UNSW | **Arts & Social Sciences**
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	ARTS3695		
COURSE NAME	Language ecology and language planning		
SEMESTER	2	**YEAR**	2013

2. Table of Contents	
	Page

3. Staff Contact Details			
Name	Anikó Hatoss	Office	Morven Brown 220
Phone	02 93858340	Email	a.hatoss@unsw.edu.au
Contact Time and Availability	Wednesdays 11-12 Thursdays 11-12		

4. Course Details	
Credit Points	6 UOC
Summary of the Course	ARTS3695 This course addresses current issues of language in society. Students develop their critical thinking about the following questions: How can we describe the environment of a language? How can language policy and planning influence language use and spread? What factors lead to language shift and language death? How can we sustain multilingualism in contemporary communities? The course builds on the theories of language ecology and language planning and policy. Topics cover a broad range of multilingual settings including immigrant and indigenous communities. Students work on group projects to explore multilingualism in Sydney suburbs.
Aims of the Course	1. To introduce learners to issues of societal multilingualism in

		immigrant and indigenous contexts.
	2.	To problematise the connections between top-down policies and bottom-up community based language initiatives.
	3.	To raise awareness of the various political, ideological, socio-affective and other factors that impact on the spread, prestige, survival of various languages in contemporary communities.
Student Learning Outcomes	**1.**	Develop an understanding of the political, demographic and socio-affective factors that impact the future of languages in various social settings.
	2.	Critically evaluate the effect of language policies on minority language communities;
	3.	Design effective methods for measuring ethnolinguistic vitality in a chosen language community;
	4.	Express analytical and critical thinking through the evaluation of language revitalisation efforts in immigrant and indigenous minority language contexts
	5.	Use macro-sociolinguistic concepts for problem-solving in diverse multilingual contexts
Graduate Attributes	**1.**	Familiarity with theories, bodies of knowledge and methods of research
	2.	Ability to analyse data, critically evaluate ideas and solve problems
	3.	Research skills, including scholarly use of archive and online resources.
	4.	Individual responsibility and effective collaboration.

5. Course Timetable

Class Type/Number	Day	Time	Location
Lectures	Thursdays	4pm-6pm	Old Main Building 144A
Tutorial	Thursdays	3pm-4pm	Old Main Building 229

*   *Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.*

6. Rationale for the Inclusion of Content and Teaching Approach

Lectures are designed to develop students' critical thinking about macro-sociolinguistic concepts and their independent research skills in sociolinguistics. Students will be asked to work in groups to enhance collaboration. The textbook comprises of key readings for the concepts and theories (Part 1) and it is a source for individual research (Part 2). Lectures are run in a workshop format: they are meant to be interactive and require active participation from students. **Tutorials are run in class fortnightly and ONLINE every second week. Tutorial tasks are to be uploaded onto the Moodle platform prior to the lecture.**

7. Teaching Strategies

This course is supported by Moodle 2. https://moodle2.telt.unsw.edu.au/login/index.php
Students will do two short presentations. The first will be based on group fieldwork "Linguistic

landscapes - Sydney", the second will be "desktop research" in a broader geographical location addressing indigenous minorities in Africa, Australia, Asia, Europe, etc. The first assignment involves the collection of audio or video data and students are expected to use their own equipment (audio equipment can be borrowed from lecturer). Students need to have good Internet skills.

8. Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Group Project	20 min/group 30 slides	30% 20%	1,2,3,4,5	1, 2,3,4	29 August
Presentation	10 min/person	30%	1,2,3,4,	1,2,3, 4	Class roster
Tutorial work	Approx... 300 words per tutorial	20%	1,2,3,4,5	1,2,3,4	weekly

Submission of Assessment Tasks and Late Assignments (see also under "13 Other Information").

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- Grades
  The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see
  https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Group Project: "Linguistic landscapes - Sydney"

Deadline: 29 August 5pm

Weighting: While this is group work, individual members will take responsibility for separate parts and may receive different marks.
This is a group assignment which is designed to develop your research skills in sociolinguistics and your effective collaboration skills. You should have 3 people in your group.

Task: Conduct a mini-study which answers the following questions:

1. Sydney is a multicultural city, but is it also multilingual? Which languages are on public display for what purposes? (E.g. street and shop signs, etc.)"
2. Reflection: What were the challenges of linguistic landscapes fieldwork?
3. Reflection: How is ABS data on linguistic diversity reflected in public signage and

language use in public spaces?

Your assignment is meant to include the following steps and elements:
Step 1: Choose a "locality" within Sydney by postcode.
Step 2: Do some research about the demographics and explore which language groups are represented in the chosen locality. Use ABS Census data from www.abs.gov.au. ABS Census includes data based on geographical location.
Step 3: Visit your chosen locality (fieldwork) and collect visual and field notes data about language use. A good way to start is to select the most vibrant streets, places, e.g. shopping centres, etc. Include 30 "linguistic landscape" photos, and provide a brief explanation for each photo or each group of photos. Analyse the data by recording which languages are on display (tabling them in a spreadsheet will be useful): Can you find out what all the signs mean? Is there a relationship between language used and type of sign? Medium used? Type of business? How is the linguistic profile as recorded by the ABS reflected in the public signage?
Step 4: Summarize your report in a PP presentation and upload it into the Moodle2 area "Linguistic landscapes - Sydney". Give a short (20 minutes) presentation about your project. Presentations will be rostered. Be sure to highlight some of the challenges and how the data could potentially be used for research.

- Your presentation should set out the problem and the findings; be sure not to offer only a slideshow of signage in your areas but use pictures to illustrate your findings.

Assessment criteria:
- understanding and effective application of the linguistic landscape concept
- data quality and selection strategy
- presentation of findings
- critical reflection on fieldwork

Presentation: Minority languages around the world

Due date: class roster
Weighting: 30%

For this assignment you need to conduct individual "desktop" research about a minority language. You need to choose one from chapters 13-30 in the textbook as your starting point, but add your own research also.

Your presentation will need to answer the following questions:

Part 1: Regional/country overview:
1. What is the power relationship between various languages present in your chosen locality? (e.g. Canada – indigenous, English, French, immigrant)
2. What policies are in place to support the minority languages?

Part 2: Choose one particular minority group in your chosen geographical location (e.g. Sami in Finland, etc.)
1. What are the vitality prospects for this community? (Demographics, etc.)
2. How effective are current policies in supporting this language?
3. What can be done to promote the use of this language?

Upload your PowerPoint Presentation with a 200 word abstract online, deliver oral presentation as per class roster)
Assessment criteria:
- ability to conduct individual research
- understanding and effective application of sociolinguistic concepts
- critical thinking about factors impacting on minorities
- clarity of expression and argument

Tutorials:

Assessment criteria:
1. Online submissions and contribution to in-class discussions about the set questions and readings.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/plagiarism/ . They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here
http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

DATE	TOPIC	Focus questions
01/08	1 Introducing the concept of language ecology	What do we mean by language ecology? Is linguistic diversity similar to biodiversity?

08/08	2 Language and ethnic identity	What is ethnicity? How are language and identity connected? What is ethnolinguistic vitality? How can we measure it?
15/08	3 Linguistic anthropological perspectives on language, culture and identity	How are language, culture and thought connected (Sapir Whorf)? What do we mean by objective vs. subjective ethnic identity?
22/08	4 Language attitudes and ideologies	How do ideologies impact on the way we approach certain languages and their speakers? How can we identify and contest current Western monolingual ideologies? Is multiculturalism in Australia linked to monolingual ideologies?
29/08	5 Linguistic and ethnographic fieldwork	What are the main methodological considerations in fieldwork? What is required for fieldwork assignment? What are language domains?
05/09	6 Mapping out multilingualism – census survey methods	How can we identify and measure societal multilingualism? What are the difficulties in interpreting census data?
12/09	7 Presentation of fieldwork	discuss fieldwork experience
19/09	8 Language endangerment and death	presentations
26/09	9 Language planning and policy – theory and practice	presentations
10/10	10 Bilingual education models - education for indigenous minorities	presentations
17/10	11 Language rights	presentations
24/10	12 Summary and feedback in class	

1. TUTORIAL SCHEDULE AND EXERCISES			
DATE	**TOPIC**	**Focus questions**	**Tasks to be prepared: (Upload your answers to exercises in Moodle by midnight prior to tutorial.**
08/08	1 Introducing the	What do we mean by	*Maffi 2005*

	concept of language ecology	language ecology? Is linguistic diversity similar to biodiversity? **Group A – in class** **Group B - online**	*Task: prepare a 300 word review based on the reading to discuss Why is linguistic diversity similar to and/or different from biodiversity?*
015/08	2 Language and ethnic identity	What is ethnicity? How are language and identity connected? What is ethnolinguistic vitality? How can we measure it? **Group B – in class** **Group A - online**	Textbook Ch 2 *any 3 questions 1-8, pp.29-30* *Fishman "Foundations" (text intro.)*
22/08	3 Linguistic anthropological perspectives on language, culture and identity	How are language, culture and thought connected (Sapir Whorf)? What do we mean by objective vs. subjective ethnic identity? **Group A – in class** **Group B - online**	Textbook Ch 3 *any 3 questions 3-10 p. 46*
29/08	4 Language attitudes and ideologies	How do ideologies impact on the way we approach certain languages and their speakers? How can we identify and contest current Western monolingual ideologies? Is multiculturalism in Australia linked to monolingual ideologies? **Group B – in class** **Group A - online**	*Blackledge 2008 Encyclopedia of Language and Education, 2nd Edition, Volume 9: Ecology of Language, 27–40.* *Task: write a short opinion piece (250 words) with examples of "monolingual" language ideologies in Australia.* *Collect 3 examples of how people stereotype certain languages and their speakers.*
05/09	5 Linguistic and ethnographic fieldwork	What are the main methodological considerations in fieldwork? What is required for fieldwork assignment? What are language domains?	Textbook Ch 6 *any 3 questions of 1-6, p. 104.* *Prepare a short survey about language use based on domains.*

		Group A – in class **Group B - online**	
12/09	6 Mapping out multilingualism – census survey methods	How can we identify and measure societal multilingualism? What are the difficulties in interpreting census data? **Group B – in class** **Group A - online**	Textbook Ch 7 *any 3 questions 1-8, p. 121*
19/09	7 Presentation of fieldwork	discuss fieldwork experience **Group A – in class** **Group B - online**	Discussion about fieldwork experience
26/09	8 Language endangerment and death	discuss readings **Group B – in class** **Group A - online**	Textbook Ch 22 Latin America – *Quechua Walsh Annu. Rev. Anthropol.* *2005. 34:293–315*
	Mid semester break		
10/10	9 Language planning and policy – theory and practice	discuss readings **Group A – in class** **Group B - online**	*Lo Bianco 2008* *Crystal "Creating a world of languages"*
17/10	10 Bilingual education models - education for indigenous minorities	discuss readings **Group B – in class** **Group A - online**	Textbook Ch 12 *(any 3 of qustions1-5)*
24/10	11 Language rights	discuss readings **Group A – in class** **Group B – online**	Textbook Ch 13 (Questions 6,7,8) *(+European Charter)*
31/10	12 Summary and feedback in class		Discussion about presentations

2. Expected Resources for Students

Textbook Details

Fishman, J. & Garcia, O. (eds.) (2010) Handbook of language and ethnic identity. Volume 1. Second edition. Oxford University Press: Oxford.

Other resources:

Students will be asked to use their own digital audio or video recording device.
UNSW Library Linguistics Databases http://subjectguides.library.unsw.edu.au/languages

Additional Readings

May, S. & N. H. Hornberger (eds) (2009) Encyclopedia of Language and Education,
    2nd Edition, Volume 1: Language Policy and Political Issues in Education, 107–119.
    http://www.springerlink.com.wwwproxy0.library.unsw.edu.au/content/m4x733/

Websites

Ethnologue: www.ethnologue.com

Terralingua: www.terralingua.org
LINGUAPAX: www.linguapax.org
Universal Declaration of Linguistic Rights: http://www.linguistic-declaration.org/index-gb.htm
European Charter for Regional or Minority Languages
: http://conventions.coe.int/treaty/en/Treaties/Html/148.htm

---

3. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve then. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

---

4. Other Information

Submission of Assessment Tasks
Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.
Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments
Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.
The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

OHS
UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
http://www.ohs.unsw.edu.au/

Attendance
Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Special Consideration
In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available

from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.