Syllabus

Department	**Department of English Studies**			**Year**	2022/2023
Course	Language Policy and Planning			**ECTS**	**4**
Study Programme	English Studies				
Level of study programme	☐Undergraduate	☒Graduate	☐Integrated	☐Postgraduate	
Type of study programme	☐Single major ☒Double major	☒University	☐Professional	☐Specialized	
Year of study	☒ 1.	☒ 2.	☐ 3.	☐ 4.	☐ 5.
Semester	☒Winter ☐Summer	☒ I. / ☐ VI.	☐ II. / ☐ VII.	☒ III. / ☐ VIII.	☐ IV. / ☐ IX.	☐ V. / ☐ X.
Status of the course	☐Compulsory	☒Elective	☒Elective course offered to students from other departments	**Teaching Competencies**	☐ YES ☒ NO
Workload	15 **L** 15 **S** 0 **E**		**Internet sources for e-learning**		☒ YES ☐ NO
Location and time of instruction	Friday, 12-14, room 157		**Language(s) in which the course is taught**		English
Course start date	14 October 2022		**Course end date**		27 January 2023
Enrolment requirements	/				
Course coordinator	Sanja Škifić, Ph.D., Associate Professor				
E-mail	sskific@unizd.hr		**Consultation hours**		Friday, 11:00-12:00 and by appointment via e-mail
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E-mail	sskific@unizd.hr		**Consultation hours**		Friday, 11:00-12:00 and by appointment via e-mail
Assistant/Associate					
E-mail			**Consultation hours**		
Assistant/Associate					
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Mode of teaching	☒Lectures	☒Seminars	☐Exercises	☐E-learning	☐Field work
	☐Individual assignments	☐Multimedia and network	☐Laboratory	☐ Mentoring	☐Other
Learning outcomes	The course develops the following generic competences: a) instrumental: cognitive, understanding ideas and concepts b) interpersonal: critical argumentation, criticism and self-criticism c) systematic: individual work, associating different approaches and sources of knowledge, interdisciplinarity **Learning outcomes**: By the end of the course students will acquire basic knowledge in language policy and planning, and will be able to: -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	- identify and describe the relevant ideas and concepts - connect different approaches and knowledge frameworks through interdisciplinary approach -apply a critical and self-critical approach in argumentation - interpret the relationship between language and extralinguistic (sociocultural) factors and contexts - interpret language as a form of human behaviour, as well as linguistic and extralinguistic factors that have an effect on successful communication - analyze the relationships between identity, language ideology, language policy and planning.

Assessment criteria	☒Class attendance	☐Preparation for class	☐Homework	☐Continuous evaluation	☐Research
	☐Practical work	☐Experimental work	☒Presentation	☐Project	☒ Seminar
	☒ Test(s)	☐Written exam	☐Oral exam	☐Other:	

Conditions for permission to take the exam	Class attendance (minimum of 70%) and seminar paper. 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 propose the topic of the paper (during office hours or via e-mail), find and read the relevant literature for writing the seminar paper. 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.		
Exam periods	☒Winter	☐Summer	☒Autumn
Exam dates	to be announced later		to be announced later
Course description	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. Considering the identified objectives and the structure of the course, one of the requirements that students have to fulfil is writing a seminar paper 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.		
Course content	**Lectures:** <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.

3. Language policy and planning through the prism of standardization process
Tollefson, J. W., & Pérez-Milans (eds.). 2018. *The Oxford Handbook of Language Policy and Planning*. New York: Oxford University Press, pp. 202-221.

4. Language policy and official languages in relation to citizenship
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. „Frech-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.

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. Language contact - indigenous languages in Australia

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.

12. Diversity of immigrant languages in Australia

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.

13. Contacts between English and immigrant languages in Australia

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.

	14. Educational language policy in Australia 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. 15. Language teaching and educational language policy in Australia 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.
Required reading	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.
Additional reading	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.
Internet sources	

Assessment criteria of learning outcomes						
Final exam only						
☐Final written exam		☐Final oral exam		☐Final written and oral exam		☐Practical work and final exam
☐Only test/homework	☐Test/homework and final exam		☐Seminar paper	☒ Seminar paper and final exam/mid-term and end-term tests	☐Practical work	☐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 writing and presenting the seminar paper (mid-term test - 40%; end-term test - 40%, writing and presentation of seminar paper - 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 (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	☒Student evaluations conducted by the University ☐Student evaluations conducted by the Department ☐Internal evaluation of teaching ☒Department meetings discussing quality of teaching and results of student evaluations ☐Other	
Note /Other	In accordance with Art. 6 of the *Code of Ethics* 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 *Code of Ethics*, 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. […] Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to: - 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." 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 *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied. 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. This course uses the Merlin system for e-learning, so students are required to have an AAI account.