



UNSW
AUSTRALIA

Arts & Social
Sciences

School of Humanities and Languages

ARTS3695 Language Ecology and Language Planning Semester 2, 2014

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1. Course Staff and Contact Details			
Course Convenors and Lecturers			
Name	Dr Anikó Hatoss	Room	MB220
email	a.hatoss@unsw.edu.au	phone	02 93858340
Consultation Time	Wednesdays 10-12pm, or by appointment		

2. Course Details	
Units of Credit (UoC)	6
Course Description	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 and in global contexts.
Course Aims	<ol style="list-style-type: none"> To introduce learners to issues of societal multilingualism in immigrant and indigenous contexts. 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	<ol style="list-style-type: none"> Develop an understanding of the political, demographic and socio-affective factors that impact the future of languages in various social settings. Critically evaluate the effect of language policies on minority language communities; Design effective methods for measuring ethnolinguistic vitality in a chosen language community; Express analytical and critical thinking through the evaluation of language revitalisation efforts in immigrant and indigenous minority language contexts Use macro-sociolinguistic concepts for problem-solving in diverse multilingual contexts
Graduate Attributes	<ol style="list-style-type: none"> Familiarity with theories, bodies of knowledge and methods of research Ability to analyse data, critically evaluate ideas and solve problems Research skills, including scholarly use of archive and online resources. Individual responsibility and effective collaboration.

3. Teaching Strategies and Rationale

Classes will take a workshop format. While there will be some short introductions to the theories, most time will be spent on interactive group discussions considering key concepts, issues and problems.

This course is supported by Moodle 2. <https://moodle2.telt.unsw.edu.au/login/index.php>
Students will do two mini-project assignments. 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 visual data and students are expected to use their own equipment. Students need to have good Internet skills.

4. Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Project 1 (groups)	Blog/visual submission	40%	1,2,3,4,5	1, 2,3,4	05/09
Presentation 1	5 min/group	10%	1,2,3,4,5	1,2,3, 4	Class roster
Project 2 (groups)	Blog/visual submission	40%	1,2,3,4,5	1,2,3,4	10/10
Presentation 2	5 min/group	10%	1.2.3.4,5	1,2,3,4	Class roster

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>

Project 1: “Linguistic landscapes - Sydney”

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: Present your report in weekly submissions onto the Moodle study area. Give a short (10 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

Project 2: Minority languages around the world (groups)

For this assignment you need to conduct a “desktop” research about a minority language.

Your project 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?

Submit your findings onto the Moodle site.**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

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

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 and 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>

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. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your 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.

5. Attendance/Class Clash

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.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

6. 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 an Honours thesis) or even suspension from the university. The Student

Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

7. Course Schedule			
DATE	TOPIC	SEMINAR CONTENT	READINGS
30/07	1 Introducing the concept of language ecology	What do we mean by language ecology? Is linguistic diversity similar to biodiversity?	<i>Maffi 2005</i>
06/08	2 Societal multilingualism in migration contexts	Multilingual communities Language maintenance and shift	t.b.a.
13/08	3. Linguistic landscapes	<ul style="list-style-type: none"> How can we research linguistic diversity through visual representations? 	t.b.a.
20/08	4. Language and ethnolinguistic identity	<ul style="list-style-type: none"> How is language related to identity? 	t.b.a.
27/08	5. Measuring ethnolinguistic vitality	<ul style="list-style-type: none"> Which languages are more likely to survive? What are the factors in vitality? 	t.b.a.
03/09	6. Mapping out linguistic diversity – surveys and census	<ul style="list-style-type: none"> What are the limitations of survey/census studies of linguistic diversity? 	t.b.a.
10/09	7. Presentation of fieldwork – Linguistic landscapes		
17/09	8. Presentations (cont.)		
24/09	9. Language endangerment and death	<ul style="list-style-type: none"> What causes language death? How can we reverse language endangerment? 	t.b.a.
Mid semester break			
08/10	10. Language planning theories	<ul style="list-style-type: none"> Typology and goals 	t.b.a.
15/10	11. Presentations/discussions of Project 2		
22/10	12. Presentations/discussions of Project 2		
*Please note that seminar/lecture topics and schedule are subject to revision .			

8. Course Resources

Textbook

none.

Additional Readings

Selected online readings are recommended weekly. Other useful books are:

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

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/>

UNSW Library Linguistics Databases

<http://subjectguides.library.unsw.edu.au/languages>

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>

Australian Bureau of Statistics, Population Census www.abs.gov.au

ECRC Bilingualism Research Centre (Bangor) <http://www.bilingualism.bangor.ac.uk/>

Babylon – Centre for Studies of the Multicultural Society

<http://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/>

NABE – National Association for Bilingual Education (USA) <http://www.nabe.org/>

Mercator – Linguistic Rights and Legislations (EU) - also see “Links of Interest”

http://www.ciemen.org/mercator/Menu_nou/index.cfm?lg=gb

9. Course Evaluation and Development

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

10. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

<http://www.lc.unsw.edu.au>

11. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

12. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

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/>

Special Consideration

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

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

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 that can 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.