterbridge* together with the social and cultural background of the novel with a particular focus on characterization, especially women characters, and the emergent themes.
- V. Analyse and evaluate social and cultural issues relating to poverty, the rise of the middle class and the position of women in England in the 19th century present in *Wuthering Heights*.
- VI. Analyse the nature of Empire in the 19th century together with the resultant rivalry between traders, missionaries and beachcombers in the colonial novel of *The Beach of Falesa*. The significance of the beach for colonial Samoa will also be analysed and evaluated in relation to subaltern power and postcoloniality.
- VII. Analyse and evaluate selected poems of six 19th century poets which include Tennyson, Robert Browning, Elizabeth Barrett Browning, Gerard Manley Hopkins, Thomas Hardy and Rudyard Kipling as representative poets of their time.
- VIII. Analyse and evaluate these selected poems to discern poetic features and concerns relevant to each individual poet.
- IX. Research an individual poet in-depth with a view to revealing a holistic picture of the poet as a literary figure of the 19th century with all his/her individual quirks and characteristics.
- X. Present with clarity an oral seminar on this research assignment for peer review and lecturer evaluation.

11. Teaching and Learning Strategies

Face to face sessions via lectures, tutorials, individual consultation and mentoring as well as group discussions, oral presentations and a field-trip to the Robert Louis Stevenson Museum for a site-visit to *Tusitala's* recreated residence.

12. Assessment Methods

Assessment Methods	Learning Outcomes	Value
Major Research Assignment 1	i, ii, iii, iv, v, vi	20%
Major Research Assignment 2	vii, viii, ix	20%
Oral Seminar Presentation	x	10%
Final Examination	i, ii, iv, v, vi, vii, viii, ix, x	50%

13. Content Outline

Week	Topic
1 & 2	Overview of course; introduction to aims and objectives as well as assessment. Students will identify the main forces of social change in 19 th century England, i.e. industrial and agrarian revolutions, political reform and the issues of women's rights (suffragettes), Darwin's 'Origin of the Species' and religious doubts. Students will also analyse the narrative features of <i>The</i>

	<i>Mayor of Casterbridge</i> , the social and cultural background of the novel and characterization, especially of the women characters, and the themes.
3 & 4	Students will analyse social and cultural issues present in <i>Wuthering Heights</i> such as poverty, education, the rise of the middle class and the position of women in England in the 19 th century.
5, 6 & 7	The nature of Empire in the 19 th century will be analysed as well as the rivalry between traders and missionaries, beachcombers and the significance of the beach in the colonial novel. Students will make a field-trip visit to the Robert Louis Stevenson Museum to see the recreated residence of Samoa's <i>Tusitala</i> .
8, 9, 10, 11, 12 & 13	An analysis of selected poems of 19 th century poets, i.e. Tennyson, Robert Browning, Elizabeth Barrett Browning, Gerard Manly Hopkins, Thomas Hardy and Rudyard Kipling, will be covered at the rate of 1 poet per week, with a view to discussion of particular poetic features and concerns peculiar to the individual poet. Students will select 1 of these poets for a research assignment and seminar to be presented in the final week.
14	Oral seminars based on the research assignment will be presented for peer discussion and lecturer evaluation.

14. Equipment required by students

Nil

15. Textbooks required by students

Course Reader and supplementary materials provided

16. References

- Allen, W., 1991, *The English Novel: From the Pilgrim's Progress to Sons and Lovers*, Penguin Books, London.
- Barrett-Browning, E., 1993, *Selected Poems*, Bloomsbury Publishing, London.
- Barrett-Browning, E., (no date), *Sonnets from the Portuguese*, Peter Pauper Press, New York.
- Barrett-Browning, E., 1992, *Sonnets from the Portuguese and Other Poems*, (unabridged edn) Dover Publications, New York.
- Browning, R., 1994, *Selected Poems*, Bloomsbury Publishing, London.
- Calder, J., (ed), 1997, *Robert Louis Stevenson*, Everyman J.M.Dent, London.
- Carey, G., (ed), 1999, *Le Morte Darthur (The Death of Arthur): Notes*, Cliff's Notes, Lincoln Nebraska.
- Day, A., (ed), 1991, *Alfred Lord Tennyson: Selected Poems*, Penguin Books, London.
- Ebbatson, R., 1994, *Thomas Hardy: The Mayor of Casterbridge*, Penguin Books, London.

- Gardner, W.H., 1988, *Poems and Prose of Gerard Manley Hopkins*, reprint, Penguin Books, London.
- Graham, C., 1997, *Robert Browning*, Everyman J.M.Dent, London.
- Gray, J.M., (ed), 1996, *Alfred, Lord Tennyson: Idylls of the King*, reprint, Penguin Books, London.
- Hardy, T., 1995, *Hardy's Selected Poems*, Dover Publications, New York.
- Hopkins, G.M., 1995, *God's Grandeur and Other Poems*, Dover Publications, New York.
- Jack, I., (ed), 1995, *Emily Bronte: Wuthering Heights*, Oxford University Press, Oxford.
- Karlin, D., (ed), 1989, *Robert Browning: Selected Poetry*, Penguins Books, London.
- McSweeney, K., (ed), 1998, *Elizabeth Barrett Browning: Aurora Leigh*, Oxford University Press, Oxford.
- Nathan, B., (ed), 1990, *Brodie's Notes on Emily Bronte's Wuthering Heights*, (revd edn), Macmillan Press, Hampshire.
- Page, N., 1995, *Tennyson: Selected Poetry*, Routledge, London and New York.
- Porter, P., 1993, *The Illustrated Poets: Robert Browning*, Aurum Press, London.
- Richards, B., (ed), 1980, *English Verse 1830-1890*, Longman, London and New York.
- Robinson, R., 2003, *Robert Louis Stevenson: His Best Pacific Writings*, Streamline, Auckland.
- Seymour-Smith, M., (ed), 1985, *The Mayor of Casterbridge: Thomas Hardy*, Penguin Books, London.
- Spear, H., 1980, *York Notes: Thomas Hardy: The Mayor of Casterbridge*, Longman York Press, Beirut and England.
- Stoneman, P., 1998, *Emily Bronte: Wuthering Heights*, Icon Books, Cambridge.
- Storey, G., (ed), 1967, *Hopkins Selections*, Oxford University Press, Oxford.
- Sullivan, K.E., 1999, *Kipling: Victorian Balladeer*, Gramercy Books, New York.
- Tennyson, A., 1994, *Selected Poems*, Bloomsbury Publishing, London.
- Williams, W.E., 1973, *Browning: A Selection*, reprint, Penguin Books, England.
- <http://www.sparknotes.com/lit/casterbridge/>
- <http://www.online-literature.com/hardy/casterbridge/>
- <http://www.shmoop.com/mayor-casterbridge/summary.html>

17. Resources

DVDs, Television, lap top

18. Special Notes

Comments or suggestions concerning this course should be directed to Dr. Sina Vaai, EFL Department.

INDIVIDUAL COURSE REPORT

COURSE CODE: HEN307

COURSE TITLE: English Literature of the 19th Century

1.	<p>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach copy of the course outline and matrix) Yes, the course objectives listed below, as on the course outline, were achieved.</p> <p>COURSE OBJECTIVES: To introduce students to a representative group of 19th century texts in the genres of fiction and poetry and to provide an insight of the critical and cultural contexts in which they are being read. To discuss central concerns of the period re. issues of gender, social development, religious doubt and empire. To relate the particular issue of empire with the fiction of Robert Louis Stevenson, the <i>Tusitala</i> of Samoa.</p>
2.	<p>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</p> <p>No topics that were planned for the course were left out.</p>
3.	<p>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was student attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc, or discipline problems?</p> <p>The overall attitude of students in this course is positive and eager to understand the literary texts from another culture in another century. They usually display great interest in the works of Robert Louis Stevenson known as Samoa's <i>Tusitala</i> and the visit to the museum which was his residence in Samoa, is a highlight of the course.</p>
4.	<p>Were the resources and support provided by the department for this course adequate? Please elaborate</p> <p>Resources and support by the Department are adequate. However, more support for student research in terms of available computers with internet access in the library is needed.</p>
5.	<p>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</p> <p>See comment in No.4 above regarding computers with internet access for student research.</p>

COURSE TITLE:	Psycholinguistics
COURSE CODE:	HEN308
PROGRAMME TITLE:	Diploma/Bachelor of Arts

1. Course Objectives

On successful completion of this course, students will understand and demonstrate via oral presentations and written descriptions, analysis, explanations and discussions in essays and reports, the various mechanisms involved in language processing as in parsing and comprehension, discourse comprehension and inference, speech production, first and second language acquisition and special circumstances that affect language such as deafness, blindness, dyslexia and aphasia resulting in language failure. Through reading and integrated instruction, students will develop a familiarity with and an ability to critically analyse the significant theoretical models and major experimental methods used to probe language representation and processing in the mind.

2. Range

The course will undertake a broad, intensive survey of current research and literature in psycholinguistics, specifically in the areas of speech perception, word recognition, sentence and discourse processing, speech production and language acquisition. It will examine a number of empirical studies closely in order to understand psycholinguistic issues, approaches and researches in this field and their application to the study of language acquisition, applied linguistics and language failure. In addition students will become familiar with some of the research tools used in psycholinguistic research through projects and hands-on activities.

3. Relationship to National Standard Competencies

This course is designed with the Samoa Qualifications Framework in mind, with outcome Level Descriptors and Qualifications Definitions as per policies June 2009.

4. Course Delivery Structure

This course is delivered three hours per week over fourteen weeks.

5. Nominal Duration

Class Contact:	43 hours (3 hours x 14 weeks)
Independent learning hours	112 hours (8 hours x 14 weeks)
Total hours	154 hours

6. National Standard Data

Level 7	Credit Value 15.4
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7. Entry Requirement

HEN205, HEN304, HEN306

8. Co-requisite courses

Nil

9. Underpinning skills and knowledge

Excellent communication skills in Samoan and English and some knowledge of Biology.

10. Learning Outcomes

- (i) Understand the major theories and models of language processing, production and acquisition covered in the course through discussions, descriptions, analysis and comparisons.
- (ii) Become familiar with and able to analyse, describe and explain succinctly some of the major findings in each of the areas discussed.
- (iii) Have a working knowledge of and able to explain, describe, analyse and synthesize as well as make comparisons between commonly used psycholinguistic experimental paradigms and related technology.
- (iv) Able to describe, compare and contrast relationships between applied linguistics, second language acquisition and psycholinguistics.
- (v) Able to critically read, evaluate and summarize a topic of interest and research findings in journals to present in class for discussion.
- (vi) Able to plan, propose, describe and document a specific research project, develop materials and appropriate experimental design to present in class.

11. Teaching and Learning Strategies

Face to face sessions of lectures and tutorials, group discussions, presentations, DVDs and guest lecturers when available.

12. Assessment Strategies

Assessment of this course is 100% course work as follows:

2 Literature reviews (Journal and other)	20%
3 Tests	30%
Major Research and oral presentation	50%
Total Mark	100%

Assessment Table:

Assessment Methods	Learning Outcomes	Value %
Assignment 1	(i) ó (vii)	20%
Assignment 2 x 3	(i) ó (vii)	30%
Assignment 3	(i) ó (vii)	50%
Total Mark		100%

13. Content Outline

WEEK	OUTLINE
1	Introduction to course and expectations and introduction to Psycholinguistics ó what is it?
2	Is language specific to humans? ó language, speech and communication, the evolution of speech
3	Language and the Brain ó localizing and lateralization in the brain.
4	Vocabulary storage ó lexical storage and lexical access.
5	Using Vocabulary
6	Language processing ó an information processing approach ó bottom-up and top-down processing

7	Writing processes and systems ó stages of writing
8	Reading processes ó decoding ó eye movements in reading.
9	Speaking processes ó characteristics of speech and stages.
10	Comprehension ó issues in listening ó categorical perception
11	Language deprivation and disability ó exceptional circumstances
12	Language disorders
13	Oral presentation and research submission.
14	Review and revision of course content.

14. Equipment required by student

Nil

15. Textbook required by student

Course Reader and supplementary materials, hand-outs etc.

16. References

- Aitchison, J., 1998, *The Articulate Animal*, Routledge, London.
- Bickerton, D., 1992, *Language and Species*, University of Chicago Press, USA.
- Bishop, D.V., 1997, *Uncommon Understanding*, Psychology Press, Hove.
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- Crystal, D., 2000, *Language Death*, Cambridge University Press, United Kingdom.
- Field, J., 2003, *Psycholinguistics, a Resource book for Students*, Routledge, London.
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- Frank Smith: psycholinguist, from Wikipedia, the Free Encyclopaedia, date viewed: 1/04/2014; Ret: [http://en.wikipedia.org/wiki/Frank_Smith_\(psycholinguist\)](http://en.wikipedia.org/wiki/Frank_Smith_(psycholinguist))
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- Gleason, J.B., and Ratner, N.B., 1998, *Psycholinguistics*, Harcourt Brace, Fort Worth.
- Kess. K. 1992. *Psycholinguistics: Psychology, Linguistics, and the Study of Natural Language*, John Benjamin
- Language Acquisition: The Role of Inheritance: Psycholinguistic model, date viewed: 1/04/2013, Ret; <http://laufent.tripod.com/psycholinguistic.htm>
- Lieberman, P. 1991, *Uniquely Human; The Evolution of Speech, Thought and Selfless Behavior*, Harvard University Press, New York.
- McNeill, D., 1987, *Psycholinguistics: A New Approach*, Harper & Row.

Psycholinguistics/Theories and models of Language Acquisition, date viewed;1/04/2013
Ret ; <http://en.wikiversity.org/wiki/Psycholinguistics/Theories> and Models of Language Acquisition.

Scovel , T., 1998, *Psycholinguistics*, Oxford University Press, London.

Seliger, H., and Vago, R., (Eds), 1991, *First Language Attrition*, Cambridge University Press, London.

Strong, M., 1988, *Language Learning and Deafness*, University Press, Cambridge.

17. Resources

Students are expected to provide their own stationery items.

18. Special Notes.

Comments or suggestions concerning this course should be directed to Amituanai V. Heem , EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HEN308

Course Title: PSYCHOLINGUISTICS

One student recently enrolled in this course but was unable to complete the course.

1	<i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i>
2	<i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i>
3	<i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i>
4	<i>Were the resources and support provided by the department for this course adequate? Please elaborate</i>
5	<i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i>

COURSE TITLE:	Images of Samoa in English Post-Colonial Literatures written in English. Foliga o Samoa i Tusitusiga Fa’aperetania i tua mai o Lona Tuto’atasi:
COURSE CODE:	HEN580
PROGRAM TITLE:	PostGrad Diploma in Samoan Studies/Development Studies

1. Course Objectives

This course aims to explore the images of Samoa in postcolonial literatures written in English against the backgrounds of various theories which apply to colonial and postcolonial discourses. It also aims to develop an understanding of the contextualization of such texts, how and why they have been constructed or created with a special focus on the relationship between the colonizers and the colonized and the impact such literary representations have on the creation of cultural identities.

2. Range Statement

This course examines images of Samoa in the creative writing of indigenous and migrant writers, viewing them as valuable literary representations in the overall corpus of Pacific literatures written in English, from both insider and outsider perspectives. It presents a selection of postcolonial fiction for close analysis, discussion as well as seminar research and presentation, taking into account pertinent theories about the growth, development and production of such writing in the context of a postcolonial and especially in the new millennium, an increasingly globalised world, where cultural identities are under threat.

3. Relationship To National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June 2009.

4. Course Delivery Structure

This course is delivered for 3 hours per week over 14 weeks.

Lectures ó 2 hours per week

Individual Consultations ó 1 hour per week

5. Nominal duration

Class contact:	42 hours
Independent learning	120 hours
Total hours	162 hours

6. National Standard Data

Level: 8	Credit Value: 16
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7. Entry Requirements

Appropriate Bachelors degree

8. Co-requisite course

Nil

9. Underpinning Skills and Knowledge

Students must have a thorough knowledge of research methodology and appropriate academic referencing systems as well as comprehensive written and oral competencies at the post-graduate level.

10. Learning Outcomes and Performance Criteria

By the end of this course, students will be able to:

- i. Discuss the general aims and objectives of the course.
- ii. Analyse and understand the relationship between literary representations and the construction of cultural identities.
- iii. Analyse pertinent postcolonial theories such as Said's Orientalism, Ashcroft et al's Writing back to Empire and Hauofa and Wendt's reimagining of a New Oceania and a Sea of Islands. Ngugi will also be invoked for his theory regarding the Decolonising of the Mind. These academic notions will frame the discussion and analysis of such texts as well as important aspects of the historical and cultural contexts of set texts as well as the analysis of thematic similarities focusing on cultural clash, identity formation and modernity.
- iv. Analyse the particular theories relating to colonial representations of Samoa particularly involving the Mead/Freeman debate.
 - v. Analyse Wendt's use of the *va* in relation to his novels and Samoan cultural identity.
- vi. Evaluate and analyse Wendt's Novels regarding the literary representations of contemporary urban poverty, neo-colonialism and corruption, migration and the diaspora, displacement and exile.
- vii. Analyse selected short stories about Samoa, the Sacred Centre, as snapshots that compare and contrast characters, settings and themes against historical and cultural context that will be discussed from a comparative perspective.
- viii. Analyse selected poetry as multiple images of complex realities comparing the treatment of subject, imagery and emergent themes.
- ix. Analyse an individual poet and his/her particular area of interest with an in-depth analysis written up as a major research assignment.
- x. Present with clarity an oral seminar on this research assignment for peer review and lecturer evaluation.

11. Teaching and Learning Strategies

Face to face sessions via lectures, tutorials, individual consultation and mentoring as well as group discussions, research seminar presentations, video viewing and if possible, guest writer panels.

12. Assessment Methods

Assessment Methods	Learning Outcomes	Value
Major Assignment 1 - Theory	i, ii, iii, iv	20%
Film/Play Review	iv, v, vii	10%
Major Assignment 2 -	v, vi	20%

Wendt		
Major Research Assignment ó Selected Writer	vii, viii, ix	40%
Oral Presentation	x	10%

13. Content Outline

Week	Topic
1, 2 & 3	Overview of course; introduction to aims and objectives as well as assessment. Students will analyse the selected theoretical texts of Said, Aschcroft et al, Wendt, Hauofa and Ngugi, re. the literary representations of postcolonial societies, particularly in the South Pacific and especially Samoa (the Mead/Freeman debate) as well as evaluating thematic similarities focusing on culture clash, identity formation and modernity. The conceptual framework will include the Spiral, from Far and Near, Inside and Outside, from Orientalism to Writing back to the Empire as well as a New Oceania and Our Sea of Islands.
4, 5, 6 & 7	Students will analyse the major narrative features of Wendt's novels as well as the historical and cultural context of his respective texts leading to an evaluation of Samoan identity and Wendt's use of the <i>va</i> . Social and political realities re. urban poverty, neo-colonialism, corruption by indigenous elites, and the diaspora as well as the displacement of -migrant othersø will also be examined and analysed in the discussion on Albert Wendt and Samoan identity. A video on the New Oceania will also be screened in this module.
8, 9 & 10	Students will analyse selected short stories as snapshots of the Sacred Centre/Samoa, comparing and contrasting characters, settings and themes. Historical and cultural contexts will also be analysed from a comparative perspective and stories will be evaluated accordingly.
11, 12 & 13	Students will analyse selected poetry as multiple images of complex realities, comparing the treatment of subject, use of imagery and emergent themes. Individual poets and their particular area of interest will be examined and student responses to poems of their choice will be compared. A research project on a selected writer will be undertaken and an oral seminar on the research project will be presented in the final week.
14	Oral seminars based on the research assignment will be presented for peer discussion and lecturer evaluation.

14. Equipment required by students

Nil

15. Textbooks required by students

Course Reader and supplementary materials provided

16. References

- Ashcroft, B., Griffiths & Tiffin, H., eds. 1985. *The Post Colonial Studies Reader*, Routledge, London and New York.
- Avia, T. 2004. *Wild Dogs under my Skirt*, Victoria University Press, Wellington.
- Beaty, J., & Hunter, J.P. 1998, *The Norton Introduction to Literature*, Shorter Seventh Edition, W. W. Norton & Company, New York.
- Bennett, B., Doyle, J., & Nanden, S. 1996. *Crossing Cultures: Essays on Literature & Culture of the Asia-Pacific*, Skoob Books Ltd, London.
- Borofsky, R., ed. 2000. *Rememberance of Pacific Pasts: An Invitation to Remake History*, University of Hawaii Press, Honolulu.
- Dutton, R. 1984. *An Introduction to Literary Criticism*, Longman York Press, England.
- EFL Department. 2001. Writing Guide for Enrolled Students in English Literature Courses. Handout, National University of Samoa, Apia.
- Fox, A., ed. 1999. *How to Study Literature in English*, University of Otago Press, Dunedin.
- Hauofa, E. 2008. *We Are The Ocean: Selected Works*, University of Hawaii Press, Honolulu.
- Hereniko, V., & Wilson, R., eds. 1999. *Inside Out: Literature, Cultural Politics and Identity in the New Pacific*, Rowman and Littlefield Publishers, Lanham.
- Kolia, F. S., 1988. *Lost Reality: A message through poems*, Mana Publications, Suva.
- Malifa, S. 1975. *Looking Down at Waves: A collection of poetry*, Mana Publications, Suva.
- Malifa, S., ed, 1986, *POEMS: a collection by the Creative Writers' Group of Western Samoa*, USP Centre, Western Samoa Publications, Apia.
- Malifa, S. 1992. *Song and Return*, Samoa Observer, Apia.
- Malifa, S. 1993. *Alms for Oblivion*, Vantage Press, New York.
- Mallon, S., Mahina-Tuai, K., & Salesa, D. 2012. *Tangata o le Moana*, Te Papa Press, Wellington, New Zealand.
- Meleisea, L. M., Meleisea, P. S., & Meleisea, E. 2012. *Samoa's Journey 1962 – 2012: Aspects of History*, PrintStop, Wellington.
- Naipaul, V.S. 1985. *Finding the Centre*, Penguin Books, London.
- Ngugi wa Thiongø. 1988. *Decolonising the Mind: The Politics of Language in African Literature*, reprint, James Currey & Heinemann Kenya & Heinemann, London, Nairobi & New Hampshire.
- Petaia, R. 1980. *Blue Rain*, USP Centre Western Samoa Publications in association with Mana Publications, Suva.

- Petaia, R. 1992. *Patches of the Rainbow*, Samoa Observer Press, Apia.
- Roberts, A.M. 1994. *The Novel – From its origins to the Present Day*, Bloomsbury, London.
- Saøga, E., Sinavaiana, C., & Enright, J., 1990. *Three Tutuila Poets*, Le Siøuleo o Samoa, Pago Pago.
- Said, E.W. 1979. *Orientalism*, Vintage Books, New York.
- Simi, N. 1992. *Sails of Dawn (La Folau o le Vaveao)*, Samoa Observer, Apia.
- Simi, T. 1994. *A Deeper Song*, Samoa Observer, Apia.
- Soø, A., & Vaai, S. 2002. *Tofa Sasa'a: Contemporary Short Stories of Samoa*, National University of Samoa, Apia.
- Stead, C.K., ed. 1994. *The Faber Book of Contemporary South Pacific Stories*, Faber and Faber, London.
- Subramani. 1992. *South Pacific Literature: From Myth to Fabulation*, revised edition, University of the South Pacific, Suva.
- Subramani. 1995. *Altering Imagination*, Fiji Writersø Association, Suva.
- Thieme, J., ed. 1996. *The Arnold Anthology of Post-Colonial Literatures in English*, Arnold, London.
- Tusitala-Marsh, S. 2009. *Fast Talking PI*, Auckland University Press, Auckland.
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- Von Reiche, N. N. 2004. *Counting her Gold*, Niu Leaf Publications, Apia, Samoa.
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- Waddell, E., Naidu, V., & Hauofa, E., eds. 1993. *A New Oceania: Rediscovering our Sea of Islands*, School of Social & Economic Development, The University of the South Pacific in association with Beake House, Suva.
- Wendt, A., ed. 1995. *Nuanua: Pacific Writing in English Since 1980*, Auckland University Press, Auckland.

- Wendt, A. 1980. *Pouliuli*, University of Hawaii Press, Honolulu.
- Wendt, A. 1973. *Sons for the Return Home*, Longman Paul, Auckland.
- Wendt, A. 1999. *The Birth and Death of the Miracle Man and Other Stories*, University of Hawaii Press, Honolulu.
- Wendt, A., Whaitiri, R., & Sullivan, R., ed. 2003. *Whetu Moana*, Auckland University Press, Auckland.
- Wendt, A. 1974. *Flying Fox in a Freedom Tree*, Longman Paul, Auckland.
- Wendt, A. 1981. *Leaves of the Banyan Tree*, Penguin Books, Auckland.
- Wendt, A. 1991. *Ola*, Penguin Books, Auckland.
- Wendt, A. 1992. *Black Rainbow*, Penguin Books, Auckland.
- Wendt, A. 2003. *Mango's Kiss*, Vintage Books, Auckland.
- Wesley-Smith, T. 2010. *The Contemporary Pacific : A Journal of Island Affairs*, Volume 22, Number 2, Center for Pacific Islands Studies & University of Hawaii Press.
- Westerlund, J. E. 2008. *Raw Edges*, Office of the Directorate Pasifika @ Massey, Auckland.
- Young, R. J. C. 2003. *Postcolonialism: A Very Short Introduction*, Oxford University Press Inc, New York.

<http://postcolonialstudies.emory.edu/tag/samoa/>
<http://postcolonialstudies.emory.edu/albert-wendt/>

17. Resources

DVDs, television, lap top.

18. Special Notes

Comments or suggestions concerning this course should be directed to Dr. Sina Vaai, EFL Department.

INDIVIDUAL COURSE REPORT

COURSE CODE: HEN580

COURSE TITLE: Images of Samoa in Post-Colonial Literatures Written in English

1.	<p>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach copy of the course outline and matrix)</p> <p>Yes, the objectives listed below, as on the course outline, were achieved.</p> <p><u>COURSE OBJECTIVES:</u> To explore the images of Samoa in postcolonial literatures written in English against the backgrounds of various theories which apply to colonial and postcolonial discourses. To develop an understanding of the contextualization of such texts, how and why they have been constructed or created with a special focus on the relationship between the colonizers and the colonized. To interrogate the impact such literary representations have on the creation of cultural identities.</p>
2.	<p>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</p> <p>No topics that were planned for the course were left out.</p>
3.	<p>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was student attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc, or discipline problems?</p> <p>Students who enrol in this course are usually employed, mature and committed to completion of their post-graduate studies. They are enthusiastic and show great dedication to the task as well as being able to make the connections between theories and literary texts in the post-colonial domain.</p>
4.	<p>Were the resources and support provided by the department for this course adequate? Please elaborate</p> <p>The resources and support provided by the Department are adequate. However, there is a need for computers with internet access to assist with student research.</p>
5.	<p>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</p> <p>See comment for No 4 above re computers with internet access for student research.</p>

9. Underpinning skills and knowledge

Students must have good listening, communication and study skills plus a great interest in learning about a different language and culture. Students must attend all lectures and be committed to their studies. This will help students in maintaining the skills and knowledge in learning another language. Speaking a foreign language will develop self-confidence with putting the new language into practice with visitors or colleagues which will broaden their creativity in learning.

10. Learning Outcomes

By the end of this course, student will be able to:

- (i) Learn different types of greetings and commonly used expressions
- (ii) Learn Initials and Finals
- (iii) Learn tones
- (iv) How to introduce yourself and your friends when meeting with more people
- (v) How to ask directions
- (vi) How to make suggestions
- (vii) Chinese characters
- (viii) How to describe your family members
- (ix) Learn classroom expressions
- (x) Understand some Chinese culture

11. Teaching and Learning Strategies

Face to face sessions in classrooms/language labs. There will be Teacher to Students, students to students and students to teacher oral communications and demonstrations. The course will also be using Chinese films for observing and listening comprehension, followed by class discussions. Furthermore, Chinese guests will be invited for cultural events.

12. Assessment Strategies

Assessment Methods	Course value
Attendance	20%
Role Play	10%
Mid-test	10%
Homework	10%

Assessment Breakdown

Tests	10%
Role Play	10%
Homework	10%

Attendance & Participation 20%

Final Examination 50%

Total Mark: 100%

To pass this course a minimum mark of 50% must be obtained.

Content Outline

Week	Topic
1	Introduction and explanation of the course/aim/objectives/assessment
	Lesson 1: Greetings
2	Lesson 2: Greetings/Asking what someone wants
3	Learn initials and Finals
4	Lesson 3: Asking someone's occupation and nationality
5	Learn tones
6	Lesson 4: Asking for permission
	Introducing oneself/Grammar
7	Review all the Chinese characters, Initials and Finals and Grammars from Lesson 1 to 4
8	Discuss the subjects on exercise book from Lesson 1 to 4
9	Mid Semester -Test
10	Lesson 5: Looking for somebody/Asking for directions/Expressing thanks
	Pronunciation drills
11	Lesson 6: Making suggestions/Asking someone to repeat something/Refusing or declining politely
12	Lesson 7: Meeting someone for the first time/Talking about one's major
	Role Play and Culture
13	Lesson 8: Talking about one's family/Asking one's occupation/Talking about one's University
14	Discuss the subjects on exercise book from Lesson 5-8

13. Equipment required by students: Nil.

14. Textbooks required by student

New practical Chinese exercise book 1

15. References

16. New practical Chinese reader 1

17. Resources

T.V., DVD Player, projector, laptop, radio with CD player, picture cards, charts

18. Special Notes

- i. The lecturer of this course is from China and provided by the Embassy of China.

- ii. All the readers and textbooks are provided by Chinese Hanban free for all students.
- iii. Students will be reimbursed their fee if they obtain a B grade in their final mark.
- iv. Students will have a chance to attend University in China on a full scholarship if their applications are successful.

Comments or suggestions concerning this course should be directed to Professor Zhang Limin, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HCN100

Course Title: Elementary Chinese

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>The course objectives were not fully achieved as far as the vocabulary items are concerned. A vocabulary of 500 items is too much . Students can't reach that level as expected.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>The content planned to cover was accomplished.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Students' overall attitude to the course was positive . They attended class in time if not interrupted by some other activities or clashes. Not all students could complete assignments in time.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>.The department has been supportive.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>For foreign language teaching , more audio & visual materials are to be used , so portable audio & visual equipments are needed .</p>

COURSE TITLE:	Intermediate Chinese Language 1
COURSE CODE:	HCN101
PROGRAMME TITLE:	Bachelor of Arts (Minor/Elective)

1. Course Objectives

At the completion of this course students will be able to understand and master basic language materials related to common daily settings. Students will also produce simple sentence structures, provide simple descriptions, and exchange some basic information. They will develop confidence and interest in learning the Chinese language, have some preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies in relation to introductory Chinese cultural knowledge, and cross-cultural awareness.

2. Range Statement

This course will teach Chinese through various methods of Chinese language acquisition. They will obtain information by imagination and to maximize the effectiveness of imaging and divergent thinking. Making sentences with isolated words; take notes on visual information and give verbal reports, adapt to the learning environment and seek advice on strategies for solving their problems. With the lecturer's guidance, students will discover their own learning methods and to make their own study plans.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Levels Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4. Course Delivery Structure

This course will be delivered as follows: 6 hours per week over a 14 weeks period.

5. Nominal Duration

Class Contact:	84
Independent learning	<u>112 (8hours/wk)</u>
Total Hours	<u>196 hours</u>

6. National Standard Data

Level: 5 Credit Value: 20

7. Entry Requirement:

HCN100

8. Co-requisites courses

Nil.

9. Underpinning skills and knowledge

Students must understand basic language materials in common daily settings. Can repeat, recite and reproduce words or sentences with accuracy. Begin to develop

confidence and interest in learning the Chinese language. Have some preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies.

10. Learning Outcomes

By the end of this course, students will be able to:

A. Acquire Linguistic Knowledge

1.1. Phonology

1.2. Character

1.3. Grammar

1.4. Theme

1.5. Discourse

B. Acquire Linguistic Skills

2.1. Listening

2.2. Speaking

2.3. Reading

2.4. Writing

C. Know the importance of pronunciation in learning Chinese Language

D. Master 300 common Chinese characters toward proficiency in the four skills areas

E. Expressions of time, place and location

F. Know sentences in their proper context and produce longer passages

G. Understand emotions expressed in both written and spoken Chinese

H. Understand basic materials closely related to personal and daily activities and seek relevant information

I. Numbers, time mentioned in conversation

J. Use simple vocabulary to exchange basic information about themselves and others

Communicate with others in familiar situations, using previously learned words and phrases

- K. Appropriately express attitudes and emotions on different occasions
- L. Recognize the general idea of simple informational materials related to personal and daily activities
- M. Understand simple notes, notices, graphs, tables and lists
- N. Write from memory basic characters, with correct strokes and stroke order
- O. Use simple vocabulary or sentences to express thanks, specific apologies, congratulations and farewells
- P. Write down basic information closely related to family or personal life

12. Teaching and Learning Strategies

Face to face sessions in classrooms/language labs. We will be having teacher to students, students to students and students to teacher oral communication and demonstrations. We will be using Chinese films for observing and listening comprehension, then class discussions. Furthermore, Chinese guests for cultural events will be invited to interact with the students.

13. Assessment Strategies

Assessment Methods	Course value
Attendance	20%
Role Play	10%
Mid-test	10%
Homework	10%

Assessment Breakdown

Tests	10%
Role Play	10%
Homework	10%
Attendance & Participation	20%
Final Examination	<u>50%</u>

100%

To pass this course a minimum mark of 50% must be obtained.

14. Content Outline

Week	Topic
1	Lesson9: Making an appointment Asking about someone's age and birthplace
2	Celebrating someone's birthday Lesson10: Likes and dislikes
3	Solving language problem Shopping
4	Lesson11: Asking about time
5	Expressing permission or prohibition Review all the Chinese characters, Initials and Finals and Grammars from Lesson9 to Lesson11
6	Discuss the subjects on exercise book from Lesson9 to Lesson11
7	Mid Semester-test
8	Lesson12: Talking about one's health Expressing need or necessity
9	Going to see a doctor
10	Lesson13: Renting a house
11	Making a phone call
12	Role play and Culture Lesson14: Making a complaint or an apology
13	Passing one's regards
14	Discuss the subjects on exercise book from Lesson12 ~ Lesson14

15. Equipment required by students

Nil.

16. Textbooks required by student

New practical Chinese exercise book 1

17. References

New practical Chinese reader 1

18. Resources

With the teacher's guidance, students will learn to use textbooks, dictionaries, libraries and online database to seek needed information and resources. Students will also obtain learning resources via teachers, classmates, schools, or communities.

19. Special Notes

- v. The lecturer of this course is from China and provided by the Embassy of China.
- vi. All the readers and textbooks are provided by Chinese Hanban free for all students.
- vii. The students will be fully reimbursed their tuition fee if they get a B grade in their final mark.
- viii. Students will also have a chance to attend University in China on a full scholarship if their applications are successful.

Comments or suggestions concerning this course should be directed to Professor Zhang Limin, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HCN101

Course Title: Intermediate Chinese Language 1

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>As students were not up to the previous course level, the course objectives were not fully achieved as far as the vocabulary items are concerned.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>The content planned to cover was accomplished.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Students' overall attitude to the course was positive. They attended class in time if not interrupted by some other activities or clashes. Not all students could complete assignment in time.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The department has been supportive.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>For foreign language teaching , more audio & visual materials are to be used , so portable audio & visual equipments are needed .</p>

COURSE TITLE:	Intermediate Chinese Language 2
COURSE CODE:	HCN200
PROGRAMME TITLE:	Bachelor of Arts (Minor/Elective)

1. Course Objectives

At the completion of this course students will be able to understand and learn language related to daily settings, use more complex grammatical structures and sentences and sentence patterns to communicate on familiar topics through interaction and description. Students will compose brief passages and demonstrate confidence and interest in learning the Chinese language. They will have had some preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies used in guided situations and to gain an introductory knowledge of Chinese culture and develop cross-cultural awareness and international perspectives.

2. Range Statement

Students will show their understanding of basic language materials closely related to personal and school activities common in social interactions. They will communicate with others on familiar topics, and compose simple passages for reading aloud. They will also develop increased effectiveness in communicating with others with the help of stresses, pauses, intonation and body language.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Levels Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4. Course Delivery Structure

This course will be delivered as follows: 6 hours per week over a 14 weeks period.

5. Nominal Duration

Class Contact:	84
Independent learning	<u>112 (8hours/wk)</u>
Total Hours	<u>196 hours</u>

6. National Standard Data

Level: 6	Credit Value: 20
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7. Entry Requirement:

HCN101

8. Co-requisites courses

Nil.

9. Underpinning skills and knowledge

Students can understand and master basic language materials related to common daily settings and can produce simple sentence structures, provide simple descriptions, and

exchange some basic information. They will also begin to develop confidence and interest in learning the Chinese language using their preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies.

10. Learning Outcomes

By the end of this course students will be able to:

- A. Acquire Linguistic Knowledge
 - 1.1. Phonology
 - 1.2. Character
 - 1.3. Grammar
 - 1.4. Theme
 - 1.5. Discourse
- B. Acquire Linguistic Skills
 - 2.1. Listening
 - 2.2. Speaking
 - 2.3. Reading
 - 2.4. Writing
- C. Use Pinyin to learn to pronounce unfamiliar words and sentences
- D. Use appropriate pronunciation and intonation in everyday conversation
- E. Master 450 common Chinese characters towards proficiency in the four skills areas
- F. Identify sounds, forms and meanings of Chinese characters
- G. Common modal verbs and preposition
- H. Know simple topics related to personal environment, school life and the workplace
- I. Can understand simple dialogues and statements closely related to personal and daily activities, understand common exchanges and requests to meet basic needs in personal and school life
- J. Learn emphases by stressing particular sounds or by using pauses, intonation or body language
- K. Read common and simple textual materials related to daily and school life, get the gist and identify basic information
- L. Locate specific information in familiar materials

- M. Compose simple narrative or descriptive passages related to personal life, family life or campus life

11. Teaching and Learning Strategies

Face to face sessions in classrooms/language labs as well as through interactions via Teacher to Students, students to students and students to teacher oral communications and demonstrations. Using Chinese film for observing and listening comprehension followed by class discussions will apply as well as inviting Chinese guests for cultural events that will engage students in speaking and interacting.

12. Assessment Strategies

Assessment Methods	Course value
Attendance	20%
Role Play	10%
Mid-test	10%
Homework	10%

Assessment Breakdown

Tests	10%
Role Play	10%
Homework	10%
Attendance & Participation	20%
Final Examination	<u>50%</u>

100%

To pass this course a minimum mark of 50% must be obtained.

13. Content Outline

<u>Week</u>	<u>Topic</u>
<u>1</u>	At a Chinese school
<u>2</u>	In the classroom
<u>3</u>	Class is over
<u>4</u>	Practice good manners
<u>5</u>	Go shopping
<u>6</u>	Things I can do
<u>7</u>	Review all the Chinese characters, Initials and Finals and Grammars from Lesson 1 to Lesson 6

<u>8</u>	Two precious organs of man
<u>9</u>	Does the moon follows us
<u>8</u>	Why
<u>11</u>	Spring Rain
<u>12</u>	Rivers
<u>13</u>	School is over
<u>14</u>	Review all the Chinese characters, Initials and Finals and Grammars from Lesson 7 to Lesson 12

14. Equipment required by students

Nil.

15. Textbooks required by student

Chinese exercise book 2A

Chinese exercise book 2B

16. References

Chinese Reader 2

17. Resources

With teacher guidance, learn to use textbooks, pictionaries, dictionaries, libraries and online database to seek needed information and resources. Learn to obtain learning resources via teachers, classmates, schools, or communities.

18.Special Notes

- i. The lecturer of this course is from China and provided by the Embassy of China.
- ii. All the readers and textbooks are provided by Chinese Hanban free for all students.
- iii. The students will be reimbursed in full if they get a B grade in their final mark.
- iv. Students will have a chance to attend University in China on a full scholarship if their applications are successful.

Comments or suggestions concerning this course should be directed to Professor Zhang Limin, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HCN200

Course Title: Intermediate Chinese Language 2

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>As students were not up to the 2 previous course levels ,the course objectives were not fully achieved here as was expected in the course outlined .</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>The content planned to cover was accomplished.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Students' overall attitude to the course was positive . They attended class in time if not interrupted by some other activities or clashes. Not all students could complete assignment in time.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The department has been supportive.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>For foreign language teaching , more audio & visual materials are to be used , so portable audio & visual equipments are needed .</p>
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COURSE TITLE: INTERMEDIATE CHINESE LANGUAGE 3

COURSE CODE: HCN201

PROGRAMME TITLE: Bachelor of Arts (Minor/Elective)

1. Course Objectives

At the completion of this course students will be able to understand language materials within sectors of social life using language that relates to daily settings. They will produce more correct sentences on familiar topics in their descriptions, explanations or comparisons and compose simple passages or connect basic passages. Students must also demonstrate confidence and interest in learning the Chinese language and have mastered some knowledge of learning strategies, resource strategies and interdisciplinary strategies. Students must have some introductory Chinese cultural knowledge and have acquired some preliminary cross-cultural awareness and international perspective.

2. Range Statement

Students will show that they can understand simple and familiar language materials that are closely related to workplace and social interactions and identify the main points and specific details that are involved. They will also show that they can communicate with others on familiar topics with clarity and coherence and apply basic communicative strategies, narrate personal experiences, express personal views, and give simple reasons or explanations.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Levels Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4. Course Delivery Structure

This course will be delivered as follows: 6 hours per week over a 14 week period:

5. Nominal Duration

Class Contact:	84
Independent learning	<u>112 (8hours/wk)</u>
Total Hours	<u>196 hours</u>

National Standard Data

Level: 6 Credit Value: 20

7. Entry Requirement:

HCN200

8. Co-requisites courses

Nil.

9. Underpinning skills and knowledge

Students who want to enrol in HCN201 will understand and learn language related to daily settings, and they can use more complex grammatical structures and sentence patterns to communicate on familiar topics through interactions and descriptions as well as being able to compose relevant brief passages. They will also demonstrate confidence in their communicative strategies, resource strategies and interdisciplinary strategies used in guided situations, further introductory Chinese cultural knowledge and cross-cultural awareness and international perspectives.

10. Learning Outcomes

By the end of this course students will be able to:

- A. Acquire Linguistic Knowledge
 - 1.1. Phonology
 - 1.2. Character
 - 1.3. Grammar
 - 1.4. Theme
 - 1.5. Discourse
- B. Acquire Linguistic Skills
 - 2.1. Listening
 - 2.2. Speaking
 - 2.3. Reading
 - 2.4. Writing
- C. Understand discourses delivered in proper pronunciation, intonation and stress patterns
- D. Produce correct and natural pronunciation and intonation in everyday conversations
- E. Master 600 common Chinese characters (ideograms) toward proficiency in the four skills areas
- F. Know the patterns of Chinese words, master 1,200 words related to society, daily life, workplace and campus life
- G. Adverbs of time, complements of time and action, compound sentences and particles
- H. Explore topics on social life
- I. Know contemporary news items about China and other countries

- J. Try to apply simple and more complex rhetoric devices used in Chinese language
- K. Understand dialogues and speeches related to workplace
- L. Understand longer narrations
- M. Communicate with others on general topics in social activities
- N. Narrate or report fairly thoroughly the process of an event
- O. Read simple textual materials related to general contexts
- P. Understand simple narrations and descriptions closely related to familiar topics
- Q. Take simple notes on reading or listening materials and summarise the main idea

11. Teaching and Learning Strategies

Face to face sessions in classrooms/language labs as well as having Teacher to Students, students to students and students to teacher interactions, oral communications and demonstrations. The course will also use Chinese films for observing and listening comprehension, followed by class discussions, as well as inviting Chinese guests for cultural events to engage students in active, meaningful language exchanges.

12. Assessment Strategies

Assessment Methods	Course value
Attendance	20%
Role Play	10%
Mid-test	10%
Homework	10%

Assessment Breakdown

Tests	10%
Role Play	10%
Homework	10%
Attendance & Participation	20%
Final Examination	<u>50%</u>

To pass this course a minimum mark of 50% must be obtained.

13. Content Outline

Week	Topic
<u>1</u>	Traffic lights
<u>2</u>	Go to the bookstore
<u>3</u>	In the hospital
<u>4</u>	Make a guess
<u>5</u>	Who am I
<u>6</u>	Snow
<u>7</u>	Review all the Chinese characters, Initials and Finals and Grammars from Lesson1 to Lesson6
<u>8</u>	Mid Semester-test
<u>9</u>	Two ancient poems
<u>10</u>	Why does the kettle lid move
<u>11</u>	Cai Lun invented the paper
<u>12</u>	A race between the hare and the tortoise
<u>13</u>	Wolves are coming
<u>14</u>	Review all the Chinese characters, Initials and Final and Grammars from Lesson7 to Lesson12
	Role play and Culture

14. Equipment required by students

Nil.

1. Textbooks required by student

Chinese exercise book 3A

Chinese exercise book 3B

2. References

Chinese Reader 3

3. Resources

With teacher's guidance, students will use the textbooks, dictionaries, libraries and online database to seek needed information and resources. Learn to obtain learning resources via teachers, classmates, schools, or communities.

18. Special Notes

- i. The lecturer of this course is from China and provided by the Embassy of China.
- ii. All the readers and textbooks are provided by Chinese Hanban, free for all students.
- iii. Students will be reimbursed in full if they obtain a B grade in their final mark.
- iv. Students will have a chance to attend University in China on a full scholarship if their applications are successful.

Comments or suggestions concerning this course should be directed to Professor Zhang Limin, EFL Department
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INDIVIDUAL COURSE REPORT

Course Code: HCN201

Course Title: Intermediate Chinese Language 3

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>There were no students.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>No students.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>No students.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>The department has been supportive.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>For Foreign Language teaching, more audio & visual materials are to be used , so portable audio & visual equipment are needed .</p>

COURSE TITLE:	Introduction to the Japanese Language
COURSE CODE:	HJA100
PROGRAMME TITLE:	Bachelor of Arts (Minor/Elective)

1. Course Objectives

This is an introductory course for students with little or no knowledge of Japanese language and culture. Students develop balanced Japanese oral and written skills (Japanese reading characters: Hiragana & Katakana) and learn some cultural aspects of Japan and its people.

2. Range Statement

This course will focus on three basic modes of learning Japanese Language; Oral, writing skills of two original Japanese characters, and everyday cultural skills of living.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4. Course Delivery Structure

This course will be delivered as follows: 6 hours per week over a 14 week period. (Students are expected to study for 6 hours per week on their own).

5. Nominal Duration

Class Contact:	84
Independent learning	<u>84</u>
Total Hours	<u>168 hours</u>

6. National Standard Data

Level: 5	Credit Value: 17
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7. Entry Requirement:

Nil

8. Co-requisites courses

Nil

9. Underpinning skills and knowledge

Students must have good listening skills, communication skills, great interest in learning a different language and culture and have good independent study skills. Attendance must be at least 90% and they should be fully committed to doing group work as well as participate in all activities involving outside activities in the field or within the university campus.

10. Learning Outcomes

By the end of this course, students will be able to:

- I. Create short everyday conversations.
Use different greetings/expressions appropriately and timely.
- II. Knowing the kind of role to use in different situations.

- III. How to respond in different patterns of communications.
- IV. Practice and master at least 200 words vocabulary.
- V. Read with correct pronunciation of vocabulary.
- VI. Develop a variety and usage of different sentences.
- VII. Use new vocabulary independently to create small sentences.
- VIII. Practise different sentence patterns with verbs and adjectives.
- IX. Read and write in Hiragana and Katakana.
- X. Writing strokes in Japanese traditional writing.
- XI. Experience the Japanese culture in practicing Japan's common events such as paper-folding, flower arrangements, tea ceremony etc.
- XII. Confidence in managing the language in practice through role plays, interviews, and conversations with Japanese people.

11. Teaching and Learning Strategies

Face to face sessions via lecturers, tutorials, group discussions and oral presentations. Extra tutorials will be provided for weak students during consultation hours. Students will also demonstrate their skills and knowledge in Japanese Language on their field trips to Primary students and teach them basic Japanese language and culture. Students will also perform a Japanese Role Play in public that will boost their self-esteem and demonstrate their conversation skills on every-day life experiences.

12. Assessment Strategies

Learning Outcomes Assessed	Assessment Methods	Course value
(ii), (iv), (vii), (viii), (ix), (x)	Test Test for each Unit (6 x 3%)	18%
(v), (vi), (ix), (x)	Quizzes Quiz for each Unit on Vocabulary include one for Japanese characters (7 x 1%)	7%
(ii), (iii), (vii), (viii), (ix), (xiii)	Role Play	10%
(xi), (xii), (xiii)	Interview	5%

Assessment Breakdown

Tests, Quiz	25%
Role Play & Interview	15%
Attendance & Participation	10%
Final Examination	<u>50%</u>

100%

To pass this course a minimum mark of 50% must be obtained.

13. Content Outline

Week	Topic
1	Introduction to Japanese Characters and Greetings.
2	Reading Hiragana and Katakana characters.
3	Greetings & everyday expressions.

4	Learning the Japanese culture of Greetings & Expression. Unit 1: Meeting new Friends & Learning how to count, Age and telling the time and Grammar.
5	Japanese Food Culture & Technology Unit 2: Going shopping & Asking for things and their positions. Nouns and Grammar.
6	Unit 3: In the Classroom & Going out on a date & Verb Conjugation & Tenses with punctuations and grammar practicles. Word Order and Time Reference.
7	Unit 3: Verb Conjugation & Frequency Verbs. Culture Activity: origami (Flower Arrangement).
8	Unit 4: Hanging Out with Friends & Explaining the existing of things and someone. Describing things and events, and more on grammar.
9	Japanese Culture-Pop Culture & Tsunami Simulation. Unit 5: Taking a Trip to Okinawa & Adjectives (affirmative, negative, tenses), Degree of Expressions and Counting objects.
10	Learning 10 Kanji Characters and Stroke techniques. Culture Activity: Calligraphy & Origami
11	Unit 6: A day in Robert's life & Conversion of Verbs in te-form and used in correct situations. Describing two activities/events using kara & mashoo
12	Unit 6: Explaining directions and instructions. Japanese Culture-Fascinating Diversity & Generosity
13	Learning how to write Hiragana & Katakana.
14	Revise through the whole unit in Paragraph writing, reading short stories, making conversations and interview with the tutor.

14. Equipment required by students

Nil

15. Textbooks required by student

- HJA100 Course Reader.

16. References

- Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., 2004, *Genki I-An Integrated Course in Elementary Japanese*, The Japan Times, Japan.
- Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., 2004, *Genki I-Workbook*, The Japan Times, Japan.
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- Gakken, 2002, *Japan As It Is – 4th Edition*, Gakken Co., Ltd., Japan
- Kano, C., Shimizu, Y., Takenaka, H., Ishi, E., 2000, *500 Basic Kanji Book Vol. 1*, Bonjinsha Co., Ltd, Japan.
- Makino, S., Tsutsui, M., 2005, *A Dictionary of Intermediate Japanese Grammar*, The Japan Times, Japan.
- Mizutani, N., 1993, *First Lessons in Japanese*, Aruku, Japan
- Okuda, S., Yamaoka, H., 2010, *80 Communication Games-Teaching Materials*, The Japan Times, Japan
- Sachie, M., Yoshiko, O., Masako, S., Keiko, M., Akiko, M., 2009, *Everyday Listening in 50 Days-Listening tasks for intermediate students A*, Bonjinsha Co., Ltd., Japan.
- Sunakawa, Y., Ishida, S., Kato, N., Morita, Y., Waki, K., 2009, *Otasuke Task*, Kurosio Co., Ltd., Japan.
- www.minnaokyozai.jp/kyozai/illustration/vocabulary
- www.minnanokyozai.jp/kyozai/classroom
- www.minnanokyozai.jp/kyozai/grammar
- www.anime-manga.jp/kanjiGame/Ninja
- www.erin.ne.jp/en/explanation.html
- www.jpf.org.au
- www.japaneseteachingideas.com

17 Resources

Handouts will be provided for students and Films and DVDs have been donated by previous Senior Volunteers and the Japanese Embassy in Samoa.

18 Special Notes

Comments or suggestions concerning this course should be directed to Ms Minerva Taavao, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HJA100

Course Title: Introduction to the Japanese Language

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>Yes, objectives of the course as listed in the course outline achieved.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>All content was covered.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>HJA100 students had some difficulty in settling their timetable with this course because they were either Foundation students or Degree students all from different Faculties. However, after everyone have agreed to a timetable, they attended every class, this is due to being committed to class out of interest, enjoyment, activities, surprise quizzes and small tests and the fact that the percentage allocated for attendance is 10%. However, if there were students who were sick or 'at risk', I add extra hours for 1 on 1 sessions during my consultation hours to catch up and also provide extra help for weaker students.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>Yes, it has been and always has been supportive to this course. Other members of the Department teaching English and Chinese courses, join in our class activities like the Speech Contest, the Role-Play contest, and provide resources that I need during class and also allocate rooms and times in the English Lab for my class to view films.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>There are 2 language labs here at NUS: 1 is the English Lab at the Mosooi block and the Language Lab down at the F block. We utilize the English Lab a lot, for students need to watch Japanese films, however there are no audio equipment and listening technology that will be useful for this course. In the Language Lab down at the F Block, they are always fully booked by the Multimedia courses, however it is equipped with outdated listening language equipment. That is, it's for cassettes not DVDs or CDs. Also, many booths don't seem to work at all due to not being utilized properly by the Multimedia and poor monitoring by the tutor who utilizes the lab.</p> <p>It will be more helpful if we have our own Foreign Language Lab which we could share with the Chinese Language. We need a soundproof lab because we have many audio activities and especially when we have dictation sessions where students have to pronounce certain sentences and words, this I know can distract other classes around the block. We need listening and audio equipment where we can listen to our students practicing on their own and correct them individually and also a clear audio player with speakers placed around the room or an intercom for students to hear CDs audio exercises. The cost will be over WST500,000. This is one way in which the University can be upgraded to an international standard, especially teaching a foreign language that could make students feel more committed to their studies.</p>

COURSE TITLE:	Elementary Japanese
COURSE CODE:	HJA101
PROGRAMME TITLE:	Bachelor of Arts (Minor/Elective)

1. Course Objectives

This course helps students to improve their skills in oral and written Japanese, having a vocabulary of approximately 800 words, including 100 kanji. The course will also attempt to deepen students understanding of Japanese Culture.

2. Range Statement

This course will focus on developing and improving more of the three basic modes of learning Japanese Language into the next level; Oral, calligraphy in writing Kanji, and more of Japanese culture including modern culture. Students will also be prepared to be more independent in creating role-plays and conversations in class so that they will all participate in Field work and other University programmes.

3. Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4. Course Delivery Structure

This course will be delivered as follows: 6 hours per week over a 14 week period.

(Students are expected to study for 6 hours per week on their own).

5. Nominal Duration

Class Contact:	84
Independent learning	<u>84</u>
Total Hours	<u>168 hours</u>

6. National Standard Data

Level: 5 Credit Value: 17

7 Entry Requirement:

Nil

8 Co-requisites courses

HJA100: Introduction to Japanese Language

9 Underpinning skills and knowledge

This is a continuation of HJA100, where students will focus on more grammar and punctuations in creating formal sentences. Students will learn different situations where they will adopt and adapt formal and informal speaking patterns appropriate to different statuses. They will know how make short conversations with others including their

classmates and teacher, and appropriate answers with expressions. They will also learn how to read basic Kanji characters and speed read in hiragana.

10 Learning Outcomes

By the end of this course, students will be able to:

- i. introduce family members and talking about each of them.
- ii. count people and name body parts.
- iii. apply new paradigm of conjugation of a short form.
- iv. use the short form in different sentence patterns.
- v. use at least 600 words vocabulary.
- vi. correctly pronounce vocabulary/characters.
- vii. use affirmative and negative sentences in verbs and adjectives.
- viii. incorporate explanation clauses in their statements.
- ix. differentiate sentence patterns with verbs and adjectives with nouns
- x. practice and master reading and writing 100 kanji.
- xi. demonstrate the skills in writing strokes of kanji.
- xii. develop an appreciation of modern culture and traditional ways of Japan.
- xiii. create their own short role-play to perform in class.

11 Teaching and Learning Strategies

Face to face sessions via lectures, tutorials, group performances and oral presentations, including Japanese Films where they will display different settings in Japan's environment and culture.

12 Assessment Strategies

Learning Outcomes Assessed	Assessment Methods	Course value
(ii), (v), (x)	Quiz: Dictation (6)	7%
(i), (iii), (iv),(vi), (vii), (viii),(ix), , (xii), (xiii)	Role play (3)	15%
(ii), (iii), (iv), (vii), (viii), (ix), (x),	Test (6)	18%
(i) ~ (xiii)	Attendance & Participation	10%

Assessment Breakdown

Tests, Quiz	25%
Role Play	15%

Attendance & Participation 10%

Final Examination 50%

100%

To pass this course a minimum mark of 50% must be obtained.

13.Content Outline

Week	Topic
1	Family Pictures (Vocabulary, Grammar)
2	Lesson 1 continued / 20 kanji
3	Family Picnic (Vocabulary, Grammar)
4	Lesson 3 continued / Role-Play
5	Going to Kabuki (Vocabulary, Grammar, Culture)
6	Lesson 5 continued / 20 kanji
7	Winter Vacation Plans (Vocabulary, Grammar, Culture)
8	Lesson 7 continued / Role-Play
9	Returning to School from Vacation (Vocabulary, Grammar)
10	Lesson 9: Feeling Not Well (Vocabulary, Grammar)
11	Lesson 9 continued / 20 kanji
12	Lesson 10: Feeling Not Well (Vocabulary, Grammar)
13	Lesson 12 continued / Role Play
14	13-14 Revise through Grammar and 40 kanji

14.Equipment required by students

Good presentation on their Role-Play

15. Textbooks required by student

- HJA101 Course Reader.

16 References

- a. Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., 2004, *Genki I-An Integrated Course in Elementary Japanese*, The Japan Times, Japan.
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- e. Foundation, J., 2008, *Erin-Nihongo Dekimasu Vol. 4*, Japan Foundation, Japan.

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- g. Okuda, S., Yamaoka, H., 2010, *80 Communication Games-Teaching Materials*, The Japan Times, Japan
- h. Kano, C., Shimizu, Y., Takenaka, H., Ishi, E., 2000, *500 Basic Kanji Book Vol. 1*, Bonjinsha Co., Ltd, Japan.
- i. Gakken, 2002, *Japan As It Is – 4th Edition*, Gakken Co., Ltd., Japan.
- j. Makino, S., Tsutsui, M., 2005, *A Dictionary of Intermediate Japanese Grammar*, The Japan Times, Japan.
- k. Sachie, M., Yoshiko, O., Masako, S., Keiko, M., Akiko, M., 2009, *Everyday Listening in 50 Days-Listening tasks for intermediate students A*, Bonjinsha Co., Ltd., Japan.
- l. Sunakawa, Y., Ishida, S., Kato, N., Morita, Y., Waki, K., 2009, *Otasuke Task*, Kurosio Co., Ltd., Japan.
- m. www.minnaokyozai.jp/kyozai/illustration/vocabulary
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- o. www.minnanokyozai.jp/kyozai/grammar
- p. www.anime-manga.jp/kanjiGame/Ninja
- q. www.erin.ne.jp/en/explanation.html
- r. www.jpf.org.au
- s. www.japaneseteachingideas.com

17 Resources

Handouts will be provided for students and Films and DVDs have been donated by previous Senior Volunteers and Japanese Embassy in Samoa. Photo Cards are used with Character Cards.

4. Special Notes

Comments or suggestions concerning this course should be directed to Ms. Minerva Taavao, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HJA101

Course Title: Elementary Japanese

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>Yes, objectives of the course as listed in the course outline achieved.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>Yes, in the year 2010-2011 there were no Japanese Language Speech contest because of 2 reasons:</p> <ol style="list-style-type: none">1. There are no more funding to fund for the prizes and preparations2. I had 6 months Teacher Training from 2011~2012.
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>These are the same students from HJA100. They show continuing interest in this course, and motivation in practicing the language in class. They become more interested in Japanese drama/film since they have learnt a lot in Japanese language including culture.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>Yes, it has been and always has been supportive to this course. Members of the Department teaching English and Chinese join in our class activities like the Speech Contest and the Role-Play contest, as well as provide resources that I need during class and also provide rooms and times for the English Labs for my class to view films.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>Please refer to comments in Section 5 of the Individual Course Report of HJA100 on page 178.</p>

COURSE TITLE:	Introduction to the Japanese Language for Tourism
COURSE CODE:	HJA102
PROGRAMME TITLE:	Bachelor of Arts (Minor/Elective)

1 Course Objectives

This is a course for students who intend to work in the tourism industry, those already in the industry as well as those who are interested in conversing with Japanese tourists.

2 Range Statement

This course will focus on three basic modes of learning Japanese Language; Oral, writing structure of Hiragana and Katakana and cultural aspects of Japanese respectable lifestyle.

3 Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4 Course Delivery Structure

This course will be delivered as follows: 6 hours per week over a 14 week period.

(Students are expected to study for 6 hours per week on their own).

5 Nominal Duration

Class Contact: 84

Independent learning 84

Total Hours 168 hours

6 National Standard Data

Level: 4 Credit Value: 17

7 Entry Requirement:

Nil

8 Co-requisites courses

Nil

9 Underpinning skills and knowledge

Students will participate in all activities with great confidence and a desire to learn a different language and culture. Their attendance is critical and they need to be consistent in their studies especially in preparing them for class. Speaking a foreign language will develop social skills and assist in the communication with tourists who don't speak English well.

10 Learning Outcomes

By the end of this course, students will be able to:

- (i) greet guests and colleagues.
- (ii) create small everyday conversations.
- (iii) know the sort of role to use in different situations.
- (iv) respond appropriately to different tasks used and patterns of communication.
- (v) develop a 200 words vocabulary.
- (vi) read the correct pronunciation of a vocabulary/character.
- (vii) understand the usage of different sentences and expressions.
- (viii) use new vocabulary independently in creating their own sentences.
- (ix) use different sentence patterns with verbs and adjectives.
- (x) identify the importance of serving and service in different customs.
- (xi) read and write Hiragana and Katakana.
- (xii) experience the Japanese culture and participate in Japanese cultural activities such as origami, Ikebana and Shodoo.
- (xiii) develop confidence in managing the language in practice through role plays, speech, songs.

11 Teaching and Learning Strategies

Face to face sessions via lectures, tutorials, group performances and oral presentations, including Japanese Films where they will display different settings in Japan's environment and culture.

12 Assessment Strategies

Learning Outcomes Assessed	Assessment Methods	Course value
(v), (ix), (xi)	Quiz: Dictation (3)	3%
(i)~(x), (xiii)	Role play (5)	15%
(ii) ~ (xi),	Test (5)	15%
(i), (iv), (vii),(xiii)	Interview	7%
(i)~(xiii)	Attendance & Participation	10%

Assessment Breakdown

Tests, Quiz	18%
Role Play & Interview	22%
Attendance & Participation	10%
Final Examination	<u>50%</u>
	<u>100%</u>

To pass this course a minimum mark of 50% must be obtained.

Content Outline

Week	Topic
1	Introduction and explanation of the course/aims/objectives/assessments
1	Greetings and expressions
2	Greetings continued / Reading of Katakana
2	Practicing writing of Katakana
3	Reading of Hiragana
3	Practicing writing of Hiragana and vocabulary / Culture
4-5	Lesson 1: Meeting different people / Role play
6-7	Lesson 2: Going shopping and restaurant (counting, referring to objects and menu)
8	Role play / Culture
9	Role play / Grammar
10-11	Lesson 3: Verbs and sentence patterns (past, present, negative, affirmative)
12-14	Practicing on greeting guests in different locations (Airport, Restaurant, Hotels, Bank etc)

13 Equipment required by students

Good presentation on their Role-Play

14 Textbooks required by student

- HJA102 Course Reader.

15 References

- a. Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., 2004, *Genki I-An Integrated Course in Elementary Japanese*, The Japan Times, Japan.
- b. Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., 2004, *Genki I-Workbook*, The Japan Times, Japan.
- c. Mizutani, N., 1993, *First Lessons in Japanese*, Aruku, Japan.
- d. Foundation, J., 2008, *Erin-Nihongo Dekimasu Vol.1*, Japan Foundation, Japan.
- e. Foundation, J., 2008, *Erin-Nihongo Dekimasu Vol. 2*, Japan Foundation, Japan.
- f. Okuda, S., Yamaoka, H., 2010, *80 Communication Games-Teaching Materials*, The Japan Times, Japan
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- i. Makino, S., Tsutsui, M., 2005, *A Dictionary of Intermediate Japanese Grammar*, The Japan Times, Japan.
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- n. www.minnanokyozai.jp/kyozai/grammar
- o. www.anime-manga.jp/kanjiGame/Ninja
- p. www.erin.ne.jp/en/explanation.html
- q. www.jpf.org.au
- r. www.japaneseteachingideas.com

16 Resources

Handouts will be provided for students and Films and DVDs have been donated by previous Senior Volunteers and Japanese Ambassador in Samoa. Photo Cards are used with Character Cards.

17 Special Notes

Comments or suggestions concerning this course should be directed to Ms. Minerva Taavao, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HJA102

Course Title: Introduction to the Japanese Language for Tourism

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>No, not all objectives were achieved due to short hours provided for the course. The only objective that students have not fully achieved was the reading and writing of Hiragana. However, in 2nd Semester when they continue to HJA103, students started to improve in this objective where more time was used for them to read and write Hiragana characters together with Kanji.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>All content was covered.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>This course has a large number of students, therefore, different methods of control and monitoring is different from HJA100. There are a lot of group work, game activities and pair work. Addition to students who are weak in English, I tend to use Samoan language to explain to them on Japanese grammar if needed. Each student has to participate especially with Role-plays which many enjoy. Students never seems to miss out unless they are sick because they have realized that they will be lost if they miss out a class. Students who are weak are always quiet therefore I target them into participating more. Assignments are handed in on time, however many assignments are copied from other colleagues. Therefore, instead they have class activities and quizzes.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>Yes, it has been and always has been supportive to this course. They join into our class activities like Speech Contest, Role-Play contest, and resources that I need during class and also providing rooms and time for the English Labs for my class to use for their Films.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>Please refer to comments in Section 5 from the Individual Course Report for HJA100, p. 178.</p>

COURSE TITLE:	Japanese for Tourism II
COURSE CODE:	HJA103
PROGRAMME TITLE:	Diploma in Tourism & Marketing

1 Course Objectives

This course will assist students to develop skills in speaking and writing about the Samoan Culture in the Japanese Language and develop more understanding of the cultural differences between Samoa and Japan. Students will also feel more confident and independent when practicing their skills and knowledge with young learners at the primary level.

2 Range Statement

This course will focus more on service work and tourism industry as a tour guide. From what they have learned in HJA102 they will develop more through local environment, such as Samoan services, culture and activities which they can explain in basic Japanese language. They will learn how Japanese guests are treated in Samoa and Japan, and skills of using honorifics and simple speeches.

3 Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4 Course Delivery Structure

This course will be delivered as follows: 6 hours per week over a 14 week period.

(Students are expected to study for 6 hours per week on their own).

5 Nominal Duration

Class Contact:	84
Independent learning	<u>84</u>
Total Hours	<u>168 hours</u>

6 National Standard Data

Level: 5 Credit Value: 17

7 Entry Requirement:

Nil

8 Co-requisites courses

HJA102: Introduction to Japanese Language for Tourism

9 Underpinning skills and knowledge

Students must be fully committed to their work and be very consistent with their studies. They need to always be prepared so that they can stay focussed on the activities being processed in class. Students must use the class hours to practise with their class mates, and

also fully understand instructions given by the lecturer/tutor. Students will also have more experience in practicing role plays.

10 Learning Outcomes

By the end of this course, students will be able to:

- (i) use polite expressions and formal greetings in tourism
- (ii) introduce self to different guests
- (iii) make short polite speeches to tourists
- (iv) understand some terms from the Customs & Immigration Department
- (v) serve people in different environments
- (vi) invite people for an occasion
- (vii) explain simple instructions when cooking
- (viii) explain Samoan culture on display
- (ix) introduce different sites in Samoa
- (x) answer simple questions in an honorific/humble form
- (xi) read and write 50 basic kanji
- (xii) develop the skills in writing strokes on kanji
- (xiii) experience the Japanese culture in practicing Japan's common events annually e.g. origami, ikebana, shodoo and tea ceremony
- (xiv) practice role play in front of audiences and also perform some activities to share their skills and experiences of learning a different culture with Primary school students.

11 Teaching and Learning Strategies

Face to face sessions via lecturers, tutorials, group performances and oral presentations.

Field-trips to Primary Schools will be carried out to teach and display the Japanese language and culture in action.

12 Assessment Strategies

Learning Outcomes Assessed	Assessment Methods	Course value
(i)~(vi)	Tests (3)	15%
(vii)~(x), (xiv)	Role play	10%
(xi)~(xiii)	Field trip (activity)	5%
(xi)~(xiii)	Culture activity	10%
(i)~(xiv)	Attendance & Participation	10%

Assessment Breakdown

Tests	15%
Role Play	10%
Class Activities	15%
Attendance & Participation	10%
Final Examination	<u>50%</u>
	<u>100%</u>

To pass this course a minimum mark of 50% must be obtained.

Content Outline

Week	Topic
1	Role Play 1: Greetings and expressions commonly used in tourism
2	Role play 1 continued / Kanji
3	Role Play 2: Polite Expressions in Tourism / Vocabulary
4	Grammar / Kanji & Culture
5	Role Play 3: How to serve customers on Airplanes and through Customs and Immigrations
5	Vocabulary & Grammar / Kanji & Culture
6-7	Role Play 4: Meeting guests and Assisting at the airport and Hotels.
7	Vocabulary / Kanji & Culture
8	Preparations for Role Play performances
9	Role play 5: Shopping, Restaurant, bank, post office (serving customers)
10-11	Preparing for Primary School field trip (culture and basic language activities)
12	Revisions on all Role Play being practiced.
13	Early exams due to Work-experience for 2 nd year students of Institution of Technology.

13 Equipment required by students

Good presentation on their Role-Play

14 Textbooks required by student

- HJA102 Course Reader.

15 References

- a. Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., 2004, *Genki I-An Integrated Course in Elementary Japanese*, The Japan Times, Japan.

- b. Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., 2004, *Genki I-Workbook*, The Japan Times, Japan.
- c. Foundation, J., 2008, *Erin-Nihongo Dekimasu Vol.2*, Japan Foundation, Japan.
- d. Mizutani, N., 1993, *First Lessons in Japanese*, Aruku, Japan.
- e. Migita, S., 2002, *Japanese for Tourism-Samoa*, National University of Samoa, Samoa.
- f. Okuda, S., Yamaoka, H., 2010, *80 Communication Games-Teaching Materials*, The Japan Times, Japan
- g. Reeke, F., 1998, *Japanese for Tourism*, Pascal Press, NSW, Australia
- h. Kano, C., Shimizu, Y., Takenaka, H., Ishi, E., 2000, *500 Basic Kanji Book Vol. 1*, Bonjinsha Co., Ltd, Japan.
- i. Gakken, 2002, *Japan As It Is – 4th Edition*, Gakken Co., Ltd., Japan.
- j. Makino, S., Tsutsui, M., 2005, *A Dictionary of Intermediate Japanese Grammar*, The Japan Times, Japan.
- k. Sachie, M., Yoshiko, O., Masako, S., Keiko, M., Akiko, M., 2009, *Everyday Listening in 50 Days-Listening tasks for intermediate students A*, Bonjinsha Co., Ltd., Japan.
- l. Sunakawa, Y., Ishida, S., Kato, N., Morita, Y., Waki, K., 2009, *Otasuke Task*, Kurosio Co., Ltd., Japan.
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- n. www.minnanokyozai.jp/kyozai/classroom
- o. www.minnanokyozai.jp/kyozai/grammar
- p. www.anime-manga.jp/kanjiGame/Ninja
- q. www.erin.ne.jp/en/explanation.html
- r. www.jpf.org.au
- s. www.japaneseteaching ideas.com

16 Resources

Handouts will be provided for students and Films and DVDs are donated by former Senior Volunteers and Japanese Ambassadors in Samoa. Photo Cards are used with Character Cards.

17 Special Notes

Comments or suggestions concerning this course should be directed to Ms. Minerva Taavao, EFL Department.

INDIVIDUAL COURSE REPORT

Course Code: HJA103

Course Title: Japanese for Tourism 2

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>Yes, all objectives were achieved.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>Yes, in the year 2010-2011 there were no Japanese Language Speech contest because of 2 reasons;</p> <ol style="list-style-type: none">1. There are no more funding to fund for the prizes and preparations2. I had 6 months Teacher Training from 2011~2012.
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>Students are becoming more confident in using the language in class and are starting to enjoy practicing role-plays. However, there are still students who lack doing home assignments and not practicing at home; therefore, more activities are given to them during classes. Otherwise, students seem to enjoy coming to class because it's something new and different from any other courses.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>Yes, it has been and always has been supportive to this course. They join into our class activities like Speech Contest, Role-Play contest, and resources that I need during class and also providing rooms and time for the English Labs for my class to use for their Films.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>Please refer to comments in Section 5 of the Individual Course Report of HJA100 on p. 178.</p>

COURSE TITLE:	Intermediate Japanese 1
COURSE CODE:	HJA200
PROGRAMME TITLE:	Bachelor of Arts (Minor/Elective)

1 Course Objectives

In this Course students will develop proficiency in speaking, listening, reading and writing Japanese, with a vocabulary of approximately 1,200 words and 200 kanji. The course also covers aspects of cultural awareness

2 Range Statement

This course is an advanced level of the three basic modes of learning Japanese Language: Oral, in reading and calligraphy in writing Kanji, and more Japanese culture including modern culture. Students will also be prepared to be more independent in reading articles and in answering questions, and creating longer conversations in class. Moreover, they will all participate in Field work and other University programmes.

3 Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF policies June, 2009.

4 Course Delivery Structure

This course will be delivered as follows: 6 hours per week over a 14 weeks period.

(Students are expected to study for 6 hours per week on their own).

5 Nominal Duration

Class Contact:	84
Independent learning	<u>84</u>
Total Hours	<u>168 hours</u>

6 National Standard Data

Level: 6 Credit Value: 17

7 Entry Requirement:

Nil

8 Co-requisites courses

HJA101: Elementary Japanese

9 Underpinning skills and knowledge

This is a continuation of HJA101, where students will be more focused on grammar, reading and writing skills in Hiragana. Students will also know the study of kanji characters and finding different skills on how to develop new vocabulary and characters to read and write. Students will also learn through dialogues in their Readers the lives of

foreign students living in Japan. Students will also be able to understand how sentences are connected and how some phrases are shortened in daily conversation.

10 Learning Outcomes

By the end of this course, students will be able to:

- a. use potential verbs where they can say they can or has the ability to do something.
- b. give reasons for something or making excuses.
- c. use the form of a combinations of verbs and adjectives.
- d. say what kind of objects they would like to have.
- e. use *かもしれません* to explain possibilities.
- f. use the verb *to give* and *to receive*
- g. convey advice or recommendation.
- h. use Volitional Form, Verb-conversion.
- i. explain an action that needs to be performed for a preparation.
- j. describe transactions of things.
- k. use polite forms and casual forms of speech.
- l. construct expressions using *I hope*
- m. explain when something happens or happened.
- n. express their own opinion on any personal discussions.
- o. use transitivity pairs

11 Teaching and Learning Strategies

Face to face sessions via lecturers, tutorials, group performances and oral presentations. The course will also include Japanese Films that display different settings in Japanese environment and culture.

12 Assessment Strategies

Learning Outcomes Assessed	Assessment Methods	Course value
(i), (v), (viii), (xi), (xiii), (xv)	Quiz: Dictation (6) + Kanji (1)	7%
(i) ~ (xv)	Role play (3)	15%
(i), (v), (viii), (xi), (xiii), (xv)	Test (6)	18%
(ii) ~ (xv)	Attendance & Participation	10%

Assessment Breakdown

Tests, Quiz	25%
Role Play	15%
Attendance & Participation	10%

Final Examination 50%

100%

To pass this course a minimum mark of 50% must be obtained.

Content Outline

Week	Topic
1	Lesson1: Looking for a Part-time ó Potential Verbs, ~し、~そうです、~てみる、なら Kanji: 20 Characters
2	Continue Lesson1 Japanese Culture: Pop-culture, Koban-Police box
3	Lesson2a: Valentine's Day ó ほしい、~かもしません、あげる・くれる・もらう Kanji: 20 Characters
4	Continue Lesson2a
5	Continue Lesson2b: ~たらどうですか、number +も、number + しか+ negative, counters
6	Continue Lesson2b Kanji: 20 Characters
7	Lesson3: A Trip to Nagano ó Volitional Form, ~ておく、Using Sentences to Quality Nouns Kanji: 20 Characters
8	Continue Lesson3: 2 nd Roleplay-At the Hotel Kanji: 20 Characters
	Japanese Culture: Japanese Crested Ibis, Technology-Communication Robots
10	Continue Lesson5 Kanji: 20 Characters Japanese Culture: Sightseeing Train, Getting Together: Latest Cafés & Bars, Tsunami Simulation
11	Lesson6: Grumble and Gossip - ~そうです、~って、~たら、なくてもいいです。 Kanji: 20 Characters Japanese Culture: Fascinating Diversity (Short Film)
12	Continue Lesson6: ~まえに・~てから、2 nd Role Play ó At the Barber/Beauty Salon Kanji:20 Characters
13	Merge of Lesson 5 & Lesson 6: Role Play Kanji: 20 Characters
14	Continue on Role Play

13 Equipment required by students

Good presentation on their Role-Play

14 Textbooks required by student

- HJA101 Course Reader.

15 References

- a. Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., 2004, *Genki II-An Integrated Course in Elementary Japanese*, The Japan Times, Japan.
- b. Banno, E., Ohno, Y., Sakane, Y., Shinagawa, C., 2004, *Genki II-Workbook*, The Japan Times, Japan.
- c. Foundation, J., 2008, *Erin-Nihongo Dekimasu Vol.3*, Japan Foundation, Japan.
- d. Foundation, J., 2008, *Erin-Nihongo Dekimasu Vol. 4*, Japan Foundation, Japan.
- e. Foundation, J., 2008, *Erin-Nihongo Dekimasu Vol. 5*, Japan Foundation, Japan.
- f. Okuda, S., Yamaoka, H., 2010, *80 Communication Games-Teaching Materials*, The Japan Times, Japan
- g. Kano, C., Shimizu, Y., Takenaka, H., Ishi, E., 2000, *500 Basic Kanji Book Vol. 1*, Bonjinsha Co., Ltd, Japan.
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- j. Sachie, M., Yoshiko, O., Masako, S., Keiko, M., Akiko, M., 2009, *Everyday Listening in 50 Days-Listening tasks for intermediate students A*, Bonjinsha Co., Ltd., Japan.
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- n. www.minnanokyozai.jp/kyozai/grammar
- o. www.anime-manga.jp/kanjiGame/Ninja
- p. www.erin.ne.jp/en/explanation.html
- q. www.jpf.org.au
- r. www.japaneseteaching ideas.com

16 Resources

Handouts will be provided for students and Films and DVDs are donated by former Senior Volunteers and Japanese Ambassadors in Samoa. Photo Cards are used with Character Cards.

17 Special Notes

Comments or suggestions concerning this course should be directed to Ms. Minerva Taavao, EFL Department.
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INDIVIDUAL COURSE REPORT

Course Code: HJA200

Course Title: Intermediate Japanese 1

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>Yes, objectives of the course as listed in the course outline achieved.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>All content was covered.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>In this course we seem to only have 1 student in 2010, and 1 student in 2013. The first student is from Chile who is staying in Samoa due to her husband's job at SPREP, she showed so much interest in not only the language but the Japanese culture. She commented that Japanese culture are known to be most respected culture where status are treated differently but in a very respectfully way. Learning the language make her more understand in the structure of speaking in different expressions and greetings. The last student in year 2013 was a degree student who only continues to study Japanese language out of interest, for he has already completed his minor courses including Japanese language papers. He also showed continues interest in Japanese language and culture, because he is a huge fan of Animation.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>Yes, it has been and always has been supportive to this course. The members of the Department teaching in English and Chinese join in our class activities like Speech Contest, Role-Play contest, and resources that I need during class and also providing rooms and time for the English Labs for my class to use for their Films.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>Please refer to comments on the Individual Course Report of HJA100 on p.178.</p>

COURSE TITLE:	Intermediate Japanese 2
COURSE CODE:	HJA201
PROGRAMME TITLE:	Bachelor of Arts (Minor/Elective)

1 Course Objectives

This course will help students to develop further proficiency in Japanese, with a vocabulary of approximately 1,500 words and 300 kanji. The course will also deepen their cultural understanding and appreciation for Japanese culture and language.

2 Range Statement

This course will focus on the two main modules in the advanced level in readings and listening skills in comprehension. This level will build their vocabulary, speaking, writing and grammar skills. The students will experience dealing with different reading materials which will train the students for level 3N in the Japanese Language Proficiency Test (JLPT) available worldwide. This is the Intermediate level internationally.

3 Relationship to National Standard Competencies

This course is designed in accordance with the Samoa Qualifications Framework, Outcome Level Descriptors and Qualifications Definitions as per SQF June, 2009.

4 Course Delivery Structure

This course will be delivered as follows: 6 hours per week over a 14 weeks period.

(Students are expected to study for 6 hours per week on their own).

5 Nominal Duration

Class Contact:	84
Independent learning	<u>84</u>
Total Hours	<u>168 hours</u>

6 National Standard Data

Level: 6	Credit Value: 17
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7 Entry Requirement:

Nil

8 Co-requisites courses

HJA200: Intermediate Japanese

9 Underpinning skills and knowledge

This course will focus more on reading and understanding written materials with specific contents concerning everyday topics. Students will be involved in summarising information from short stories, children's story books and Japanese films. In addition, they will also be able to read slightly difficult passages encountered in everyday situations and understand the main points of the content based on prior alternative phrases to aid

understanding. Moreover, listening skills and being able to comprehend coherent conversations in everyday situations at near natural speed will be included to provide a challenge for mastering these materials.

10 Learning Outcomes

By the end of this course, students will be able to:

- a. speak and write in regular and honorific form.
- b. write a formal letter to someone in a higher position
- c. build up vocabulary
- d. know what to say when visiting someone's house or home-visiting
- e. write a formal thank you letter to the host family
- f. use extra-modest and humble expressions
- g. create larger sentences in questions and answers
- h. create and use passive sentences
- i. create and use causative and causative-passive sentences
- j. develop reading skills in books, manga, newspaper, advertisements, and anime program
- k. read a story and know how to answer questions from the story
- l. understand more about Japanese Culture and modern traditional lifestyle
- m. develop the writing style of an essay in Japanese
- n. build up Kanji vocabulary

11 Teaching and Learning Strategies

Face to face sessions via lectures, tutorials, group performances and oral presentations. The course will also include Japanese Films that display different settings in Japan's environment and culture. Old Japanese newspapers and manga books for easy reading and practicing reading skills will be provided.

12 Assessment Strategies

Learning Outcomes Assessed	Assessment Methods	Course value
(iii), (x), (xii)	Dictation (5x1%) On vocabulary from each new Lesson	5%
(iii), (xiii), (xiv)	Kanji Quiz (5x1%)	5%
(i)~(x), (xii)~(xiv)	Essay writing Base on any Role-Play from each Lesson	5%
(i)~(xi)	Tests (5x5%) For each Lesson • Grammar	

	• Comprehension	25%
(i)~(xiv)	Attendance & Participation	10%

Assessment Breakdown

Tests, Quiz 35%

Essay Writing 5%

Attendance & Participation 10%

Final Examination 50%

100%

To pass this course a minimum mark of 50% must be obtained.

Content Outline

Week	Topic
1	Lesson1: -Meeting the Bossøó Revising through previous verbs, learning honorific Verbs, How to give Respectful Advice, revising through Grammar patterns.
2	Writing skills ó Letters, short stories, own profile Japanese Film session.
3	20 kanji lesson ó Writing skills and Reading Japanese Film session.
4	Revise through Lesson 1 & 2, merging the grammar patterns and sentence style Practicing writing and reading skills, Reading comprehension
5	Practice Translating skills, from Samoan into Japanese, English into Japanese (verbal and written) 20 kanji lesson ó Writing skills and Reading
6	Lesson3: -Burglarø Using Passive Sentences and Adjectives, practice through Role-Play, Merge Lesson 3 with Lesson 2 to practice writing passive sentences.
7	Practices on reading comprehension, and summarizing short articles. 20 kanji lesson ó Writing skills and Reading
8	Lesson4: -Education in Japanøó Learning Causative Sentences, Reading warning signs, board signs and caution labels. 20 kanji lesson ó Writing skills and Reading
9	Practice writing essays and reading Kanji 20 kanji lesson ó Writing skills and Reading Japanese Film session
10	Lesson5: -Good-byeøó using Causative & Passive Sentences, practice more on creating larger sentences and asking questions which leads to a long discussion.
11	More practices on combining Lesson 4 & 5. View Japanese documentaries on Culture and Modern Technology. Discuss situations shown on the documentary and activities which instructions are given.

12	Overall skills in practicing Reading, Writing, Reviewing Stories or small articles and creating stories. 20 kanji lesson ó Writing skills and Reading
13	Review through all Lessons 1~5

13 Equipment required by students

Nil.

14 Textbooks required by student

- HJA200 Course Reader.

15 References

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- c. Foundation, J., 2008, *Erin-Nihongo Dekimasu Vol.3*, Japan Foundation, Japan.
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- f. Okuda, S., Yamaoka, H., 2010, *80 Communication Games-Teaching Materials*, The Japan Times, Japan
- g. Kano, C., Shimizu, Y., Takenaka, H., Ishi, E., 2000, *500 Basic Kanji Book Vol. 1*, Bonjinsha Co., Ltd, Japan.
- h. Gakken, 2002, *Japan As It Is – 4th Edition*, Gakken Co., Ltd., Japan.
- i. Makino, S., Tsutsui, M., 2005, *A Dictionary of Intermediate Japanese Grammar*, The Japan Times, Japan.
- j. Sachie, M., Yoshiko, O., Masako, S., Keiko, M., Akiko, M., 2009, *Everyday Listening in 50 Days-Listening tasks for intermediate students A*, Bonjinsha Co., Ltd., Japan.
- k. Sunakawa, Y., Ishida, S., Kato, N., Morita, Y., Waki, K., 2009, *Otasuke Task*, Kurosio Co., Ltd., Japan.

- l. www.minnaokyozai.jp/kyozai/illustration/vocabulary
- m. www.minnanokyozai.jp/kyozai/classroom
- n. www.minnanokyozai.jp/kyozai/grammar
- o. www.anime-manga.jp/kanjiGame/Ninja
- p. www.erin.ne.jp/en/explanation.html
- q. www.jpf.org.au
- r. www.japaneseteachingideas.com
- s. <http://fstandard.jp/cando/top/ja/render.do>

16. Resources

Handouts will be provided for students and Films and DVDs are donated by former Senior Volunteers and Japanese Ambassadors in Samoa. Photo Cards are used with Character Cards.

17. Special Notes

Comments or suggestions concerning this course should be directed to Ms. Minerva Taavao, EFL Department.
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INDIVIDUAL COURSE REPORT

Course Code: HJA201

Course Title: Intermediate Japanese 2

1	<p><i>Were the objectives of the course as listed in the course outline achieved, and if not, why not? (Please attach a copy of the course outline and matrix)</i></p> <p>Yes, objectives of the course as listed in the course outline achieved.</p>
2	<p><i>Was any of the content you had planned to cover in the course left out and if so, why, and what were the implications of that for the students?</i></p> <p>All content was covered.</p>
3	<p><i>How would you describe the overall attitude of the students in the course this semester compared with those in previous semesters or in your other courses (if you have not lectured in this course before)? In particular, how was students' attendance, punctuality with handing in of assignments, was there any attempted plagiarism, collusion etc., or discipline problems?</i></p> <p>This course was only taken by 1 student in the year 2010. She comes from Chile and has been transferred here to Samoa due to her husband's job at SPREP. She is an active learner and shows great interest in Japanese language and culture. Even though she struggled in the middle of the semester due to some illness and an incident that occurred at her home, she always tries to find time to come over to our office for extra classes and also to keep her occupied rather than staying home. She is known to be a very dedicated student and part of our department where she practices her conversations with us.</p>
4	<p><i>Were the resources and support provided by the department for this course adequate? Please elaborate</i></p> <p>Yes, it has been and always has been supportive to this course. They join into our class activities like Speech Contest, Role-Play contest, and resources that I need during class and also providing rooms and time for the English Labs for my class to use for their Films.</p>
5	<p><i>Is there any way in which the course could be improved when it is next offered, and what implications and costs (if any) would there be of those improvements were to be implemented?</i></p> <p>Please refer to comments on the Individual Course Report of HJA100 on p.175</p>

D. GENERAL RECOMMENDATIONS FOR FUTURE DEVELOPMENTS

In making this assessment of the progress of our Department, courses and programmes since 2005 it is apparent that several measures can be taken to promote improvements and progress our development into the next decade. These measures include:

- Staffing resources: given the pressure of increasing student numbers and overloaded student numbers in tutorials in the first semester particularly, a secretary or administrative assistant is vital.
- Part timers will remain a necessity for the foreseeable future and given that recent advertisements are not attracting the number of applicants for full time positions as in the past (prior to 2005) and also that Government (MESC) has clamped down on allowing senior secondary teachers to take up part time tutoring with NUS as in the

past, an attractive remuneration rate must be established to facilitate hiring these part timers. Consultation hours should also be allocated for part timers to assist their students because they know them best having interacted with them in a small group setting.

- The imperative set by the University for staff to upgrade their qualifications enhances the academic credibility and international research profile of NUS as a centre of excellence. However, this strategy comes at a cost when staff are under much pressure even with the reduced teaching load to understandably prioritise their studies to completion. As recommended in 2005, (Heem & Vaai, p.10) a strategy allowing the final semester to be taken as leave to focus on completion is desirable even if the budget implications may seem severe. Moreover, as mentioned earlier, staff who wish to undertake a Masters or Doctorate locally through the Centre of Samoan Studies, should have access to adequate funds which will cover costs and allowances for research and travel to that end, as well as time off to complete and focus on their research for their dissertation. The availability of these funds can only help to motivate staff to undertake these studies with energy and enthusiasm which will benefit not only the individual but NUS as a whole.
- A much more adequate and realistic budget allocation for staff development activities is imperative to encourage and motivate Faculty and Department members to pursue excellence and improve overall performance.
- Additional computers for students for research purposes: much was written about this issue in the 2005 External Review and whilst we acknowledge financial constraints, it is important for students to be enabled in this area. Thus more computer user labs should be prioritised and made a reality. Additional rooms or space for students: apart from the need for additional lecture theatres since the high enrolments have put pressure on the two lecture theatres currently available and the merge with IOT has stressed these resources even more, there is a need for student common rooms or alternative spaces for student to study and rest between classes. We have been witnesses to students sitting in the drains outside our offices searching for space to meet this need and since students pay fees, this provision of rooms is a basic expectation from parents and other stakeholders who fund our students.
- The need for an Academic Support Unit with several qualified staff to assist students at all levels is long overdue. It has been mentioned since the 2005 External Review and is regularly mentioned at academic forums as a dire need.
- The Library is unable to cope with the numbers of students needing to access library materials, especially computers for research and printers to download necessary materials. Since the Library is the powerhouse of a University, it is important that this need be prioritized and efforts made to implement this goal of a bigger library with appropriate capacity to take our University into the next phase of development.
- It would enhance our courses if lecturers could visit universities with whom NUS has MOUs to update and review courses and programmes for future development.
- Occupational Safety and Health Issues: these provide a perennial challenge for all users of the NUS Campus and have a real impact on the day to day morale and

progress of staff and students especially when water is not available which poses great risks to health and safety.

E. CONCLUSIONS

The EFL Department together with other members of the Faculty of Arts recently work-shopped its most current Strategic Plan for the future development of all. There was a genuine consensus and commitment to achievement and excellence especially as 2014 marks the 30th year of the establishment of the National University of Samoa as the premiere tertiary educational institution which meets the needs of the nation and provides graduates and professionals to take Samoa into a better future. Our overall aim is to be educators who are dedicated to the progress of our students and to provide courses that are relevant and necessary to meet the challenges of today and tomorrow. It is our hope that we can collaborate with all stakeholders, both internal and external to this University in achieving this goal.

F. REFERENCES

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- Vaai, S., Tuiloma V. Heem, Arp, K. & Koria, E. 2010 "Reading: A Matter of Minds and Means: Focus on Reading for Foundation and First Year Students at the National University of Samoa," in *The Journal of Samoan Studies*, Volume 3, 2010, pp 21-35 ISSN1813-2324.
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G. APPENDICES