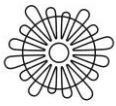
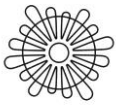


Syllabus

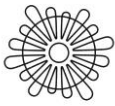
Department	Department of English Studies						Year	2024/ 2025
Course	Language Policy and Planning						ECTS	4
Study programme	English Studies							
Level of study programme	<input type="checkbox"/> Undergraduate		<input checked="" type="checkbox"/> Graduate		<input type="checkbox"/> Integrated		<input type="checkbox"/> Postgraduate	
Type of study programme	<input type="checkbox"/> Single major		<input checked="" type="checkbox"/> University		<input type="checkbox"/> Professional		<input type="checkbox"/> Specialized	
Year of study	<input checked="" type="checkbox"/> 1		<input checked="" type="checkbox"/> 2		<input type="checkbox"/> 3		<input type="checkbox"/> 4	
Semester	<input checked="" type="checkbox"/> Winter		<input checked="" type="checkbox"/> I		<input type="checkbox"/> II		<input checked="" type="checkbox"/> III	
	<input type="checkbox"/> Summer		<input type="checkbox"/> VI		<input type="checkbox"/> VII		<input type="checkbox"/> VIII	
Status of the course	<input type="checkbox"/> Compulsory		<input checked="" type="checkbox"/> Elective		<input checked="" type="checkbox"/> Elective course offered to students from other departments		Teaching Competencies	
							<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
Workload	15	L	15	S	0	E	Internet sources for e-learning	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Location and time of instruction	Friday, 11-13, room 143					Language(s) in which the course is taught		English
Course start date	4 October 2024					Course end date		24 January 2025
Enrolment requirements	/							
Course coordinator	Sanja Škifić, Ph.D., Full Professor							
E-mail	sskific@unizd.hr					Consultation hours		Friday, 10:00-11:00 and by appointment via e-mail
Course instructor	Sanja Škifić, Ph.D., Full Professor							
E-mail	sskific@unizd.hr					Consultation hours		Friday, 10:00-11:00 and by appointment via e-mail
Assistant/ Associate	Nataša Kustura, Assistant Professor							
E-mail	nkustura@unizd.hr					Consultation hours		Monday, 14:00-15:00 and by appointment via e-mail
Assistant/ Associate								
E-mail						Consultation hours		



Mode of teaching	<input checked="" type="checkbox"/> Lectures	<input checked="" type="checkbox"/> Seminars	<input type="checkbox"/> Exercises	<input type="checkbox"/> E-learning	<input type="checkbox"/> Field work
	<input type="checkbox"/> Individual assignments	<input type="checkbox"/> Multimedia and network	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Other
Learning outcomes	<p>By the end of the course students will acquire basic knowledge in language policy and planning, and will be able to:</p> <ul style="list-style-type: none"> -define and distinguish between basic concepts in language policy and planning -analyze the place occupied by research into language policy and planning within the broader sociolinguistic framework - compare and analyze the relevant theoretical frameworks and methodological procedures used in research on language policy and planning -distinguish between major areas of social organization and activity within which it is possible to analyze the establishment and development of language policies (citizenship, educational context, the media, etc.) -critically think about the basic factors that lead to changes in status that languages have in a given sociocultural context (in standardization processes, status planning of minority and endangered languages, etc.) -apply the acquired knowledge on the analysis of different examples of language policies and planning processes, primarily in markedly multilingual and multicultural, Anglophone-dominant contexts - critically discuss the ideological aspects that may be identified within the analyses of language policies and planning 				
Learning outcomes at the Programme level	<ul style="list-style-type: none"> - recognize and describe relevant ideas and concepts - connect different approaches, perceptions, and knowledge through an interdisciplinary approach -apply a critical and self-critical approach in argumentation - explain language as a form of human activity, as well as the linguistic and non-linguistic factors that enable successful communication - analyze the relationship between identity, language ideology, language politics and language planning 				
Assessment criteria	<input checked="" type="checkbox"/> Class attendance	<input type="checkbox"/> Preparation for class	<input type="checkbox"/> Homework	<input type="checkbox"/> Continuous evaluation	<input type="checkbox"/> Research
	<input type="checkbox"/> Practical work	<input type="checkbox"/> Experimental work	<input type="checkbox"/> Presentation	<input type="checkbox"/> Project	<input checked="" type="checkbox"/> Seminar/research draft
	<input checked="" type="checkbox"/> Test(s)	<input checked="" type="checkbox"/> Written exam	<input type="checkbox"/> Oral exam	<input type="checkbox"/> Other:	
Conditions for permission to take the exam	<p>Regular class attendance and seminar paper or research draft. Note: Students are required to write a seminar paper on a topic related to an aspect of language policy and planning, 2000-2500 words in length. Students should follow the APA referencing style throughout the paper. The first version of the paper should be sent by the beginning of the 13th week of class. Seminar topics can be selected either from the list provided below or through an independently proposed topic, with professor's approval. Students are encouraged to engage in an exploration of their chosen subject. The presentation of the topic may be delivered through various media formats, such as self-produced podcasts or videos, depending on the personal interest. Additionally, presenters should try to initiate a critical discussion among other students by closing the presentation with relevant questions. OR Students have the option to write a research draft instead of a seminar paper. The topic should be chosen from a provided list and modified or it can be a topic of students' own</p>				



	<p>interest. The research draft should include a working title, an introduction, a brief theoretical background (APA format), and a research methodology section outlining the research aims/questions, method, participants and expected results. The first version of the draft should be sent by the beginning of the 13th week of class. Apart from the written part, the presentation of the research draft may be delivered through regular presentation or various media formats, such as self-produced podcasts or videos, depending on personal interest. Additionally, presenters should aim to initiate a critical discussion among other students by concluding the presentation with relevant questions.</p>		
Exam periods	<input checked="" type="checkbox"/> Winter	<input type="checkbox"/> Summer	<input checked="" type="checkbox"/> Autumn
Exam dates	https://anglistika.unizd.hr/ispitni-rokovi		https://anglistika.unizd.hr/ispitni-rokovi
Course description	<p>The main objective of the course is to introduce students to the basic concepts and theoretical and methodological frameworks which are present and used in research on language policy and planning. Within such frameworks language is not analyzed solely as a form of human behaviour, but, primarily as an object of such behaviour. Thus, the course objectives refer to the development of students' critical thinking about relevant theoretical frameworks and methodological procedures, but also about a number of areas of human activities within which different language policies and planning processes are manifested. Issues related to research on language policy and planning include the following: nationality, nationalism, national languages, official languages, status of minority communities and their languages, as well as endangered languages. Special attention is paid to contextualizing the identified aspects within globalization processes. In addition, course objectives include the development of students' critical thinking about issues related to language policy and planning in the educational context, the media, and other public and private spaces. Case studies that illustrate a certain issue are diverse, but primarily have to do with the analysis of language policies and planning in multilingual, Anglophone-dominant contexts. This enables a clearer understanding of language as an object of human behaviour from all relevant aspects of both the ways in which a particular community functions and from the broader perspective.</p> <p>Considering the identified objectives and the structure of the course, one of the requirements that students have to fulfil is writing a seminar paper or a research draft on a topic related to an aspect of language policy and planning. The objective of the seminar paper is the acquisition and practice of skills required to write seminar papers, as well as individual elaboration of an issue through critical thinking and application of the scientific framework. The objective of the research draft is to develop and practice the skills needed for scientific writing.</p>		
Course content	<p>Lectures:</p> <ol style="list-style-type: none"> <u>History of research, approaches and research methods in language policy and planning</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 1-113. <u>Nationality, nationalism and national languages</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 163-202. <u>Language policy and planning through the prism of standardization process</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 202-221. <u>Language policy and official languages in relation to citizenship</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 280-298. 		



5. Status of English in processes of globalization and developments of language policies

Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 221-235.

6. Language policy, endangered languages and minority language rights

Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 236-256; 355-397.

7. Mid-term test

8. Language policy and language of instruction in multilingual contexts

Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 257-279.

9. Language policy and language learning in multilingual contexts; bilingual education policies

Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 398-419; 704-726.

10. Family language policy in multilingual contexts

Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 420-441.

11. Language policy and mass media

Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 299-332.

12. Language policy and planning in linguistic landscapes

Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 333-354.

13. Language policy and planning in relation to neoliberalism and political economy

Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 467-567.

14. Contemporary approaches to inequality in relation to language policy and planning

Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 568-590.

15. End-term test

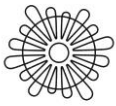
Seminars:

1. Differences between the US and Canadian language policies

Williams, C. H. 1998. „Introduction: Respecting the Citizens - Reflections on Language Policy in Canada and the United States”. In Ricento, T., & Burnaby, B. (eds.), Language and Politics in the United States and Canada: Myths and Realities (pp. 1-32). New York: Routledge.

Schmidt, R. Sr. 1998. „The Politics of Language in Canada and the United States: Explaining the Differences”. In Ricento, T., & Burnaby, B. (eds.), Language and Politics in the United States and Canada: Myths and Realities (pp. 37-70). New York: Routledge.

2. National language policy in the US



Ricento, T. 1998. „National Language Policy in the United States”. In Ricento, T., & Burnaby, B. (eds.), *Language and Politics in the United States and Canada: Myths and Realities* (pp. 85-112). New York: Routledge.

3. Legal framework and the official language in the US

Miner, S. 1998. „Legal Implications of the Official English Declaration”. In Ricento, T., & Burnaby, B. (eds.), *Language and Politics in the United States and Canada: Myths and Realities* (pp. 171-184). New York: Routledge.

4. Endangered native American languages

Crawford, J. 1998. „Endangered Native American Languages: What Is to Be Done, and Why?”. In Ricento, T., & Burnaby, B. (eds.), *Language and Politics in the United States and Canada: Myths and Realities* (pp. 151-166). New York: Routledge.

5. Demography and Canadian language policy

Beaujot, R. 1998. „Demographic Considerations in Canadian Language Policy”. In Ricento, T., & Burnaby, B. (eds.), *Language and Politics in the United States and Canada: Myths and Realities* (pp. 71-84). New York: Routledge.

6. French and English in Quebec and Ontario

Cartwright, D. 1998. „French-Language Services in Ontario: A Policy of 'Overly Prudent Gradualism'?” In Ricento, T., & Burnaby, B. (eds.), *Language and Politics in the United States and Canada: Myths and Realities* (pp. 273-300). New York: Routledge.

Veltman, C. 1998. „Quebec, Canada, and the United States: Social Reality and Language Rights”. In Ricento, T., & Burnaby, B. (eds.), *Language and Politics in the United States and Canada: Myths and Realities* (pp. 301-316). New York: Routledge.

7. Official bilingualism and Canadian aboriginal languages

Fettes, M. 1998. „Life on the Edge: Canada's Aboriginal Languages Under Official Bilingualism”. In Ricento, T., & Burnaby, B. (eds.), *Language and Politics in the United States and Canada: Myths and Realities* (pp. 117-150). New York: Routledge.

8. Educational language policy in the US and Canada

Burnaby, B. 1998. „ESL Policy in Canada and the United States: Basis for Comparison”. In Ricento, T., & Burnaby, B. (eds.), *Language and Politics in the United States and Canada: Myths and Realities* (pp. 243-268). New York: Routledge.

Tollefson, J. W. (ed.). 2012. *Language policies in education*. London and New York: Routledge

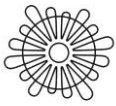
9. Development of language competencies and use among children of immigrants in the US

Rumbaut, R. G. 2009. „A Language Graveyard? The Evolution of Language Competencies, Preferences and Use among Young Adult Children of Immigrants”. In Wiley, T. G., Lee, J. S., & Rumberger, R. W. (eds.), *The Education of Language Minority Immigrants in the United States* (pp. 35-71). Bristol: Multilingual Matters.

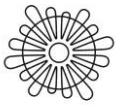
10. Roles of heritage languages among the children of immigrants in the US

Sook Lee, J. i D. Suarez. 2009. „A Synthesis of the Roles of Heritage Languages in the Lives of Children of Immigrants: What Educators Need to Know”. In Wiley, T. G., Lee, J. S., & Rumberger, R. W. (eds.), *The Education of Language Minority Immigrants in the United States* (pp. 136-171). Bristol: Multilingual Matters.

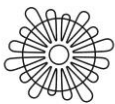
11. Linguistic landscapes



	<p>Gorter, D., Cenoz, J., & Van der Worp, K. 2021. Global and local forces in multilingual landscapes: A study of a local market. In Blackwood, R., & Røyneland. Spaces of multilingualism (pp. 188-212) Taylor & Francis.</p> <p>Blackwood, R., Johannessen, J. B., & Mendisu, B. S. 2021. English in Norwegian and Ethiopian linguistic landscapes: Returning to symbolic language use. In Blackwood, R., & Røyneland. Spaces of Multilingualism (pp. 115-134). Taylor and Francis.</p> <p><u>12. Identity, ideology and multilingualism</u> De Fina, A., Golden, A., & Tonne, I. 2022. Narrative, Identities, and Experiences in Discourse Practices of Migrants. In Blackwood, R., & Røyneland. Spaces of multilingualism. (pp. 72-91). Taylor & Francis.</p> <p>Hatoss, A. 2022. Language choices, normalcy and ideologies. Everyday multilingualism: linguistic landscapes as practice and pedagogy. Routledge.</p> <p><u>13. Language policy and social changes</u> McCarty, T. L. 2012. Language planning and cultural continuance in Native America. In Language Policies in Education (pp. 255-277). Routledge</p> <p><u>14. Language contact - indigenous languages in Australia</u> Leitner, G. 2004. Australia's Many Voices: Ethnic Englishes, Indigenous and Migrant Languages. Policy and Education. Berlin & New York: Mouton de Gruyter, pp. 55-154.</p> <p><u>15. Diversity of immigrant languages in Australia</u> Leitner, G. 2004. Australia's Many Voices: Ethnic Englishes, Indigenous and Migrant Languages. Policy and Education. Berlin & New York: Mouton de Gruyter, pp. 157-193.</p> <p><u>16. Contacts between English and immigrant languages in Australia</u> Leitner, G. 2004. Australia's Many Voices: Ethnic Englishes, Indigenous and Migrant Languages. Policy and Education. Berlin & New York: Mouton de Gruyter, pp. 194-216.</p> <p><u>17. Educational language policy in Australia</u> Leitner, G. 2004. Australia's Many Voices: Ethnic Englishes, Indigenous and Migrant Languages. Policy and Education. Berlin & New York: Mouton de Gruyter, pp. 217-231.</p> <p><u>18. Language teaching and educational language policy in Australia</u> Leitner, G. 2004. Australia's Many Voices: Ethnic Englishes, Indigenous and Migrant Languages. Policy and Education. Berlin & New York: Mouton de Gruyter, pp. 231-284.</p>
Required reading	<ol style="list-style-type: none">1. Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press.2. Wright, S. 2016. Language Policy and Language Planning: From Nationalism to Globalisation. New York: Palgrave Macmillan.3. Ricento, T. (ed.). 2006. An Introduction to Language Policy: Theory and Method. Oxford: Blackwell.4. Leitner, G. 2004. Australia's Many Voices: Ethnic Englishes, Indigenous and Migrant Languages. Policy and Education. Berlin & New York: Mouton de Gruyter.5. Ricento, T., & Burnaby, B. (eds.). 1998. Language and Politics in the United States and Canada: Myths and Realities. New York: Routledge.6. Wiley, T. G., Lee, J. S., & Rumberger, R. W. (eds.). 2009. The Education of Language Minority Immigrants in the United States. Bristol: Multilingual Matters.7. Gazzola, M., Grin, F., Cardinal, L., & Heugh, K. (eds.). 2023. The Routledge handbook of language policy and planning. Taylor & Francis.8. Tollefson, J. W. (ed.). 2012. Language policies in education. London and New York: Routledge.



	<p>9. Blackwood, R., & Røyneland, U. 2022. Spaces of multilingualism. Taylor & Francis. 10. Hatoss, A. 2022. Everyday multilingualism: linguistic landscapes as practice and pedagogy. Routledge.</p>					
Additional reading	<p>1. Hult, F. M., & Johnson, D. C. 2015. Research Methods in Language Policy and Planning: A Practical Guide. West Sussex: John Wiley & Sons. 2. May, S., & Hornberger, N. H. (eds.). 2008. Encyclopedia of Language and Education: Language policy and political issues in education (Vol. 1). New York: Springer. 3. Shohamy, E. 2006. Language Policy: Hidden Agendas and New Approaches. New York: Routledge. (selected chapters) 4. Spolsky, B. 2004. Language Policy. Cambridge: Cambridge University Press. 5. Spolsky, B. 2009. Language Management. Cambridge: Cambridge University Press. 6. Schmidt, R. 2000. Language Policy and Identity in the U.S. Philadelphia: Temple University Press.</p>					
Internet sources						
Assessment criteria of learning outcomes	Final exam only					
	<input type="checkbox"/> Final written exam		<input type="checkbox"/> Final oral exam		<input type="checkbox"/> Final written and oral exam	
	<input type="checkbox"/> Only test/homework	<input type="checkbox"/> Test/homework and final exam	<input type="checkbox"/> Seminar paper	<input checked="" type="checkbox"/> Tests and seminar paper/research draft or final exam and seminar paper/research draft	<input type="checkbox"/> Practical work	<input type="checkbox"/> other forms
Calculation of final grade	<p>Students who pass both the mid-term and the end-term tests do not have to take the final written exam. Their final grade represents a combination of results obtained on the mid-term and the end-term tests, and the results obtained from writing and presenting the seminar paper/research draft (mid-term test - 40%; end-term test - 40%, writing and presentation of seminar paper/research draft - 20%). Students who do not pass both the mid-term and end-term exams have to take the final written exam. Their final grade represents a combination of the results obtained from the final written exam (80%) and results obtained from writing and presenting the seminar paper or research draft (20%).</p>					
Grading scale	0%-59%		% Failure (1)			
	60%-69%		% Satisfactory (2)			
	70%-79%		% Good (3)			
	80%-89%		% Very good (4)			
	90%-100%		% Excellent (5)			
Course evaluation procedures	<p><input checked="" type="checkbox"/> Student evaluations conducted by the University <input type="checkbox"/> Student evaluations conducted by the Department <input type="checkbox"/> Internal evaluation of teaching <input checked="" type="checkbox"/> Department meetings discussing quality of teaching and results of student evaluations <input type="checkbox"/> Other</p>					
Note /Other	<p>In accordance with Art. 6 of the <i>Code of Ethics</i> of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.” According to Art. 14 of the University of Zadar's <i>Code of Ethics</i>, students are expected to “fulfil their responsibilities responsibly and conscientiously. [...] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. [...]”</p>					



	<p>Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:</p> <ul style="list-style-type: none">- various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;- various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.” <p>All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the <i>Rulebook on Disciplinary Responsibility of Students at the University of Zadar</i> will be applied.</p> <p>In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.</p> <p>This course uses the Merlin system for e-learning, so students are required to have an AAI account.</p>
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