



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA SAMOAN STUDIES

SAMO 202 SAMOAN LITERATURE 20 POINTS

TRIMESTER 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24–30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Study period: 6–9 June 2016

Examination/Assessment Period: 10–29 June 2016

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lectures: Tues, Wed, Fri 12pm – 1pm MY631

(Murphy Building, Room 631)

Tutorials: Wed 10am – 11am 6KP/102 or Fri 1pm – 2pm 6KP/102

(6 Kelburn Parade, Room 102)

Language Labs:

Tues 9am – 10am VZ003 or Tues 10am – 11am VZ011
(Von Zedlitz Building, next to the Hugh McKenzie building).

Students may sign up for tutorials and labs through Student Allocator <https://student-sa.victoria.ac.nz/>

Names and contact details

Coordinator: Niusila Faamanatu-Eteuati	Administrator: Melissa Fiu
Room 103, 6 Kelburn Parade	Room 101, 6 Kelburn Parade
Ph: 04 463 5831	Ph: 04 463 5830
E: niusila.faamanatu-eteuati@vuw.ac.nz	E: melissa.fiu@vuw.ac.nz
Office Hrs: immediately after class or by appointment.	Office Hrs: Mon to Fri 9am – 3pm

Communication of additional information

Additional information will be communicated in lectures and on Blackboard. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

Prescription

A further development and extension of reading, writing, listening and speaking skills in Samoan about Samoan literature.

Course learning objectives (CLOs)

This course will further develop the four language skills in the Samoan language. Continuing emphasis will be given to speaking but with a focus more on the formal and oratorical forms. Authentic materials from sources such as fables, legends, songs, poems, proverbial expressions, etc., will be integrated to enhance the study of the language and the culture.

Students who pass this course should be able to:

1. have a good understanding and command of everyday written and spoken Samoan,
2. have a basic understanding of Samoan proverbs used in formal and matai speech,

3. begin to foster an ability to write and present critically and comparatively about Samoan literature discussed during the course,
4. demonstrate an improved understanding of Samoan language vocabulary based on the concepts discussed during the course.

Teaching format

This course will be delivered in a standard format consistent with 20-point courses in other programmes within the Faculty of Humanities and Social Sciences. Scheduled sessions are comprised of three one-hour lectures; one-hour tutorial; and one, one-hour language lab session per week. Regular tutorial sessions will be held from Week 2-Week 11. Students must attend 8 of the 10 scheduled tutorial sessions and 8 of the 10 scheduled language laboratory sessions.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. attend at least 8 of 10 tutorials so that they will demonstrate in class oral communications and teamwork skills in activities relating to all CLOs,
2. attend at least 8 out of 10 language laboratories during the course,
3. complete all the 6 course work assessments items during the course to demonstrate achievement of all CLOs,
4. obtain at least 40% in the exam in order to demonstrate that they have achieved the CLOs 1, 2, 3 & 4 independently of any assistance.

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.

Workload

The expectations are that students will work 10 hours per point, therefore a 20-point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

Debate and Essay 1	approximately 1.5 hours per day
Reading analysis - seminar	approximately 10 hours per week
Fieldtrip	approximately 10 hours per week
Essay 2 and seminar	approximately 1.5 hours per day
Oral test - SLW	approximately 1.5 hours per day
Vocabulary test	approximately 1-2 hours per session

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Debate and Essay 1 (1000 words)	15%	1, 2, 3	Week 3 Fri 18 March
2	Reading analysis (seminar) - (5-10minutes)	5%	1, 2, 3	Week 5
3	Fieldtrip – Archives Museum	5%	1, 2, 3	Wednesday - Week 6
4	Essay 2 and seminar (1,500words) Seminar	15%	1, 2, 3	Week 8, Fri 22 April. Week 9.
5	Vocabulary test and laboratories (200 words)	10%	1, 2, 3	Week 11
6	Oral Test - Samoan Language Week (5-10 minutes)	10%	1, 2, 4	Week 12
7	Exam (3 hours)	40%	1 - 4	TBA

Essay and debate 1 (1000 words)—Due in Week 3 on Friday, 18 March at 4pm (15%)

Students are to write, research and debate ideas in class about Samoan language in the contexts of gagana mo a’oa’oga/gagana faaaloalo (teaching/formal or faamatai language) and gagana o aso uma (everyday language) under the following headings:

1. O le gagana Samoa e a’afia foi i le taaviliga o suiga. The Samoan language is dynamic and has evolved with changes.
2. E taua tele le malamalama lelei i le gagana faaaloalo. It is important to understand respectful language. Discuss why.
3. Your experience of hearing/learning about the Samoan language enables you to differentiate between everyday language and faamatai language

Students need to demonstrate a good grasp of both contexts through both personal experiences and research. Students also need to demonstrate a fostering/appreciation of critical thinking in their writing. More information will be provided in class. All research essays are to include no fewer than 5 references (refer to the list given). This essay is to be written in the Samoan language. Essay 1 is to be submitted on Blackboard no later than 4pm of due date.

Alternatively, you can discuss with course coordinator if you wish to write in English.

Essay – 10%

Debate in class – 5%

Seminar 1 (in pairs) (5-10 minutes)—to be presented in class (tutorial/lecture) during Week 5 (5%) A list of names for presentations will be given in class.

Students are to present a seminar to critically analyse one of the readings. Seminars are to be no longer than 10 minutes. Each seminar is to have visual aids (hand-outs optional) to assist with their presentations. Each seminar presentation is to be emailed to the lecturer prior to the allocated day and time of the presentation. All seminars are to be presented in the Samoan language. A seminar grade sheet will be made available on the SAMO 202 Blackboard site. Students are to expect questions from the class and lecturer at the conclusion of their seminar presentations.

The purpose of the seminars is to provide students with a learning environment where they can continue to foster confidence in speaking the Samoan language, to demonstrate their knowledge of their written work and to be able to converse with other students in the Samoan language during question and answer time at the conclusion of their seminars. Each student will receive the same mark for their work.

Reading analysis – seminar (5%) Due in Week 5 (to be presented during lab times)

Students are to select one of the readings to be approved by course coordinator from the recommended books for the course i.e

1. “Whispers and Vanity” **OR** 2. “Matua Gagana”

Students are to present their critical thinking and understanding of the reading in class during a 5-10mins seminar in Samoan language. This will give them the opportunity to read and critically analyse or demonstrate their understanding of the language used in the reading.

Fieldtrip to the National Archives Museum —during Week 6 (5%)

All students will be attending a fieldtrip to the Archives NZ and a fieldwork activity sheet will be completed at the end. Students will demonstrate their understanding of archives materials and Samoan literature discussed during the fieldtrip. A worksheet will be submitted onto blackboard. The purpose of the fieldtrip is to provide students with a learning environment where they can continue to foster research skills and confidence in speaking the Samoan language, to demonstrate their knowledge and be exposed to other sources of information about Samoa, investigating information during fieldwork activities.

Worksheet assignment – 5%

Essay 2 (1500 words)—Due on Week 8 Friday, 22 April at 4pm (15%)

An essay to critically discuss at least 2 Samoan myths and their origins learnt in the course or of their choice (recommended Samoan literature). Students need to demonstrate a good grasp of both contexts through both personal experiences and research. Students also need to demonstrate a fostering/appreciation of critical thinking in their writing. More information will be provided during the course. All research essays are to include no fewer than 5 references. This essay will be

written in the Samoan language. Essay 2 is to be submitted on Blackboard no later than 4pm of due date. A seminar of 5-10mins will be followed based on essay 2 in Week 8.

Essay – 10%

Seminar – 5%

Vocabulary Test and laboratories — Week 11 (10%)

Students will be provided with new words per fortnight to be studied. For the vocabulary test, the test will only consist of word sets from Weeks 1 & 2, 3 & 4, 5 & 6, 7 & 8, and 9 & 10. There will be no vocabulary word sets for the fortnight that are Weeks 11 & 12. Therefore, the vocabulary test will consist of a total of 300 words. Impromptu tests will be provided throughout the course to prepare students for the Vocabulary test. The vocabulary test includes crosswords, true or false, meanings, and word pairing.

Because words make up any language, the aim of the vocabulary test is the learning of words then becomes an essential part of learning the language. Words are focused based on the concepts and thematic discussions taught in lectures, tutorials and labs. Vocabulary test is 5% and all lab activities are worth 5%.

Oral Test — Week 12 (10%)

Each student is to select and conduct background research for **TWO** Samoan alagā'upu/muāgagana (proverbs) for their orals in relation the Samoan Language Week Theme. There are criteria's for the selection of proverbs:

1. Discussion with your lecturer.
2. Both proverbs are to have originated from a Samoan legend/myth/story of creation, ritual, song, poem etc.
3. Each proverb are to be from TWO DIFFERENT legends/myths, rituals, etc.
4. The oral is a comparative analysis of two proverbs to be orated to the class.
5. ALL orals are in the Samoan Language.
6. A copy of all orals are to be submitted on Blackboard before the oral presentation.
7. All orals are to be memorised and presented in a clear and effective manner.
- 8.

Submission and return of work

ALL (excluding the Vocabulary test) assessments are to be submitted online on the SAMO 202 Blackboard site. **ALL** (excluding the Vocabulary Test) assessments are to use the glottal stop and the macron (Samoan diacritical marks). Assignments will be returned on Blackboard. Assignments emailed will not be accepted.

Marking criteria, grade and feedback comments will all be entered on Blackboard within two weeks of the presentation.

Extensions and penalties

Extensions

Assignments submitted more than seven days after a due date or authorised extension will still be accepted in order to meet mandatory course requirements, but will not be marked. For more information about circumstances warranting extensions, refer to the section on extensions in the Victoria University Assessment Handbook.

Penalties

Late submissions for student assignments in all Samoan Studies and Pacific Studies undergraduate courses are subject to a penalty, except when accompanied by a medical certificate or evidence of other exceptional circumstances. The exact deduction will be calculated on the basis of one half mark per day late.

Set texts

There is no set text or book of student notes for this course. All required readings will be placed on Blackboard and Talis Aspire for students to access and prepare before lectures.

Recommended reading

- A.H. & A.W. Reed and Wesley Publications, NZ.
 - Alagā'upu Fa'asāmoa, 1980, Polynesian Press.
- C Stuebel Tala o le Vavau / Myths and Legends of Sāmoa, 1976
 - CC Marsack Teach Yourself Sāmoan, 1978, Hodder & Stoughton
- E. Shultz Sāmoan Proverbial Expressions
- JF Mayer Sāmoan Language, 1975, Govt of American Sāmoa.
- Kruse-Vaai. E. (2011). Producing the Text of Culture. The Appropriation of English in contemporary Samoa. National University of Samoa, Lepapaigalagala, Samoa.
- Milner, G.B (1992). Samoan Dictionary. Samoan-English, English-Samoan
- Milner, George B: Sāmoan Dictionary (London: Oxford University Press, 1966)
- Pratt's Grammar & Dictionary of the Samoan Language, 1976, rep Malua Printing Press, Samoa.
- Suaalii-Sauni, T., Wendt, A., Mo'a.V.,Fuamatu, N., Va'ai, U., Whaitiri, R., Filipino, S. 2014. Whispers and Vanities. Samoan Indigenous knowledge and religion. Huia Publishers.
- Tuiatua Tupua Tamasese 'Ia Fa'agaganaina 'Oe e le Atua Fetalai, 1989. The English Universities Press Ltd, London.
- Vaai, U.L. (2015). Matua Gagana. Luma Publishers 2015, Oceania Printers Ltd.

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 of the course.

Student feedback

You will have an opportunity to participate in the formal evaluation of this course. Formal and informal student feedback on SAMO 202 has resulted in many improvements to the course that will be discussed in class.

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php.

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
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- 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
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- 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
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz