



Kwantlen

UNIVERSITY COLLEGE

EDUCATION COUNCIL
March 2, 1998 – 4:15 p.m.
Surrey Campus Boardroom (C230)

1. Confirmation of Agenda
2. Approval of Minutes (*February 2, 1998*) 1 min.
3. Chair's Report (*verbal*) 5 min.
4. Committee Reports: 15 min.
 - Student Applicant Eligibility
 - Degree Proposal Assessment Committee
 - Employability Skills
 - Curriculum Approval (*Linguistics 1100 and 1200 att'd. for review/discussion*)
 - Grant Applications Review Committee
 - Liberal Studies Task Force
 - International Education Committee
 - Arts Degree Framework Committee
 - Prior Learning Assessment
5. Entrance Requirements for Bachelor of Business Administration Degree Program (*to be distributed*) 10 min.
6. Liberal Education Curriculum Committee (*att'd.*) 10 min.
7. (Draft) Course Outline Manual (*att'd.*) 60 min.
8. Next Meeting: April 6, 1998 – 4:15 p.m. – Surrey Campus Boardroom (C230)
9. Adjournment

Attached for Information
Divisional Curriculum Committee Minutes

Pending
Policy on Student applicant Eligibility
Policy re: Validation Teams

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EDUCATION COUNCIL
February 2, 1998 - 4:15 p.m.
Surrey Campus Boardroom (C230)

MINUTES

<u>Present</u>	Jim Gunson (Chair) Jim Adams Larry Anderson Manfred Baur Brian Carr Barbara Craig Derek Francis	Balbir Gurm Colleen McGoff Dean Don Reddick Maureen Shaw Raymond Tang Skip Triplett Barb Melnyk (Recorder)
<u>Absent</u>	Doug Boyer T.N. Foo Christopher Golden Jim Jamieson Sarah Kanakos Gerry Kilcup Wendy Parry Ann Stafford	
<u>Guests</u>	John Patterson Katherine Zmetana	

1. Confirmation of Agenda

Agenda confirmed as distributed.

2. Approval of Minutes (January 12, 1998)

Page 3: Under b) Program Proposal for Bachelor of Business Administration - 5th paragraph, change to read: Concern that non-mathematicians are teaching math content. Also concern expressed that the degree program may lack the level of math courses that are deemed to be a requirement in a business degree and commonly found in business degrees at other universities. In the 6th paragraph, 3rd sentence: Once PLA criteria are established . . .

Page 4: Under c) Bachelor of Science in Nursing - correct spelling of Balbir Gurm's name.

There are a number of concerns detailed in the January 12, 1998, Education Council Minutes, that do not appear to cite a specific process for follow-up, once degree proposals requiring amendment are returned from the Ministry. Skip summarized Councillors' recommendations as: 1) those that immediately were incorporated into the degree proposals; 2) wider issues that go beyond what the degree developers can do at the present time; and 3) specific concerns that will be addressed when new course outlines are brought to Education Council for approval. This points out that a follow-up process is required for amended degree programs at the full proposal stage.

**Moved by S. Triplett/seconded by L. Anderson,
THAT the Degree Proposal Assessment Committee (DPAC) identify procedures to ensure that
Education Council's concerns regarding degree proposals are addressed.
CARRIED**

3. Chair's Report

Education Council will set up a small working group to propose policies and procedures with regard to research ethics, and the composition of a committee to view research applications. The committee is needed to make Kwantlen eligible for certain research grants and to ensure that research done by employees or on students meets appropriate standards. Areas of research include social sciences and business.

The Public Information Officer will take a picture of Education Council members in the lobby today, for publication in *The Inside*.

4. Committee Reports

a) Student Applicant Eligibility

Discussion of the draft policy will be postponed until we have a chance to run research in Fall 1998, (particularly in English). In the meantime, it is suggested that the policy be placed on an Education Council agenda for feedback from councillors.

b) Degree Proposal Assessment Committee - No report

c) Employability Skills - No report. Colleen McGoff Dean has assigned time release to incorporate employability skills into Kwantlen's curriculum.

d) Curriculum Approval

Linguistics 1100 – Introduction to General Linguistics: Language Structure

Linguistics 1200 – Introduction to General Linguistics: Language Use

Members discussed the ramifications of offering new curriculum without sufficient rationale from the Modern Languages Department for offering linguistics courses, and whether or not there is sufficient student demand.

ACTION: Send out course outlines and rationale to Education Council members for further discussion at a future meeting.

Spanish 3300: Advanced Spanish I

Spanish 3301: Advanced Spanish II

After some discussion, Education Council members moved not to recommend the Spanish course outlines for the following reasons:

- i) The curriculum does not fit with the mandate of applied degrees in that there are no letters of support for Spanish to be offered as an elective for existing degree proposals.

ii) There is no policy or direction from the province, as yet, with respect to offering freestanding third and fourth year courses.

iii) Rationale must be established that degree programs require Spanish as opposed to other languages.

e) Grant Application Review Committee - No report.

f) Liberal Studies Task Force - No report. Discussion is on-going.

g) International Education Committee

D. Francis reported that a graded entrance policy for EASL students is in place at several other colleges. Those students with a higher level of proficiency are permitted to take university transfer courses while pursuing their EASL studies. There is some disagreement on this concept, however, Kwantlen requires a much higher level of English competency than is required for other students.

h) Arts Degree Framework Committee

Colleen McGoff Dean reported that an interdisciplinary arts degree is questionable until educational initiatives are more established. There are ministry concerns about offering arts degrees when the focus is on applied. A decision to postpone, but not to eliminate exploration of an arts degree framework is in place until educational initiative projects this spring are more established. Education Council validates the work done by those faculty members who initiated the framework.

i) Prior Learning Assessment Committee

Kathryn Zmetana brought forward a motion, approved at the January 27, 1998 PLA Committee meeting.

<p><u>Moved by M. Shaw/seconded \ by B. Gurm,</u> THAT Kwantlen University College accepts PLA credit awarded at other public post-secondary institutions, as transfer credit where Kwantlen offers an equivalent course, or as unassigned credit at the appropriate year level in a subject area.</p>
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5. Assignment of Credits

John Patterson distributed information on the formula for determining credits in university transfer, career/technical and vocational curriculum areas. Some Councillors expressed concern that there doesn't seem to be clear consistency established for granting credit for learning outcomes, prior learning assessment or distributed education. The course outline details the content to be covered within a specified time frame and specifies how outcomes will be measured, but how will the credit be assigned? Councillors suggest some thought be given to re-examining the way credit is awarded and attached to the learning outcomes of a course. There may be a variety of lengths of semester weeks and contact hours, and we need to think more creatively about how we assign credit.

Moved by M. Shaw/seconded by S. Triplett,
THAT a sub-committee be struck with PLA, Learning Outcomes, Employability Skills and Distributed Education coordinators. The group will seek the advice and support of the Curriculum Centre for Transfer and Technology to propose alternative methods of determining credit. CARRIED

6. Development of Student Selection Policy for Degree Programs

Members agree that when Kwantlen uses any kind of selection process, that the process should be viable and reliable, and aimed at identifying students who have a reasonable chance of success. As Derek Francis is out of the country until mid-March, it is suggested this agenda item be deferred until his return.

Moved by S. Triplett/seconded by B. Carr,
THAT the policy for student applicant eligibility and student selection for degree programs be deferred until April Education Council meeting. CARRIED

7. (Draft) Course Outline Manual

Education Council members reviewed the manual, and suggested revisions for the following:

Table of Contents: Correct typos - "courst" to "course" and "ou" to "out".

Page 3: Last paragraph: add, "(sometimes called a course presentation) after "Course Syllabus". In last sentence: add (presentation) after "syllabus", and delete word "each" and add "every".

Page 4: Provide an example for active voice.

Page 5: first sentence - make singular, "Faculty identify the need for a new course". Third sentence - re-write: "Informal discussions with other institutions begin for those courses where university transfer is deemed necessary. (see explanation of transfer status on page 11). Last sentence - "The Registrar's Office places the course outline in the database and publishes the course description in a subsequent Kwantlen Calendar.

Page 6: Mid-way down page - "changing the subject code" correct "i.e." in both examples to "e.g.". On bottom of page, add: The Course Outline Summary Form to the title. Revise wording underneath to: "Both new and revised course outlines (delete word "forms) must be accompanied by a Course Outline Summary Form. . . . This form is especially important When you are discontinuing a course, (delete "you") only (delete "need") the Course Outline Summary Form is required.

Page 7: Delete "the course information section, the course description section and the signatures section.". Add word "The" before Course Information section. Flag this section for learning outcomes vs. learning objectives.

Page 9: Under 3. Credits: provide an example: "Office Administration and Engineering". Substitute this section for information received from John Patterson.

Page 11: Under 9. Corequisite: compare this definition with that in the Kwantlen Calendar. Under 10. Transfer Status: delete and re-enter information that explains transfer status more clearly.

Under 11. Implementation Date: review information regarding month and year in which the course may first be taught - why is this date important?

Page 12: Course Description section: Add "Outcomes" to Learning Objectives. Delete "General Objectives" and add, "A student who successfully completes the course will have reliably demonstrated the ability to (a short list of objectives/outcomes follows this introduction).

It was suggested that this section be "flagged". How do we measure attitudes and values? Also, under assessment methods, flag, "assignments, attendance and participation" - suggest these methods don't cover requirements.

Page 13: To be re-written with respect to Learning Outcomes.

EDUCATION COUNCIL MINUTES

February 2, 1998

Page 5

Page 14: 4th line from top: delete "Upon completion of this course . . ." and add: "A student who successfully completes this course will have reliably demonstrated the ability to:". Add word "methods" after "Refer to page 21 (change to page 22), for a list of assessment methods".

Page 15: Flag this section c). Suggest using another example here. It is suggested we need to be clear about our policy re: procedure for evaluation.

Page 16: Method of determining PLA must be incorporated into every program by the end of 1999. Add PLA to this section.

It is suggested that there be a timeline established for phasing-in education initiatives. The timeline should relate to the ability of people to attend workshops that will assist in their understanding.

Page 17: Under 5. Learning Resources: Need to have some indication that there are library resources/holdings.

8. Next Meeting: March 2, 1998 – 4:15 p.m. – Surrey Campus Boardroom (C230)
9. Adjournment: The meeting adjourned at 6:20 p.m.

COURSE DEVELOPMENT PROPOSAL: INTRODUCTORY LINGUISTICS

**Yanfeng Qu, PhD
Modern Language Department
Kwantlen University College
Jan. 5, 1998**

I would like to propose that an introductory course in **linguistics** be incorporated into the curriculum of Kwantlen University College. This proposal consists of three parts:

- (1) The rationale for introducing linguistics;
- (2) Residual issues;
- (3) Course outlines for Linguistics 1100 and Linguistics 1200 (see attached).

1. The Rationale for Offering Linguistics

1.1. Linguistics: the study of human language and of humankind: Linguistics is concerned with discovering the underlying rules and principles governing natural language. It is ultimately the study of the human mind (cf. Noam Chomsky 1981, 1994, etc.) and of being human. Historically, linguistic studies have been an integral part in the development of both Western and Eastern civilisations, and linguistics courses have been offered as one of the major components in the Humanities. A well-educated person not only should be able to speak more than one language, but also should have some insight into how language works in general. Such knowledge enables one to become more **appreciative** of language - one of the most **essential** aspects of human life, which, unfortunately, has been taken for granted for too long.

1.2. Challenges of the time: As we are moving towards a new millennium, we are confronted with a global economy and increasing interactions among different parts of the world. Professionals conversant with several languages and cross-cultural communications will be in great demand to meet new challenges and to make use of new opportunities. Linguistics not only is a useful tool which facilitates the language learning process in general, but also addresses how language functions socially and culturally and how one develops cultural sensitivity (cf. sociolinguistics).

1.3. Employable skills: Given its empirical and rigorous research methodology and its object of study, linguistics has been defined as "the most scientific of all humanities, but the most humanistic of all sciences" (Jack Chambers). Valuable skills acquired in studying linguistics include thinking critically and analytically, being attentive to details and developing strong skills in identifying and solving problems. Specific employment opportunities involving linguistics include, but are not limited to, the following:

- a. English and foreign language learning and teaching;
- b. Literary analysis and creative writing;
- c. Working in the fields of anthropology, education, music, philosophy, psychology and sociology;
- d. Learning computer programming, information processing and artificial intelligence;
- e. Audiology and speech pathology/therapy;
- f. Working for various government and international agencies;
- g. Translation and interpreting.

1.4. Relevance to the overall Kwantlen curricula: Kwantlen offers a variety of courses which are closely related to language and linguistics. What follows is a list of disciplines and

programs whose students will benefit from the proposed courses:

Modern Language Department: Almost every Kwantlen student takes a foreign language as his/her selective. Previous or concurrent exposure to and experience with a foreign language prepare students well for the more 'abstract' approach to language. It will provide them with insight into language in general and facilitate their learning of one particular language.

English Department: Most Kwantlen students, especially the UT students, must take English courses. In the introductory linguistic courses, many of the examples come from English, and our students will benefit from studying the basic rules and principles that govern their first language.¹

ESL and ELT Departments: Given the growing enrolment of international students, the proposed offering of linguistics will make Kwantlen curricula more inclusive and comprehensive. It will help these students appreciate the similarities and differences between English and their native languages and make their learning of ESL more effective and efficient.

Applied Communication Department: Whether it is writing memos and drafting advertisements, students from these departments will become more sensitive to and analytical about language and will become more competent in applying their linguistic skills to the business world. The enhancement of linguistic sensitivity and analytical ability is also beneficial to the **journalism** and **creative writing** students.

The proposed program of offering **ESL teaching certificate** in conjunction with Cambridge: It is essential both academically and practically that students of this program acquire some knowledge in general linguistics. In North America, Asia and Europe, no respectable language teaching certificate is issued without some compulsory courses in linguistics and/or applied linguistics in their curricula. Locally, the same requirement applies to the language education certificates conferred by UBC and SFU language education/linguistics departments.

Other programs and disciplines at Kwantlen are also closely related to linguistics (a sample linguistics topic is given in parenthesis): **anthropology** ('language origin and universals'), **computer sciences** ('syntax'), **early childhood education** ('language acquisition'), **humanities** (overall), **music** ('phonology'), **philosophy** ('semantics'), **political science** ('pragmatics'), **psychology** ('psycholinguistics'), and **sociology** ('sociolinguistics').

To conclude, the proposed offering of linguistics fits in well with the overall Kwantlen curricula, meets the needs of our current students and programs and helps to make our college more attractive to prospective students.

2. Residual Issues

2.1. Proposed date of offering: Given the time constraint, Linguistics 1100 in Fall 1999 and 1200 in Spring 2000.

¹From my experience in teaching introductory linguistics courses, many students cannot tell an adverb from a preposition.

2.2. Course enrolment at other institutions and a projection for Kwantlen: Recognised for its relevance and importance for a well-rounded education, linguistics has always been a very popular course at post-secondary institutions.² Here are some figures from local universities and colleges.

✦ While studying for my doctoral degree, I worked as a TA for Linguistics 100 at UBC for two academic years. What they offered was a huge class with over 120 students crammed into a lecture hall. For the last few years, UBC has been offering summer and evening courses to accommodate the growing demands. Similar situation also occurs at SFU and UVIC.

✦ At Capilano College, linguistics was re-offered, after a ten-year hiatus due to faculty retirement, in Fall 1996.³ Even though it was not listed in the college calendar of that year, Linguistics 100 proved to be a very "hot" course merely by word of mouth: it was filled up very quickly during the first few days of registration and there was a waiting list of about 20 students. The feedback from the students was that it was a 'tough' course, but very interesting and academically rewarding. Linguistics 101 was offered in Spring 1997, and it was over 98% full even though there was only one section of Linguistics 100 to 'feed' on in the previous term. In Fall 1997, Linguistics 100 was 100% full with again about 20 students on the waiting list and in the current Spring term of 1998, Linguistics 101 has over 15 students on the waiting list, again despite one section of Linguistics 100 to feed on.

✦ At Malaspina University College, three levels of linguistics courses (total 6 courses worth 18 credits) are offered, and they are transferable to UBC and other institutions.

✦ Linguistics has been offered at Langara and Douglas Colleges for a long time.

Based on the situation at other institutions and the overall course offerings at Kwantlen, we can safely predict that the proposed linguistics courses will attract an equally large number of students and will have no problem filling up quickly.

2.3. Course contents: My course outline (see attached) is a standard syllabus for introductory linguistics, covering all the major issues in general linguistics. It has the following features: (a) it covers both the **structure** and **use** aspects of language; (b) it is less theory focused, given that it is an introductory course; (c) it is not specifically tied to one textbook; (d) it can be easily expanded or reduced.

Linguistics 1100 can be offered in the fall and 1200 in the following spring. One concern would be whether one section of 1100 is adequate to feed into 1200. Experience at Capilano College and other institutions has proved that it is possible to take students who have not taken 1100 since the prerequisite course focuses on **structure** while 1200 is on language **use**. Those students can take 1100 in the following fall. Further it is a consensus among instructors and students alike that language use is less abstract and theoretical, and hence easier, than language structure.

2.4. Textbooks: There are several standard textbooks used for introductory courses in

²The importance of linguistics and its increasing relevance to contemporary life have also been recognized elsewhere. At the 1995 Annual Meeting of the Linguistic Society of America, one of the agenda items was how to introduce linguistics to K-12 at American schools and at more colleges.

³I designed the course outlines for Capilano College and they are transferable to local universities. In fact, according to my former supervisor at UBC, my course outlines have been adopted verbatim by UBC for their first year introductory courses.

Canada. They are:

Akmajian, A. et al.

(1990) Linguistics: An Introduction to Language and Communication. The MIT Press.

Demers, R. and A. Farmer

(1991) A Linguistic Workbook. The MIT Press.

Fromkin, V. and R. Rodman

(1993) An Introduction to Language. Holt, Rinehart and Winston.

Fromkin, V., R. Rodman, N. Hultin and H. Logan

(1997) An Introduction to Language (First Canadian edition). Holt, Rinehart and Winston.

O'Grady, W. and M. Dobrovolsky

(1992) Contemporary Linguistic Analysis: An Introduction (second edition) Copp Clark Pitman Ltd.

The fourth textbook is the first Canadian edition based on the very popular American edition which is the third on the list. The last one was written and published in Canada. As it is intended for a Canadian readership, it has a Canadian emphasis and is very popular among Canadian universities and colleges (e.g. Ling.100 at UBC). It is also more up-to-date theoretically than the others. I have used both of them for teaching at UBC and Capilano College.

2.5. No logistic and/or other hidden costs: No extra costs for purchasing audio tapes, software or other state-of-the-art (and usually expensive) equipment will incur due to the introduction of linguistics courses. Only some photocopying for handouts is needed. If funding becomes available in the future, one or two video tapes can be purchased.

3. The Proposed Course Outline (see attached)

Kwantlen University College

Course Acronym & Number: LING 1100

Credits: 3

Descriptive Title: Introduction to General Linguistics: Language Structure

A - This course is being discontinued: _____

Effective date: _____

B - This course is new: YES

Is this course replacing another course: NO

specify: _____

(replacement occurs only when the course acronym or number changes)

C - This course is a revision: (check the following indicating revisions)

Descriptive Title:

Required Readings:

Calendar Description:

Evaluation:

Pre/Corequisites:

Course Content:

Instructional methods:

Other:

specify: _____

D - This course will be implemented on the following date: September, 98

E - Send this course outline for Transfer Credit: YES

(A yes indicates you've completed informal articulation with receiving institutions)

List the institutions to which articulation is being requested, and the transfer credit to be applied for at the receiving institution(s).

(i.e. specific transfer credit, general evaluation, unassigned, confirm existing transfer status)

Institution: UBC

Transfer credit applied for: 3

Institution: SFU

Transfer credit applied for: 3

Institution: UVic

Transfer credit applied for: 3

Institution: UNBC

Transfer credit applied for: 3

Institution: Trinity Western U

Transfer credit applied for: 3

Authorizing Signature: _____

Deen

Jan 27/98.

Date

This Course Outline Summary must accompany all outlines

☐ Send original to: publications/articulation coordinator

☐ Copy to: Library & Counselling



KWANTLEN
University College

COURSE OUTLINE

Discipline or Programme: Modern Languages
Course Number: LING 1100
College Credits: 3
Descriptive Title: Introduction to General Linguistics: Language Structure

Calendar Description

This course provides a preliminary examination of the structural properties of languages in general. It focuses on how words and sentences are formed (morphology and syntax) and how sounds are articulated and patterned (phonetics and phonology). It utilizes examples from a variety of languages and discusses applications of these linguistic findings to language learning and teaching.

Authorization Signatures

Course Designer(s) Yanfeng Qu **Chairperson** P.S. Bollo
 Yanfeng Qu Priscilla Bollo
 Faculty Curriculum Committee

Discipline
Convenor/Prog.Coord. C. Richards **Vice-Pres.Education** L. Triplett
 C. Richards L. Triplett

Date Approved by College: January 1998
Implementation Date: September 1999

Course to be reviewed on: January 2001

Academic Information

Prerequisites: None
 Corequisites: None

Transfer Status

Formal Articulation Date:

SFU: To be applied for
 UVIC: To be applied for
 UBC: To be applied for
 Other: To be applied for

Required or Recommended for the following Certificates, Diplomas, Transfer Programs:

Modern Languages, ESL Teaching Certificate (UBC, SFU), Cognitive Sciences (SFU), Philosophy and Psycholinguistics, Speech Therapy (UBC)

Instructional Methods

Format	Class Size	Hours (per week)	Duration (in weeks)
Lecture	(30)	4	14
Seminar			
Tutorial			
Lab or Studio			
Field Experience			
Reality Environment			
Individualisation			
Student Directed Learning			

Resource Materials/Texts

Required Textbooks similar to the following will be used:

Fromkin, V.; Rodman, R. et al. *An Introduction to Language* (First Canadian edition). Holt, Rinehart and Winston. 1997.

Bibliography/Required Readings

Library/Instruction Resources

Bibliography and list of required readings attached? No

Adequate: No. To be acquired.

Evaluation: (list projects, essays, examinations, laboratory work, seminars, etc. and the value of each of the evaluations in percent). If evaluation is MAS/NCG or EXP/NCG, this should be indicated.

In-class activities	5%
Take-home Problem sets (4)	20%
Quizzes (2)	20%
Midterm Exam	25%
Final Exam	30%
Total	100%

Objectives

General:

Linguistics 1100 is designed to introduce students to the rules and principles governing the structures of language in general, and to make them more appreciative of language.

Specific:

Upon successful completion of this course, the student will ^s have ^p :

1. a general perspective on the nature of language: what it is, how it can be characterized and how it is acquired
2. a preliminary understanding of morphology, syntax, phonetics and phonology
3. knowledge of basic linguistic terminology and concepts
4. ~~experience in the analysis of languages in the four structural domains listed in (2)~~ — ?
5. basic competence in critical thinking about the applications of linguistic research

Course Content

1. Introduction: the nature, origin and universals of language; comparison of human and non-human communications.
2. Morphology: word structure; types of morphemes.
3. Two major word formation processes: derivation and compounding.
4. Other word formation processes; inflections.
5. ~~Quiz #1~~; Syntax: grammaticality; syntactic categories and Phrase Structure rules.
6. Types of sentences; recursive Ss and PPs; structural ambiguities.
7. Transformation rules; types of languages.
8. ~~Midterm~~; Phonetics: the sound producing system; consonants: place of articulation.
9. Consonants: manner of articulation; vowels.
10. Tone and intonation languages; stress; phonetic processes (e.g. assimilation, deletion).
11. ~~Quiz #2~~; Phonology: Minimal pairs; complementary distribution; allophones and phonemes.
12. Phonological rules; features of Canadian English; phonotactics.
13. Syllable structures.
14. ~~Review~~
15. ~~Final Exam~~

Kwantlen University College

Course Acronym & Number: LING 1200

Credits: 3

Descriptive Title: Introduction to General Linguistics: Language Use

A - This course is being discontinued: _____ Effective date:

B - This course is new: YES Is this course replacing another course: NO specify: _____
(replacement occurs only when the course acronym or number changes)

C - This course is a revision: (check the following indicating revisions)

Descriptive Title:	<input type="checkbox"/>	Required Readings:	<input type="checkbox"/>
Calendar Description:	<input type="checkbox"/>	Evaluation:	<input type="checkbox"/>
Pre/Corequisites:	<input type="checkbox"/>	Course Content:	<input type="checkbox"/>
Instructional methods:	<input type="checkbox"/>	Other:	<input type="checkbox"/> specify:

D - This course will be implemented on the following date: January, 00

E - Send this course outline for Transfer Credit: YES
(A yes indicates you've completed informal articulation with receiving institutions)

List the institutions to which articulation is being requested, and the transfer credit to be applied for at the receiving institution(s).
(i.e. specific transfer credit, general evaluation, unassigned, confirm existing transfer status)

Institution	: UBC	Transfer credit applied for: 3
Institution	: SFU	Transfer credit applied for: 3
Institution	: UVic	Transfer credit applied for: 3
Institution	: UNBC	Transfer credit applied for: 3
Institution	:	Transfer credit applied for: 3

Authorizing Signature: P. J. [Signature] Jan 27/98.
Dean Date

This Course Outline Summary must accompany all outlines

Send original to: publications/articulation coordinator
Copy to: Library & Counselling



KWANTLEN
University College

COURSE OUTLINE

Discipline or Programme: MODERN LANGUAGES
Course Number: LING 1200
College Credits: 3
Descriptive Title: Introduction to General Linguistics: Language Use

Calendar Description

A continuation of Linguistics 1100, Linguistics 1200 studies how language is used and how it changes over time. It also discusses the rules and principles shared by all the languages of the world and the different types of writing systems. It culminates in an examination of psycholinguistics, computational linguistics and first and second language acquisition.

Authorization Signatures

Course Designer(s) Yanfeng Qu **Chairperson** P. G. Bollo
 Yanfeng Qu Priscilla Bollo
 Faculty Curriculum Committee

Discipline Convenor/Prog. Coord. C. Richards **Vice-Pres. Education** L. Triplett
 C. Richards L. Triplett

Date Approved by College: January 1998 **Course to be reviewed on:** January 2001
Implementation Date: January 2000

Academic Information

Prerequisites: Linguistics 1100 or permission of the instructor

Corequisites: None

Transfer Status

Formal Articulation Date:

SFU: To be applied for

UVIC: To be applied for

UBC: To be applied for

Other: To be applied for

Required or Recommended for the following Certificates, Diplomas, Transfer Programs:

Modern Languages, ESL Teaching Certificate (UBC, SFU), Cognitive Sciences (SFU), Philosophy and Psycholinguistics, Speech Therapy (UBC)

Instructional Methods

Format	Class Size	Hours (per week)	Duration (in weeks)
Lecture	30	4	14
Seminar			
Tutorial			
Lab or Studio			
Field Experience			
Reality Environment			
Individualization			
Student Directed Learning			

Resource Materials/Texts

Required Textbooks/Laboratory Books/Equipment, etc.

Fromkin, V.; Rodman, R. et al. *An Introduction to Language* (First Canadian edition). Holt, Rinehart and Winston. 1997.

Bibliography/Required Readings

Library/Instruction Resources

Bibliography and list of required readings attached?

Adequate: No. To be acquired

Additional requirements. See attached;

Evaluation: (list projects, essays, examinations, laboratory work, seminars, etc. and the value of each of the evaluations in percent). If evaluation is MAS/NCG or EXP/NCG, this should be indicated.

In-class activities	5%
Take-home Problem sets (4)	20%
Quizzes (2)	20%
Midterm Exam	25%
Final Exam	<u>30%</u>
Total	100%

Objectives

General:

Linguistics 1200 is a continuation of Linguistics 1100, but its focus is on language use and other aspects of linguistics. It is designed to introduce students to the rules and principles governing the use of language, and to enhance the students' views of people and society in general.

Specific:

Upon successful completion of this course, the student will have

1. a general perspective on the nature of language: what it is, how it can be characterized and how it is acquired
2. a preliminary understanding of semantics, pragmatics, historical linguistics, sociolinguistics, first and second language acquisition and psycholinguistics
3. knowledge of basic linguistic terminology and concepts
4. experience in the analysis of languages in the domains listed in (2)
5. basic competence in critical thinking about the applications of linguistic research

Course Content

1. Introduction and Semantics: the meaning of meaning; meaning relations.
2. Structural and lexical ambiguities; denotation and connotation.
3. Pragmatics: presupposition; discourse analysis; deictics; conversational strategies.
4. Quiz #1 and Take-home #1 due
Sociolinguistics: regional dialects; dialects of English.
5. Sociolinguistics: pidgins and creoles, slang and jargons, taboos and euphemisms.
6. Historical Linguistics: language changes.
7. Mid-term and Take-home #2 due
Languages of the world and their genetic classifications.
8. Writing Systems of the World: three types.
9. First Language Acquisition: stages of L1 acquisition.
10. Theories of L1 acquisition.
11. Quiz #2 and Take-home #3 due
Second Language Acquisition: various hypotheses of L2 acquisition; factors affecting L2 acquisition.
12. Brain and Language: language 'location' in the brain; brain damage and various forms of linguistic loss.
13. Take-home #4 due Computational Linguistics
14. Review
15. Final Exam



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL MOTION

1. THAT a Liberal Studies Curriculum Committee be formed to make recommendations to Education Council about courses developed to service the Liberal Education components of Kwantlen degrees.

2. THAT voting membership in this Committee be as follows:
Permanent Members
 - 2.1 The three members of the Liberal Education Task Force (J. Jamieson, D. Reddick, M. Shaw),
 - 2.2 One member from each of the following divisions:
Social Sciences and Music,
Humanities,
Science, Mathematics and Technology.**Temporary Members**
 - 2.3 Two members from the division whose degree is being discussed

3. THAT on September 1, 1999, the three permanent Liberal Education Task Force members be replaced by an additional permanent member from each of the following divisions:
Social Sciences and Music,
Humanities,
Science, Mathematics and Technology.

**FACULTY OF SCIENCE, MATHEMATICS & TECHNOLOGY
CURRICULUM COMMITTEE
February 9, 1998**

PRESENT: Brian Carr (Chair) Earl Naismith Elaine Harris
Claude Lassigne Dave Verner Carol Ateah

ABSENT: Craig Runyan

REGRETS: David James Mike Coombes

GUESTS: Suzanne Pearce Bob Perkins

MEETING CAME TO ORDER AT 4:15 P.M.

1. Approval of Agenda and Minutes of November 19, 1997

Additions to the Agenda

- 7.0 Pre-requisites for MATH 1130
- 8.0 Transfer credit for MATH 1114
- 9.0 Math/Science requirements for B.Sc. degrees

The agenda and minutes of November 19 were approved by consensus.

2. Business arising from November 19 minutes

- Earl and Mike have contacted the designers of the business degrees regarding the lack of mathematics content. The business department has indicated they will handle this within their own area. These degrees were approved at Ed Council and have now gone forward to the Ministry.
- DPAC recommendations have been forwarded to John Slattery
- Timeframe for feedback on Kwantlen as a receiving institution is February 18
- PHYS 1170 credit transfer to SFU has been requested
- ENVI 2305 credit transfer to be part of the course outline review process

3. Announcements

- Degree approval process established by the Ministry is cumbersome, with 75 degrees received and only 1 being passed. The 3 degree proposals from Kwantlen have been sent back for minor changes. The departments involved are proceeding with promoting these programs to commence Fall/98 and Spring/99.
- Randy Bruce is trying to meet the goal of keeping computers current with a limited amount of money available. Different strategies are being looked at.
- The Success and Retention Committee has accomplished a fair amount, but recommendations need to be addressed. The committee will be re-struck to deal with this.
- Surrey Phase II – discussions are taking place as to the programs that could be introduced or transferred from other campuses.
- Brian reminded the committee that the advertisements for hiring will need to be prepared soon as well as the PD/Vacation Planner for faculty.

- Brian also reminded the committee of the extensive number of course outlines that are due/past due for review before the end of May (reference January 12, 1998 memo).

4. **Course Outlines**

CHEM 1101 – Chemistry in the World Around Us

Language pertaining to Descriptive Title, Calendar Description, Academic Information, Instructional Methods and Evaluation was discussed. It was moved by Claude Lassigne and seconded by Earl Naismith to approve CHEM 1101 as amended.

CARRIED

ELTN 1219 – Communications I

Language pertaining to Resource Materials, Objectives and Course Content was discussed. It was moved by Dave Verner and seconded by Claude Lassigne to approve ELTN 1219 as amended.

CARRIED

ELTN 2414 – Differential Equations

Language pertaining to Objectives and Course Content was discussed. It was moved by Dave Verner and seconded by Claude Lassigne to approve ELTN 2414 as amended.

CARRIED

HRTA 0095 – Chemistry Upgrading for Horticulture

Language pertaining to Evaluation was discussed. It was moved by Claude Lassigne and seconded by Earl Naismith to approve HRTA 0095 Evaluation as amended.

CARRIED

The committee also noted a discrepancy in the wording of "Minimum required attendance for satisfactory completion of this course is 90% of laboratory hours." The committee suggested a change to "the student cannot miss more than one lab." A concern was also raised regarding the statement "*Late arrivals, early departures and absences are subject to disciplinary action which may include a reduction of the final grade for the course*". What exactly does this mean?

5. **Degree Proposals**

Tabled.

6. **Bachelor of Science at Kwantlen**

Tabled

7. **Pre-requisites for MATH 1130**

Tabled.

8. **Transfer credit for MATH 1114**

Tabled.

9. **Math/Science requirements for B.Sc. degrees**

Tabled.

10. **Date of Next Meeting - Wednesday March 11, 1998, 4:15 p.m.**

**Schools of Horticulture and Equine Studies
Curriculum Committee Meeting
4:15 p.m., Wednesday, January 21, 1998, Room 1055**

Minutes

Present: Carol Barnett
Judy Bull (recorder)
PJ Burns
David Davidson
Cindy Eldstrom
Ron Marchuk
Michelle Nakano
Dieter Thomas (chair)
Nancy Train
Kit Wallace

Regrets: Cindy Eldstrom
Jim Matteoni
Sharon Paul
Dave Woolley

1. Acceptance of Agenda

MOVED by David, seconded by Michelle: Add: Math Prerequisites for horticulture courses under "Other." Carried.

MOVED by Kit, seconded by Michelle: to accept the agenda as amended. Carried.

2. Acceptance of Minutes of Last Meetings (November 26th)

MOVED by David, seconded by PJ: to accept the minutes of the November 26th meeting as circulated. Carried.

3. Changes to HRTA Outlines: Kit Wallace
HRTA 0095, 1304

HRTA 0095: Renee Giardini submitted the following changes to the HRTA 0095 outline:

<u>From</u>		<u>To</u>	
Labs	30%	Labs	35%
Assignments	30%	Mid-Term Exam	30%
Weekly Tests	10%	Final Exam	35%
Final Exam	30%		

MOVED by PJ, seconded BY Michelle: to accept the changes to Evaluation section of HRTA 0095, as proposed by Renee Giardini. Carried.

HRTA 1304: Suggested title "Grounds Machinery Management."

David will make changes to this outline relative to the HORT outline and will present a revised version at the March curriculum meeting.

ACTION: David

4. **Changes to EQUA Outlines:** **Kit Wallace**
EQUA 1220

Sarah Bradley requested that the Evaluation section be revised as follows:

<u>From</u>		<u>To</u>	
Quizzes (3)	60%	Project	30%
Final Exam	40%	Quizzes (2)	40%
		Final Exam	30%

Also, the "Note" under the Evaluation section needs to be updated.

MOVED by Kit, seconded by Carol: that Evaluation section of EQUA 1220 be changed as noted above. Carried.

5. **Changes to the Horticulture Technician Program** **Ron Marchuk/ Michelle Nakano/Dieter Thomas**

- Acceptance of the program profile
- Discussion of program structure and format

Suggested revisions to submitted program profile (attached):

- Move CMNS from greenhouse vegetable module into the core courses for the Kwantlen Horticulture Technician Program.
- Move BUSI into core (we need to approach business faculty for a scaled down version of the BUSI 1205 supervisory skills' course -2 credits)

ACTION: Dieter

- Split the Ergonomics course as follows:
Ergonomics and Safety in fall (1.5 credits)
Ergonomics and Productivity in spring (1.5)
- Admission requirements: Change to: "Math 11 (including Applications of Math 11)"
- Program format:
 - ◆ September to mid-November: classes run Mondays to Fridays
 - ◆ mid-November - end of semester: classes run Mondays to Wednesdays, students work Thursdays and Fridays
 - ◆ January to late March: classes run Mondays to Fridays for 12 weeks.

- Part time work during November and December can count towards 14 week work experience (students to keep pay stubs to verify days worked)

MOVED by Michelle, seconded by Ron: to accept the proposed amendments to the Greenhouse Vegetable Technician program. Carried.

The remainder of the agenda was postponed to the next meeting.

The meeting adjourned at 5:45 pm.

6. **Proposed new Horticulture Citation Option** **Kit Wallace/ Dieter Thomas**

Horticulture Therapy

7. **Proposed Introduction of New Course** **Kit Wallace/Dieter Thomas**

HORT or HRTA Contemporary Issues in Horticulture

8. **Other**

Prerequisites for all horticulture courses requiring math as a prerequisite:
 "C in Math 11 or Applications of Math 11 or P in Math 12 or Applications of Math 12" will be formally approved at the next meeting.

Tabled to next meeting:

- **Proposed new Horticulture Citation Option** **Kit Wallace/ Dieter Thomas**
 Horticulture Therapy
- **Proposed Introduction of New Course** **Kit Wallace/ Dieter Thomas**
 HORT or HRTA Contemporary Issues in Horticulture
- **Prerequisites for all horticulture courses requiring math as a prerequisite (Motion needed)**

Copies:

- John Patterson - Registrar (S)
- Education Council - Barb Melnyk (S) - 25 copies
- Melinda Henson - Admissions (L)
- Yvonne Dinelle - Admissions (L)
- Iris Goodlet - Student Services (S)
- Robert Gore - Librarian (R)



TECHNICIAN



Grow With Us

GREENHOUSE VEGETABLE TECHNICIAN CERTIFICATE PROGRAM

At Kwantlen, we are committed to the development of qualified technicians for the greenhouse vegetable industry. Graduates of this program will have a working knowledge of modern greenhouse structures and systems, an understanding of integrated pest control practices, knowledge of ergonomic principles and familiarity with the four most commonly grown greenhouse vegetable crops in British Columbia: tomatoes, long English cucumbers, bell peppers and lettuce. Students also learn about minor vegetable crops grown in greenhouses. Graduates of the Greenhouse Vegetable Technician Certificate Program work as technicians under the direction of senior greenhouse staff (grower, manager) in hydroponic vegetable production.

After several years of steady expansion, the industry now projects a minimum growth rate of 25% per year. The increase in production area in British Columbia will result in the creation of an estimated 180 new entry-level jobs (technician level) annually. These are technical positions which require horticulture training as well as knowledge of employee supervision.

This demanding training program is highly practical, with over 70% of the time spent on skill development in a laboratory setting. The program includes approximately 800 hours of training over a period of two semesters (fall and spring) and 14 weeks of paid industry work experience.

Individuals completing the program will receive a provincially-recognized Horticulture Technician Certificate. Graduates are eligible to enter the two year Horticulture Technology Program with 30 advance credits (Greenhouse Production Specialization only).

Admission Requirements

- Regular Kwantlen University College entrance requirements. Please consult Admissions for details.
- English 11 or Applied English 11 with a C or equivalent (e.g., the successful passing of an English competency test), Math 11 or Applied English 11 with a C or better.
- Good English reading comprehension and writing skills.
- Students not meeting these requirements may require upgrading.
- Students who may encounter difficulties with the physical, intellectual or emotional demands of this program should contact the coordinator of the Horticulture Technician Program to discuss the required skills and competencies.
- A personal interview will be scheduled with all qualified applicants prior to program admission.
- Previous experience in the horticulture industry is desirable but not required.

When to Apply

- Applications are accepted as of November 1st for the following September start.
- Early application is recommended. Applicants need not meet the entrance requirements at the time of application.
- Applicants who do not meet the entry requirements by June 15th are not guaranteed a full-time seat in the program
- Fifteen (15) qualified applicants are accepted as full time students each year.

Program Costs

- The total cost of the program is approximately \$3,500 including books, tuition fees, and field trips. Note: This cost is subject to change without notice.
- Financial help may be available through the B.C. Students Loan Program. Bursaries and scholarships are also available to qualified students.
- Students returning to school from the workforce may be eligible for Human Resources Development Canada sponsorship. Contact your local Employment Centre for details on eligibility.
- This program is currently under development. For more information about our new Technician Program, please contact Yvonne Dinelle at Langley Admissions, (604) 599-3218.

Greenhouse Vegetable Technician Program

Program Profile

DRAFT

Technician Core

CMNS	????	Communications	2.0	Fall
BUSI	????	Supervisory Skills for Technicians	2.0	Fall
HRTT	1101	Pest Management	2.0	Fall
HRTT	1102	Botany	2.0	Fall
HRTT	1201	Soils and Growing Media	3.0	Spring
HRTT	1202	Mechanics and Troubleshooting	2.0	Spring

Greenhouse Vegetable Module

HRTT	1103	Vegetable Crops I	3.0	Fall
HRTT	1104	Greenhouse Environment	2.0	Fall
HRTT	1105	Ergonomics and Safety	1.5	Fall
HRTT	1203	Vegetable Crops II	3.0	Spring
HRTT	1204	Greenhouse Systems	2.0	Spring
HRTT	1205	Ergonomics and Productivity	1.5	Spring
HRTT	1206	Greenhouse Pests	2.0	Spring
HRTT	1300	Hort Work Experience	2.0	Summer

30.0 Credits

Admission Information (Mailing Address):

Admissions - Horticulture Technician
Kwantlen University College
12666 - 72nd Ave., Surrey, BC V3W 2M8
Telephone: (604) 599-3218

Program Details (Mailing Address):

Dieter Thomas, Dean, School of Horticulture
B.C. Horticulture Centre
Kwantlen University College
12666 - 72nd Ave., Surrey, BC V3W 2M8
Tel.: (604) 599-3259 E-mail: dieter@kwantlen.bc.ca

FACULTY OF HUMANITIES
Curriculum Committee Meeting Minutes
Friday, January 16, 1998, 1:00-3:00 p.m.
Room 2550A, Richmond Campus

Attending: Attridge, Bob
Bollo, Priscilla (*Chairperson*)
Ingre, David
Ling, Arthur
Morris, Susan
Ramirez, Patricio
Smolkin, Doran
Talbot, Ann
Vernon, Roger

Guest: Qu, Yanfeng

Absent: Wainman, Kathy

Copies to Chairs:

Rhondda Porter, Panteli Tritchew, Christiane Richards, Bill Barthelemy, Dana Cserepes, Moira de Silva, Al Valleau

1. **Approval of Agenda of January 16, 1998 and Minutes from November 21, 1997**
Addition: 4.b FREN 1215 - prerequisites

2. **COURSE OUTLINES - NEW**

LING 1100, 1200

Edited copies of the outlines were examined and approved. A question was raised as to the existence of a guideline for 'Required or Recommended for the following certificates, Diplomas ...'. Kathy Wainman is requested to give feedback.

Action: Kathy

Clarification to the process for new course outlines is needed. Timing for implementation of a new course outline seems to vary. The process needs to be clearer. A request to find out status of the SLBP and SPAN outlines will be sent.

Action: Celia

COURSE OUTLINES - REVISIONS

None

3. **OLD BUSINESS**

a) Liberal Arts component of degree - update

A memo from Colleen McGoff-Dean advised of the lack of response to the initial call for representatives to set up a committee. Meanwhile, a change in the degree framework at the Ministry level resulted in the redundancy of a Kwantlen committee. The Dean's Assistant will send copies of the Ed Council minutes with Humanities content to Curriculum Committee members in future.

Action: Celia

b) PHIL 1251 – followup

The matter will be dealt with at the departmental level. Philosophy will forward comments directly to Criminology.

Action: Doran

c) Ethical principles in university teaching – update

This is on the agenda for the next KCFA meeting. It was suggested that the Chairs discuss this at their meeting. Someone recalled similar discussions a few years ago but there were no follow-up.

Action: Chairsd) Transfer policy and processes

There were further changes to a distributed document. A concern from David regarding Criteria #3 was forwarded to John Slattery.

3. DEGREE PACKAGES

The committee discussed the following packages: Accounting, Journalism, Public Relations. A common occurrence in the letters of intent is a reference to various Humanities departments and the statement that consultation took place. In actual fact, there was none, e.g. CMNS in the Public Relations package. Feedback in the form of a draft document on 'Consultation and the degree approval process' and an email 'degree proposals' were distributed. General steps to set up a degree package are:

1. Concept to DPAC
2. Letter of intent to Ministry
3. Actual degree development

Descriptions in letters of intent are often vague, making it difficult to provide adequate feedback to developers. It was agreed that whenever a degree package is received, it would be put on the agenda for departmental discussion. There was a concern regarding funding for classes when the degree packages are approved.

Action: All**4. NEW BUSINESS**a) Employability skills in the classroom

Many initiatives are on the way to increase visibility of employability skills amongst faculty members and staff. David has taken the initiative to present his students with a description of employability skills, which are covered in his classes. Presentations to new faculty members and staff at orientations are also done. From Roger Elmes email dated Nov. 24/97, it seems that History succeeded in incorporating quantified employability skills into their course outlines. David will invite a representative from that area to the next meeting.

Action: Davidb) FREN 1215 - prerequisites

FREN 1110, a lower level course, is included as an option for students.

A prerequisites related incident occurred recently when a student's prerequisites (submitted in 1990) were not entered into the new Banner system. It was felt that students should be warned that if transcripts were submitted prior to a certain date they should confirm with Admissions to assure that they have been entered to the student's file.

Action: Kathy**5. ADJOURNMENT**

A note of gratitude was expressed regarding Priscilla's recent updates to Humanities faculty members.

The next meeting will be held from 1-3 p.m. on Friday, February 20, 1998 in Room 1420 at Richmond.