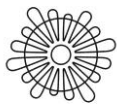


Syllabus

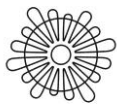
Department	Department of English Studies						Year	2025/ 2026
Course	Language Policy and Planning						ECTS	4
Study programme	English Studies							
Level of study programme	<input type="checkbox"/> Undergraduate		<input checked="" type="checkbox"/> Graduate		<input type="checkbox"/> Integrated		<input type="checkbox"/> Postgraduate	
Type of study programme	<input type="checkbox"/> Single major <input checked="" type="checkbox"/> Double 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 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	3 October 2025					Course end date	23 January 2026	
Enrolment requirements	/							
Course coordinator	Sanja Škifić, Ph.D., Full Professor							
E-mail	sskific@unizd.hr					Consultation hours	Monday, 9:00-10:00 or by appointment via e-mail	
Course instructor	Sanja Škifić, Ph.D., Full Professor							
E-mail	sskific@unizd.hr					Consultation hours	Monday, 9:00-10:00 or 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 checked="" type="checkbox"/> Seminar presentation	<input type="checkbox"/> Project	<input type="checkbox"/> Seminar paper
	<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 presentation.</p> <p>Note: Students should propose the topic of their seminar presentation (during consultation hours or via email and analyze the relevant literature for the preparation of the presentation. Presenters should try to initiate a critical discussion among other students by closing the presentation with relevant questions. Topics of seminar presentations should be established by 17 October 2025 the latest.</p>				
Exam periods	<input checked="" type="checkbox"/> Winter		<input type="checkbox"/> Summer	<input checked="" type="checkbox"/> Autumn	
Exam dates	https://anglistika.unizd.hr/ispitni-i-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</p>				



	<p>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>
Course content	<p>Lectures:</p> <ol style="list-style-type: none"><u>1. 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>2. 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>3. 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>4. 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.<u>5. Status of English in processes of globalization and developments of language policies</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 221-235.<u>6. Language policy, endangered languages and minority language rights</u> 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<u>8. Language policy and language of instruction in multilingual contexts</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 257-279.<u>9. Language policy and language learning in multilingual contexts; bilingual education policies</u> 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.<u>10. Family language policy in multilingual contexts</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 420-441.



	<p>11. <u>Language policy and mass media</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 299–332.</p> <p>12. <u>Language policy and planning in linguistic landscapes</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 333–354.</p> <p>13. <u>Language policy and planning in relation to neoliberalism and political economy</u> Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press, pp. 467–567.</p> <p>14. <u>Contemporary approaches to inequality in relation to 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. 568–590.</p> <p>15. End-term test</p> <p>Seminars refer to seminar presentations and discussion on established topics.</p>			
Required reading	<p>1. Tollefson, J. W., & Pérez-Milans (eds.). 2018. The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press.</p> <p>2. Wright, S. 2016. Language Policy and Language Planning: From Nationalism to Globalisation. New York: Palgrave Macmillan.</p> <p>3. Ricento, T. (ed.). 2006. An Introduction to Language Policy: Theory and Method. Oxford: Blackwell.</p> <p>4. Leitner, G. 2004. Australia's Many Voices: Ethnic Englishes, Indigenous and Migrant Languages. Policy and Education. Berlin & New York: Mouton de Gruyter.</p> <p>5. Ricento, T., & Burnaby, B. (eds.). 1998. Language and Politics in the United States and Canada: Myths and Realities. New York: Routledge.</p> <p>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.</p> <p>7. Gazzola, M., Grin, F., Cardinal, L., & Heugh, K. (eds.). 2023. The Routledge handbook of language policy and planning. Taylor & Francis.</p> <p>8. Tollefson, J. W. (ed.). 2012. Language policies in education. London and New York: Routledge.</p> <p>9. Blackwood, R., & Røyneland, U. 2022. Spaces of multilingualism. Taylor & Francis.</p> <p>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.</p> <p>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.</p> <p>3. Shohamy, E. 2006. Language Policy: Hidden Agendas and New Approaches. New York: Routledge. (selected chapters)</p> <p>4. Spolsky, B. 2004. Language Policy. Cambridge: Cambridge University Press.</p> <p>5. Spolsky, B. 2009. Language Management. Cambridge: Cambridge University Press.</p> <p>6. Schmidt, R. 2000. Language Policy and Identity in the U.S. Philadelphia: Temple University Press.</p>			
Internet sources				
Assessment criteria of	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"/> Practical work and final exam



learning outcomes	<input type="checkbox"/> Only test/homework	<input type="checkbox"/> Test/homework and final exam	<input type="checkbox"/> Seminar paper	<input checked="" type="checkbox"/> Seminar presentation and mid-term and end-term tests/final written exam	<input type="checkbox"/> Practical work	<input type="checkbox"/> other forms					
Calculation of final grade	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 the seminar presentation (mid-term test - 40%; end-term test - 40%, seminar presentation - 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 the seminar presentation (20%).										
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	<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										
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."</p> <p>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>										