MAOR 222

Te Aukorimiha, Te Auripomiha o Te Reo The Social and Political Development of the Māori Language

Course Reference Number (CRN): 2042
Course Value: 20 points
Trimester 2 2015

1	**IMPORTANT DATES**

Trimester dates	13 July to 15 November 2015
Teaching dates	13 July to 16 October 2015
Mid-trimester break	24 August to 6 September 2015
Last assessment item due	12 October 2015
Withdrawal dates	Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.
Aegrotats	If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

2	**CLASS TIMES AND LOCATIONS**

2.1 Lectures

Monday	2:10-3:00pm	MYLT102 (Murphy Building)
Wednesday	2:10-4:00pm	MYLT102 (Murphy Building)

2.2 Tutorials

Monday	1:10-2:00pm	KP48/101 (48 Kelburn Parade)

Tutorials are held weekly over 11 weeks. These sessions commence in the second week of the course. An attendance roll will be taken during each tutorial.

Because there is only one tutorial timeslot for this class, if you have a clash, you must see the Course Coordinator at the earliest possible opportunity.

3	**NAMES AND CONTACT DETAILS**

Course Coordinator	Vincent Olsen-Reeder Room 106, 50 Kelburn Parade Telephone 463 6611 Email Vini.Olsen-Reeder@vuw.ac.nz
Office Hours	Monday, 3:10-4:00pm
Tutor	Room 203, 48 Kelburn Parade
Office Hours	Available on Blackboard
Course Administrator	Jeremy Porima Room 102, 50 Kelburn Parade Telephone 463 5314 Email jeremy.porima@vuw.ac.nz

	Office Hours	Monday-Friday, 8:00am-4:30pm

4   COMMUNICATION OF ADDITIONAL INFORMATION

MAOR 222 has a Blackboard site. You should check this site regularly, i.e. at least twice a week.

All notices, course information (including information relating to assessments), and grades will be made available on Blackboard.

5   PRESCRIPTION AND COURSE LEARNING OBJECTIVES

5.1   Prescription

The course includes socio-linguistic, educational and psychological theories related to language revitalisation, planning, policy and management. MAOR 222 will also examine Maori language revitalisation initiatives and the impact those initiatives have made on the social and political development of the language, with a comparative analysis of indigenous language revitalisation movements.

5.2   Course Learning Objectives (CLOs)

Students who pass this course will be able to:

1   describe the principal elements of the pre-history of the Māori language and have a general understanding of the kind of evidence used in language reconstruction

2   understand the general influences and processes contributing to language shift, maintenance and loss, and understand how these are manifested in the development of Māori language

3   describe and evaluate significant Māori and government activities in Māori language revitalisation

4   read with understanding scholarly works on language shift in other parts of the world, and relate the information there to the situation in New Zealand

5   understand the importance and key components of Language Planning and Policy, and

6   provide knowledgeable input into wider community debate on issues pertaining to the maintenance of the Māori language and its future place in New Zealand.

6   COURSE CONTENT

This programme provides an outline of lecture content. The programme is flexible and where necessary will be tailored to the needs and requests of the students in the course.

* Readings marked with an asterisk are supplementary readings only.

Week	Lecture	Assessment
1	Course introduction: Overview and basic concepts Language Planning and Policy **Reading:** Higgins & Rewi (2014); Ngapo (2014)*	

Week	Lecture	Assessment
2	Language revitalisation theories **Reading:** M. Stephens (2014)	
3	Māori language origins Early period of European settlement **Reading:** Harlow 2007 (BB); Benton (BB)	
4	Corpus and orthography Decline and conscientisation of language loss **Reading:** Waho & Walker (2014); Winiata (2014)*	Test 1 – in tutorial
	Revival movements I **Reading:** Te Rito (2014); Muller & Kire (2014); T. Stephens (2014)*	
5	Revival movements II **Reading:** Keegan & Cunliffe (2014); McKenzie & Toia (2014); Milroy (2014)*	
6	Current health: What does the literature say? Current health: New Language Policy **Reading:** TPK 2014a (BB); TPK 2014b (BB)	Essay 1, due 4:30pm, Friday 21 August
MID-TRIMESTER BREAK: 24 August – 6 September		
7	Māori language attitudes **Reading:** TPK 2010 (BB); Ruckstuhl (2014)	
8	Māori language in the community **Reading:** Royal-Tangaere (2014)	Group presentations, during the usual Wednesday lecture
9	Intergenerational transmission: How do we get it?	
10	Tracking language change over time **Reading:** Kelly (2014)	Essay 2, due 4:30pm, Friday 9 October
11	Translation and interpretation	
12	Te reo Māori: A post-vernacular language? A bilingual nation?	Test 2 – in tutorial

7   TEACHING FORMAT

7.1   Lectures

Students will attend one 50-minute lecture and one one-hour 50 minute lecture per week.

Lectures will involve a presentation from the Course Coordinator or guest lecturers, often with time for questions.

7.2   Tutorials

Students will attend a 50-minute tutorial, once per week. Tutorials provide a space for students to discuss the readings and issues for each for each section of the course. Students are expected to have read all assigned readings in preparation for tutorials and to have formulated questions to discuss with other students and the tutor.

8   MANDATORY COURSE REQUIREMENTS (MCRs)

In addition to achieving an overall pass mark of 50%, students must (except where the Course Coordinator's permission is granted):

- attend at least 6 of 11 tutorials. Attendance will be recorded by the lecturer. Late arrivals by fifteen minutes or more will count as absences. No extra absences for illness of bereavement will be allowed, except in extreme circumstances, and

- reach a satisfactory standard in each of the five assessment tasks, after any scaling has been applied and any late penalties deducted.

For each hour of lecture time missed, a 1% deduction on the total grade will apply.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the Course Coordinator as soon as possible.

9 WORKLOAD

The standard University workload for a 20-point course applies, i.e. 200 hours in total, spread over the teaching weeks, i.e. about 14 hours per week (inclusive of lectures and tutorials).

Each week, the remaining 11 hours should be spent on:

- reading the set readings (1-2 hours)

- revising material from lectures (1-2 hours)

- background reading, including reading towards assignments (3-4 hours), and

- specific preparation for assignments, revision for tests, and the writing of assignments (2-6 hours).

The division of time between reading for assignments and writing assignments will vary from week to week.

10 ASSESSMENT

10.1 Assessment Requirements

Information about all course assessments are contained in this course outline. Assessments will be explained in lectures and tutorials. If you are unsure about any assessment requirement, please contact the Course Coordinator. Marking guides are available on Blackboard.

MAOR 222 is 100% internally assessed.

Assessment items		%	CLOs	Due date
1	In-class test 1	10%	1, 2, 3, 5	In tutorial, Monday 3 August
2	Essay 1	25%	2, 3, 4, 5	4:30pm, Friday 21 August
3	Group presentation	25%	2, 3, 4	Wednesday 16 September
4	Essay 2	30%	2, 3, 4, 5, 6	4:30pm, Friday 9 October
5	In-class test 2	10%	1, 2, 3, 5	In tutorial, Monday 12 October
Total internal assessment		**100%**		

10.2 **In-class Test 1** 10%

In-class test 1 will assess knowledge and understanding of material presented in lectures up to and including Week 3. This test will take place during the tutorial in Week 4.

10.3 **Essay 1** 25%

Essay 1 will require students to discuss topics relating to the decline and concientisation of language shift. They will draw on lecture material in this assignment and directed wider reading. Students must choose one of the revitalisation theories discussed in class to evaluate the current health of the Māori language according to that theory. Students should aim to write no more than 1,500 words.

10.4 **Group Presentation** 25%

This is the only group assignment in MAOR 222. Groups will carry out a Linguistic Landscaping exercise. Drawing from lecture content and wider reading, groups will perform field work around Wellington to gather images of written language use and document their location using geotags. Group presentations will be heard lectures during Week 8, and each group will have a maximum of 40 minutes in which to present their findings. Although this is a group presentation, each member of the group will receive an individual grade. The use of PowerPoint is expected.

10.5 **Essay 2** 30%

Essay 2 will be given to students in Week 4, in order to provide ample time to complete the work. This research assignment will require students to design a working Māori language policy for their own household and should be no longer than 2,500 words in length. There are two parts to this assignment.

Part 1: Research
Students must incorporate relevant lecture material, wider reading and knowledge gained from the group presentation to form a language policy for their own living situation.

Part 2: Implementation
Students must implement this policy at home and monitor it for at least one week. They will comment on areas that worked well and highlight areas where they felt challenged.

10.6 **In-class Test 2** 10%

In-class test 2 will assess knowledge and understanding of material presented in lectures up to and including Week 11. This test will take place during the tutorial in Week 12.

11 SUBMISSION AND RETURN OF COURSE WORK

11.1 Submission of Course Work

All work submitted for this course MUST be posted in the Assignment Box, Māori Studies School Office, 50 Kelburn Parade. All assignments are registered

in the Māori Studies School Office. DO NOT hand work to the Course Coordinator, or leave assignments under the Course Coordinator's door. Please keep a copy of your work.

You are required to use the standard cover sheet for Te Kawa a Māui assignments. Hard copies of this are available by the Assignment Box.

11.2 **Return of Course Work**

Where possible, marked work will be returned to students in class. If a student is absent, or if work is returned in non-teaching periods, students will be notified of its availability via Blackboard, and it can be collected from the Māori Studies School Office at 50 Kelburn Parade. Students can collect their marked work Monday to Friday between the hours of 9:00am – 1:00pm only. Work cannot be given back outside of these times.

The Course Coordinator endeavours to have work marked and returned within two weeks of its submission.

12 EXTENSIONS AND PENALTIES

By prior arrangement and for very good reasons an extension might be granted. Showing the Course Coordinator the work you have completed to date will give you a significant advantage in obtaining an extension. However, without an express extension from the Course Coordinator the following late penalties will apply:

- 5%* will be deducted for every day or part day that the assignment is late. NB* 5% is equivalent to one grade i.e. from an A+ to an A.

- after ten days the assignment will be accepted for the purposes of meeting the 'course requirements', but no mark will be given.

Unless an extension is previously granted, the final date for submission of MAOR 222 course assessment is Friday 16 October at 4:30pm.

13 SET TEXTS

13.1 **Required Text**

You are required to purchase the MAOR 222 set text (below) from vicbooks. Visit www.vicbooks.co.nz to check price and availability.

Higgins, Rawinia, Poia Rewi & Vincent Olsen-Reeder (eds), 2014. *Te Hua o te Reo Māori: The Value of the Māori Language.* Wellington: Huia.

You will need to bring your Course Reader to all classes.

13.2 **Recommended Reading**

A list of recommended readings is available on the MAOR 222 course Blackboard site.

13.3 **Academic Writing Guide**

Students will be required to make their written work conform to the Māori Studies academic writing guidelines. A copy of these guidelines will be made available on Blackboard.

14 TE PŪTAHI ATAWHAI MENTORING PROGRAMME

Te Pūtahi Atawhai (TPA) coordinates a mentoring programme for Māori and Pasifika students who would like assistance with their courses. To check which courses this service is available for, speak to a TPA staff member at the beginning of the course. Their office is located on Level 2 of the Student Union Building.

15 TE PŪTAHI REO

The Language Learning Centre (LLC) is Victoria's technology-rich, multimedia centre supporting language learning.

At the LLC you can:

- practise and extend your language learning

- find materials to support your language studies including dictionaries, textbooks and graded readers

- study independently using language learning software, audio material and DVDs

- find a welcoming environment with services and events, and onsite assistance and support for languages, and

- become a language buddy or find a conversation group.

Visit the LLC on Level 0, von Zedlitz Building or take a look at their website www.victoria.ac.nz/llc/ to find out more about the services available.

16 CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture. Students may like to write the Class Rep's name and details in this box:

17 STUDENT FEEDBACK

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

18   OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

Academic integrity and plagiarism
www.victoria.ac.nz/students/
study/exams/integrity-plagiarism

Aegrotats
www.victoria.ac.nz/students/
study/exams/aegrotats

Academic progress
(including restrictions and non-engagement)
www.victoria.ac.nz/students/
study/progress/
academic-progess

Dates and deadlines
www.victoria.ac.nz/students/
study/dates

FHSS Student and Academic Services Office
www.victoria.ac.nz/fhss/
student-admin

Grades
www.victoria.ac.nz/students/
study/progress/grades

Māori at Victoria
www.victoria.ac.nz/
maori-at-victoria

Resolving academic issues
www.victoria.ac.nz/about/
governance/
dvc-academic/publications

Special passes
www.victoria.ac.nz/about/
governance/
dvc-academic/publications

Statutes and policies
(including the Student Conduct Statute)
www.victoria.ac.nz/about/
governance/strategy

Student support
www.victoria.ac.nz/students/
support

Students with disabilities
www.victoria.ac.nz/st_services/
disability

Student charter
www.victoria.ac.nz/
learning-teaching/
learning-partnerships/
student-charter

Student contract
www.victoria.ac.nz/study/
apply-enrol/
terms-conditions/
student-contract

Subject Librarians
http://library.victoria.ac.nz/
library-v2/
find-your-subject-librarian

Te Kawa a Māui
www.victoria.ac.nz/maori

Te Pūtahi Atawhai
www.victoria.ac.nz/students/
get-involved/lead-mentor/
te-putahi-atawhai

Turnitin
www.cad.vuw.ac.nz/wiki/
index.php/Turnitin

University structure
www.victoria.ac.nz/about/
governance/structure

Vic Books
www.vicbooks.co.nz

Victoria graduate profile
www.victoria.ac.nz/
learning-teaching/
learning-partnerships/graduate-
profile

VUWSA
www.vuwsa.org.nz