

APPLIED ARTS DIVISION

School of Liberal Arts

Fall, 2015



COURSE OUTLINE

LANG 140

LANGUAGE AND CULTURE PRESERVATION

45 HOURS

3 CREDITS

PREPARED BY:

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

LANGUAGE AND CULTURE PRESERVATION

INSTRUCTOR: Robyn Giffen	OFFICE HOURS: Wednesday 5-7pm, or by appointment
OFFICE LOCATION: Off Campus	ONLINE Delivery: Yukon College LMS and web conferencing system
E-MAIL: rgiffen@yukoncollege.yk.ca	TIME: Online
TELEPHONE: (867)668-8770	DATES: Sept 9 - Dec 19, 2015
WEBSITE: Yukon College Learning Management System	

COURSE DESCRIPTION

Throughout this course, students will explore reasons why some languages are no longer spoken. Students will learn practical techniques of language documentation in order to more fully understand the complexity of languages. They will learn how language and culture are connected, and how the teaching of one leads to the teaching of the other. Students will learn how to use archives in order to create new language curriculum that incorporates traditional stories, traditional ecological knowledge, and/or family histories. Finally, students will learn about the techniques that are being used to help revitalize and maintain indigenous languages and cultures around the world. This course will also look at language revitalization and maintenance in the Yukon.

PREREQUISITES None

EQUIVALENCY/TRANSFERABILITY

UVIC LING 180A (1.5)
AU INST 1xx (3)
SFU LING 1xx (3)
UFVANTH 209 (3)

UBC LING 1st (3)
UR ANTH 100 (3)
UBCO ARTS 1st (3)
OC ANTH 1XX (3)

UNBC FNST 1xx (3)
VIU LING 1st (3)
ASM HUMN 1st (3)

SSDC HUMN 1st (3)
TRU-OL FNST 1xx1 (3)
KWAN ARTS 1xxx (3)

LEARNING OUTCOMES

After completing this course, students will:

- Understand the concepts of “endangered languages”, “safe languages”, “extinct languages”, “language revitalization”, “language shift”, and “language maintenance”
- Understand the processes through which languages become endangered and why
- Understand basic concepts of linguistics and how they can be used for language learning
- Understand how language and culture are connected and how language curriculum can include culture and vice versa
- Be familiar with how archives or recordings can be used to find language and cultural knowledge and how to process this information
- Understand a wide range of language-learning techniques used globally and how to apply these locally as well as define “language planning” and know how to apply this locally in Yukon First Nations communities

DELIVERY METHODS/FORMAT

This course will be delivered online. Web conferencing may be used at the discretion of the instructor.

COURSE REQUIREMENTS/EVALUATION

Participation

All students will be expected to participate regularly in online discussion forums and online learning activities. While the course is delivered online, the development of relationships with other students and the ability to exchange ideas are a crucial part of the learning experience. Contributions to discussion boards will account for 15% of the student’s final grade.

Assignments

- All students are encouraged to contact the instructor with questions or concerns about the assignments
- Requests for extensions must be made no less than three days before the due date. Extensions are granted only for extraordinary circumstances.
- One (1) mark per calendar day will be deducted if the assignment is handed in after the due date unless an extension has been granted.
- All written assignments must be double-spaced and typed using Times New Roman font on 8.5 x 11 size paper. Spelling, grammar and content organization are reflected in the grade.

Evaluation		Weight
Participation	Online discussions and journals	15%
Readings	Assigned reading questions	20%
Assignment 1	Assessment of an Endangered	10%
Assignment 2	Language Planning Proposal	10%
Assignment 3	Applying a Teaching Technique	10%
Assignment 4	Language and Culture Project	10%
Final Exam		25%
Total		100%

Assignment Descriptions

Participation - online discussion threads & journals

Each unit will include both a journal link with a suggested prompt for a personal reflection about the material and a discussion link with some suggested questions for consideration with your classmates. The grade here will be assessed as a participation grade - your completion of the tasks, on time, and in a thoughtful way, throughout the semester, as well as your respectful engagement with others on the discussion board, will form the basis for your assessment.

Assigned readings

You are expected to complete all assigned readings. Each unit includes a set of *reading questions*. You will receive full marks for answering these questions if they are completed on time and clearly demonstrate that you have completed the readings in a thorough manner.

Assignment 1: Assessment of an Endangered Language

Identify an endangered language (this language will be used in the other assignments in this course). Complete a “language assessment” using the tools provided in Unit 1. Submit a 1-2 page paper with the results of your assessment. Evaluation information is provided in the actual assignment description on the website.

Assignment 2: Language Planning Proposal

Using your work from Assignment 1, develop a draft proposal for a language plan. Use the steps discussed in Unit 3. Submit your 2-3 page proposal.

Assignment 3: Applying a Teaching Technique

Using your work from Assignments 1 and 2, develop a plan to implement one teaching technique for the language you have chosen. Select one of the teaching methods described in Unit 4. Submit your 2-3 page proposal.

Assignment 4: Language and Culture Project

Using your Assignment 2 proposal, develop a project proposal for a specific idea to implement for the language you selected. Select one of the programs described in Units 5-9 of the course. Submit your 2-3 page proposal.

Final Exam - TBA

The final exam will be online, closed book, and will review the major concepts and skills presented in this course.

REQUIRED TEXTBOOKS/MATERIALS

Hinton, L. and Hale, K. (Eds.). (2008). *The green book of language revitalization*. San Diego: Emerald Press

Digital readings are available on the course website, other readings may be added.

REQUIRED ARTICLES and WEBSITES:

Daniels-Fiss, Belinda. (2008). Learning to Be a Nêhiyaw (Cree) Through Language. *Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity, and Cultural Survival*, 2(3): 233-245.

Kimura, L and Councillor, I. (2009). Indigenous new words creation: Perspectives from Alaska and Hawai'i. In J. Reyhner and L. Lockhard (Eds.), *Indigenous language revitalization: Encouragement, guidance, and lessons learned* (pp.121-139). Flagstaff: Northern Arizona University Press.

Kroskirty, Paul V. (2009). Language Renewal as Sites of Language Ideological Struggle: The Need for "Ideological Clarification". In J. Reyhner and L. Lockhard (Eds.), *Indigenous language revitalization: Encouragement, Guidance, and Lessons Learned* (pp. 71-83). Flagstaff: Northern Arizona University Press.

Nettle, D. and Romaine, S. (2004). Where have all the languages gone? (Ch. 1). In

Vanishing voices: The extinction of the world's languages (pp. 1-25). Oxford: Oxford University Press.

Noori, M. (2011). Waasechibiiwaabikoonsing Nd'anami'aami, "Praying through a Wired Window": Using Technology to Teach Anishinaabemowin. *Studies in American Indian Literatures* 23(2): 3-24.

Perley, Bernard C. (2011). From Spoken Maliseet to Text. (Chap. 4) In *Defying Maliseet Language Death: Emergent Vitalities of Language, Culture, & Identity in Eastern Canada*. Lincoln: University of Nebraska Press

Pettigrew, C. J. (1990). Yukon Native language instructors: The struggle for recognition. *Women's EDUCATION des Femmes*, 8(1), 25-29.

Schreyer, C. and Gordon, L. (2007). Traveling our ancestors' paths: Fun and games in language revitalization. Originally Published as: Parcourir les sentiers de nos ancêtres: Un projet de revitalisation linguistique par le jeu. (Traveling our ancestors' paths: Fun and games in language revitalization.) *Anthropologie et Sociétés*, 31(1), 143-162.

Task Force on Aboriginal Languages and Cultures. (2005). Towards a new beginning: A foundational report for a strategy to revitalize First Nation, Inuit and Métis languages and cultures. Retrieved August, 2010, from <http://www.aboriginallanguagetestaskforce.ca>

Trinick, Tony and May, Stephen. (2013). Developing a Māori language mathematics lexicon: challenges for corpus planning in indigenous language contexts. *Current Issues in Language Planning*, 13(3-4), 457-473.

Yukon Executive Council (2004). We are our language - Sharing the gift of language: Profile of Yukon First Nations languages. Whitehorse: Government of Yukon Executive Council Office: Aboriginal Language Services.

* other readings may be added.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole

piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: http://www.yukoncollege.yk.ca/student_info/pages/writing_centre