

 TE WĀNANGA O WAIPAPA MĀORI STUDIES	Māori 103	Reference	Māori 103
		Level	1
		Points	15
	INTRODUCTION TO SPOKEN MĀORI	Course Supervisor	Hōne Sadler Room 203 Phone Ext 82316 Email: h.sadler@auckland.ac.nz
		Taught	Semester 2
		Year	2017

Te Wehenga Tuarua 2017
24 Rua Hongongi (July) - 27 Tūmatareia (October)

Room: Tuesday 10:00 - 11:00, Wednesday 01:00 - 02:00, Thursday 10:00 - 12:00
 Tuesday: (206 - 203) (ARTS 1 - 203)
 Wednesday: (206 - 203) (ARTS 1 - 203)
 Thursday: (207 - 303) (ARTS 2 - 303)

Office Hours: Tuesday 12:00 Noon - 01:00 PM and Wednesday 11:00 - 12:00 PM Feel free to see me at other times, but not immediately prior to tests please. If you are having difficulties with the course do come and talk it through. Don't leave it or let it ride! If you feel that you can't approach me, see your class representative.

PREREQUISITES FOR THIS COURSE:

Restriction: 260.102 Māori 106. This may not be taken if a more advance language acquisition course in this subject has previously been passed.

AIMS OF THE COURSE:

An introduction to spoken Māori for those with no previous knowledge of the language. Concentrates on the acquisition of aural and oral skills, developing the ability to understand and speak Māori. It is recommended that students also enrol in Māori 101.

This paper is designed for those who have very little or no knowledge of Māori language. Oral and aural fluency is its primary focus. A communicative approach combined with a variety of teaching methods is the preferred means of facilitating this focus.

Two one-hour classes and a two-hour class/tutorial will be conducted mainly in the target language to facilitate the main objective of oral/aural fluency. It is acknowledged that there is a time span needed to gain confidence to speak in the target language during the early stages of the course. Because of this, students will be encouraged, not coerced, into replying in the target language. The smaller, regular classes will provide a more conducive environment towards this end.

The decision not to have a workbook is a deliberate move to encourage you, at this stage, to sharpen your listening skills and discourage you from relying too much on the written word. Regular homework will be given to reinforce and revise the main points of a lesson. It will also be a means of up-skilling your reading and writing ability in Māori.

COURSE OBJECTIVES:

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

- Introduce self and/or others and recite own haka/papa with confidence
- Hold a conversation at a basic level, within familiar situations
- Compose an impromptu story based on a single picture or a set of pictures
- Compose a piece of written work of about 150-200 words

COURSE ASSESSMENTS:

1. Haka/papa Kōrero	15%
2. Haka/papa Kōrero	20%
3. Haka/papa Kōrero	25%
4. Tuhi/whi 1	20%
5. Tuhi/whi 2	20%

TEXT REQUIRED:

No prescribed required text.

RECOMMENDED TEXT:

There is no prescribed textbook for this course, but you may find it useful to look at any of the following:

TE WHANAKE 1 Te Kāhaka,
Te Rangatahi Elementary 1,
Te Mātāpuna

J. C. Moorefield (Longman Paul 1992)
H. R. Waititi (Government Printer 1986)
Ian & Shirley Cormack (New House
Publishers Ltd 1995);

Dictionaries include:

The Revised Dictionary of Modern Māori,
A Dictionary of the Māori Language,
The Complete English-Māori Dictionary,
Te Matatiki Te Taura Whiri i te Reo Māori

P. M. Ryan (Heinemann 1983)
H.W. Williams (Govt. Printer 1975)
B. Biggs (AUP 1990)
(Oxford University Press 1996)

DATE	LECTURE SCHEDULE	OUTCOMES
Week One: 24/07 - 28/07 Lecture: 25/07 1hr 26/07 1 hr 27/07 2 hrs	<ul style="list-style-type: none"> • General information/Administration • Māori alphabet/ Pronunciation • Greetings/ State of health/ 1st 2nd and 3rd person singular • Counting 1-15. • Where are you from? / Iwi locations; local and well known place-names • Pepeha - Using important landmarks and people to state who you are • Introduction to 'my', 'your', 'his', 'her' • Whakapapa vocabulary • Other personal pronouns • Key questions and phrases that will come in handy throughout the course 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise and know how to pronounce Māori letters/words • Establish relationships through place of origin; get to know local and central Māori place names • Give a culturally appropriate introduction • Greet people according to number • Find out how s/he, they are • Recognise some haka/papa terms and be able to talk about own or someone else's family • Find out how to include or exclude other people • Enquire about Māori words and phrases • Be able to ask for Māori/English translations of words and phrases
Week Two: 31/07 - 04/08 Lecture: 01/08 1hr 02/08 1 hr 03/08 2 hrs	<ul style="list-style-type: none"> • E aha ana/Kei te aha? Saying what someone is doing; listening to ... looking at ... etc. • He aha tēnei/tēnā/tērā? Asking what something is • Location, where somebody is going to • Haka/papa • Nouns and Using Yes/No • E hia/Tokohia? How many things/people? • Locatives tēnei, tēnā, tērā, ēnei, ēnā, ērā • Tense - present/recent past/ perfect; 	<ul style="list-style-type: none"> • Ask what others are doing and be able to respond; agree/disagree • Talk about what people are doing • Seek labels for items and give a reply • Enquire after numbers • Say where certain items are located
Week Three: 07/08 - 11/08 Lecture: 08/08 1hr 09/08 1 hr 10/08 2 hrs	<ul style="list-style-type: none"> • E haere ana ki hea?/Kei te haere ki hea? Asking where someone is going to • Modes of transport • Tense - past/present/future • Vocabulary for time division • Asking and Telling the time • Days of the week/Months of the year • Asking and stating when something happened or will happen: • Nōnahea i...? Ā hea...? 	<ul style="list-style-type: none"> • Find out how and when one is going • Speak about what happened/ was happening at a given time • Tell/ ask someone to do something
Week Four: 14/08 - 18/08 Lecture: 16/08 1hr 17/08 1 hr 18/08 2hrs	<ul style="list-style-type: none"> • Kei hea? Being able to ask where someone/something is located and respond correctly • Imperatives - Giving commands • I hea? Asking where someone/something was • Revision for Oral Test One 	<ul style="list-style-type: none"> • Ask and say where items are located • Tell/ask someone to do something • Learn vocabulary items pertaining to the body/clothing/food items/general items
Week Five: 21/08 - 25/08	<p align="center">ORAL TEST 1 (15%) 21 Aponga - 25 Aponga (21 August - 25 August 2017)</p>	

DATE	LECTURE SCHEDULE	OUTCOMES
Week Six: 28/08 - 01/09 Written Test 1 (20%) Lecture: 29/08 1hr Test: 30/08 1hr 31/08 2 hrs	<ul style="list-style-type: none"> Revision for Written Test Written Test 1 (1 hr) (20%) in lecture time in Whare Kai (Wednesday 30 August 2017) Imperatives (passive endings) Listing items and Selecting items Prices/Shopping Parts of the Body; Clothing “A” and “O” categories Possessives a/o; tā/tō; “nā/nō; mā/mō E hia te utu? He aha te utu? 	<ul style="list-style-type: none"> Prepare a shopping list Ask and say how much an item costs Talk about possessions/ Recognise ‘a’ and ‘o’ categories Be able to ask to whom something belongs/Who is something for?
04/09 - 16/09	MID SEMESTER BREAK	
Week Seven: 18/09 - 22/09 Lecture: 19/09 1hr 20/09 1hr 21/09 2hrs	<ul style="list-style-type: none"> Possessives singular, plural: tā, tō, ā, ō/tā-tō tao/tā-tō mao/tā-tō rao/tā-tō rao/tā-tō kourua/ā-ō tātou /ā-ō mātou/ā-ō rātou/ā-ō koutou Mā, mō, nā, nō Saying who will be/was responsible for an action; Nā ... i; Mā ... e E ahatia ana/Kei te Ahatia Passives 	<ul style="list-style-type: none"> Be able to ask to whom something belongs/Who is something for? Know how to allocate responsibilities, find out who did something and who will do something Ask and say what’s happening to someone or something
Week Eight: 25/09 - 29/09 Lecture: 26/09 1hr 27/09 1 hr 28/09 2 hrs	<ul style="list-style-type: none"> Negatives; Someone is not doing something/Something hasn’t happened yet / did not/will not happen/Do not do something; Kāhore anō... kia .../Kāhore ... i te .../Kāhore... i .../Kaua e... Using Ehara 	<ul style="list-style-type: none"> Be able to give an account of events which did or did not occur Tell someone not to do something Be able to contradict a statement
Week Nine: 02/10 - 06/10	Revision for Oral Test Two ORAL TEST 2 02 Tūmatareia - 06 Tūmatareia (02 October 2017 - 06 October 2017) (20%)	
Week Ten: 09/10 - 13/10 Lecture: 08/10 1hr 09/10 1 hr 10/10 2 hrs	<ul style="list-style-type: none"> He pēhea te āhua? Introduction to Statives Statives - describing people and things Vocabulary Smaller/ Faster/ Bigger/Dearer than Te ... hoki o te ... 	<ul style="list-style-type: none"> Be able to describe people and objects Say what’s wrong with someone/something and why Be able to make comparisons Make an exclamation!
Week Eleven: 16/10 - 20/10 Written Test 2 (20%) Lecture: 17/10 1hr Test 18/10 1 hr 19/10 2 hrs	<ul style="list-style-type: none"> Ai I a ... e ... ana ka... Kātahi anō ka... Using Kē/Giving alternatives Tonu Final Written Test (1 hr) both streams 18 Tūmatareia (18 October) 2017 during Wednesday lecture time in Whare Kai	<ul style="list-style-type: none"> Be able to indicate habitual action Say what happened while something else was going on Say that something has just happened. Saying instead. Say that something is still happening
Week Twelve: 23/10 - 27/10	Revision for Oral Test Three ORAL TEST 3 FINAL 23 Tūmatareia 2017 - 27 Tūmatareia 2017 (05 June - 09 June 2017) (25%)	

Assessment Schedule		%	Due Date
1.	Hakaputa Kōrero 1	15	Week 05 21 - 25 - Aponga (August)
2.	Hakaputa Kōrero 2	20	Week 09 02 - 06 - Aponga (August)
3.	Hakaputa Kōrero 3	25	Week 12 23 - 27 Tūmatareia (October)
4.	Tuhituhi 1	20	Week 06 30 Aponga (August)
5.	Tuhituhi 2	20	Week 11 30 May (Tētahi Wehewehe)

ASSESSMENT REQUIREMENTS

1. (Oral tests) 60%

Students are required to book in a suitable time for the oral tests. A booking schedule will be posted at the Māori Studies Receptionist during the week prior to the test. Ensure that you do not leave your booking until the last minute!

2. (Written tests) 40%

Written tests will be held during normal lecture times. Venues will be advised closer to the test dates.

**PLEASE TAKE NOTE OF THESE DATES AND ADD TO YOUR DIARIES.
NO OTHER TIMES WILL BE OFFERED FOR ORAL AND WRITTEN TESTS.**

TUTORIALS

There are no formal tutorial sessions as such. But it is important that students practise their kōrero and further develop their aural skills. I suggest that you try to find people who would be party to meeting once a week, at a time convenient to most, to go over lessons and to practise what you've had during lecture sessions. "Give it a go!"

The more times you make an attempt, the easier it becomes. To say something which may not be correct is more progressive than not saying anything at all.

**N.B. TO GET THE MOST OUT OF THIS COURSE, YOU HAVE TO BE PREPARED
TO GIVE IT A GO IN CLASS AND WORK AT IT OUT OF CLASS.**

At times, you may feel frustrated and begin to doubt whether you are actually learning anything. **Don't get disheartened! It takes time** to process what you get in class. **Daily** and **regular** use of the language will help to give you the courage to speak with confidence.

This is a course for absolute beginners.

Students who are not absolute beginners are asked to respect the feelings and base knowledge of their colleagues.

Students who have taken MĀORI 101, or who are taking it concurrently are reminded that this is **not** a grammar paper.

Notices and information concerning Māori Studies Papers will be posted on CECIL.

WRITTEN WORK

All written work must be handed in to the Māori Department secretary.

A copy of the *Department of Māori Studies Essay Writing Guidelines* can be accessed online through Cecil. A hard copy of all assignments must be handed in to the Māori Department secretary. Please attach a cover sheet (these are outside the secretary's window) to your assignment before handing it in. Assignments will be date stamped on the day they are received. Neither the lecturer nor the department takes any responsibility for assignments that are not handed in to the Māori Studies secretary and late assignments will be penalised accordingly (email attachments will not be accepted by the lecturer - the possibility of computer viruses are an on-going issue).

ORAL EXAMINATIONS/PRESENTATIONS

Dates, topics and times will be allocated during the lectures/tutorials of the course. Students must do their oral examination/presentation on the allocated date and at the allocated time. **Oral Examination/Written Examination dates and times are inflexible.** Failure to turn up for your orals on your allocated date **and** at the allocated date **will result in a zero grade** for the orals.

EXTENSIONS

Extensions will only be granted in exceptional circumstances (e.g. the presentation of a medical certificate, notification of hui mate i.e. newspaper notice). Pressure of work is not a sufficient reason for gaining an extension, nor are 'computer crashes' (make sure you run off a hard copy of your work before the due date!!).

PENALTIES FOR LATE WORK

Unless an extension has been granted in advance by the lecturer in charge of the course, any work submitted after the due date will incur an automatic 5% penalty plus a further 1% per day penalty. Work received more than 10 days after the original due date will not be marked.

PLAGIARISM

The University of Auckland will not tolerate cheating, assisting others to cheat, and views cheating in coursework a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

Conduct of Course work and Guidelines: Conduct of research

<http://www.auckland.ac.nz/uoa/fms/default/uoa/about/teaching/policiesprocedures/docs/conductcoursework.pdf>

Complaint procedures see <http://www.auckland.ac.nz/wave/grievance>

CLASS REPRESENTATIVE

Is there anyone willing to take up this role? Duties include:

- Attending staff/ student meetings held approximately twice a semester
- Being a 'go between' between students and lecturer/tutor