COURSE OUTLINE
LANG 240
LANGUAGE ACTIVISM
3 CREDITS

PREPARED BY: Robyn Giffen
DATE: November 16, 2017

APPROVED BY:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)
COURSE DESCRIPTION

Throughout this course, students will explore endangered languages in Northern Canada including the Yukon, Northwest Territories, and Nunavut. They will learn why languages in these regions are endangered and what is being done about it. Students will learn what it means to be a language advocate through examining language policy, funding sources for endangered languages, and community engagement.

PREREQUISITES

None.
LANG 140 is strongly recommended.

RELATED COURSE REQUIREMENTS

Students are required to have access to a desktop computer, laptop or tablet that can run and operate the online Moodle platform. It is recommended that students have access to wired high-speed internet to efficiently use Moodle. No web cam is needed for this online course.
EQUIVALENCY/TRANSFERABILITY

In process.

LEARNING OUTCOMES

After completing this course, students will be able to:

- Identify and explain what an endangered language is and why languages in Northern Canada (Yukon, Northwest Territories, Nunavut) are endangered;
- Describe how the loss of language affects Indigenous/minority communities;
- Explain Indigenous perspectives on connections between language, culture, and self-determination;
- Identify and explain the contributions of a language advocate to endangered language communities;
- Illustrate several digital strategies for language revitalization, and;
- Describe what language policy is and how to work within the framework of these policies.

DELIVERY METHODS/FORMAT

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

COURSE REQUIREMENTS/EVALUATION

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Readings</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Weekly Assignments:

*Participation: Online Discussion Forums*

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. Students will be randomly assigned to a discussion group and each unit will include a discussion link with some suggested questions for consideration with the student’s classmates. Each week students will be expected to participate in their group’s discussion forum. Students must complete their own discussion post as well as respond to one other classmate’s post. The grade here will be assessed as a
participation grade - the student’s completion of the tasks, on time (by Friday night), and in a thoughtful way, throughout the semester, as well as the student’s respectful engagement with others on the discussion board.

**Readings: Analysis Questions**

Students are expected to complete all assigned readings. Each unit includes a set of reading questions. Students will receive full marks for answering these questions if they are completed on time (by Friday night) and clearly demonstrate that the student has completed the readings in a thorough manner and critically reflected on the material presented. Students are required to submit the reading questions for Units 1 and 2, to get instructor feedback and learn the formatting. Students will then choose four (4) other units to submit reading questions from of the remaining ten units, for a total of six (6) units worth of reading questions submitted throughout the semester.

Evaluation information for the weekly assignments is provided on the course website.

**Major Assignments:**

**Assignment 1: Annotated Bibliography**

Students will select one endangered language from the Circumpolar North on which to focus all of their projects over the course of the semester. In this first assignment, students will do a survey of the literature to find out as much information about the language as possible: number of speakers, geographic region, level of endangerment, education programs, revitalization programs, etc. Students will select six (6) of the best articles they have read and summarize them in an annotated bibliography.

**Assignment 2: LingWiki Edit**

Using the information gathered in the annotated bibliography, students will attempt to make three (3), updates/suggestions to the Wikipedia page for that language. If a page does not exist for the language, students may make a suggestion to update or modify information about the language on a different page such as a language family page, where it is already referenced.

**Assignment 3: Term Paper/Media Project**

For the final assignment students will do a digital language activism project. Students will continue working with the endangered language they have chosen. Some suggestions for final term project include:

- Make a website to raise awareness about Endangered Languages in general and/or the specific endangered language the student chooses
- Create artwork that illustrates concepts related to Endangered Languages
and/or the specific endangered language chosen and share it with others

- Write a song, a poem, a play, or a story and then share with others
- Try to learn, by mastering a few basic words and phrases, the endangered language chosen, where appropriate, and try to teach words of it to others by posting them on Facebook, a website, or blog. Then share about what your experience of both learning and “teaching” the language was like, etc.

Even though this is a project, it still needs to be based on academic knowledge and relevant references. Students will also write a 4-6 page paper to accompany their projects, which should outline the type of language revitalization strategies this activism utilizes and include a reflection on how it felt to be a public language activist.

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.
- 2% 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 size 12 font, on 8.5 x 11 size paper, with 1” (2.54cm) margins on all sides. Spelling, grammar and content organization are reflected in the grade.
- Assignments should all use APA citation style

REQUIRED TEXTBOOKS/MATERIALS

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

REQUIRED ARTICLES and WEBSITES:


Culture, Northwest Territories Dept. of Education. (2010). Executive Summary. In Northwest Territories Aboriginal languages plan a shared responsibility (pp. 5-10).


* other readings may be added.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/Admissions & Registration web page.

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, students 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.

### WEEKLY BREAKDOWN

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Unit</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Monday-Friday</td>
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<td>Introductions</td>
<td>Course Outline; Assignment Guidelines</td>
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<td>2</td>
<td>Monday-Friday</td>
<td>1</td>
<td>Language Loss</td>
<td>Austin &amp; Sallabank 2011; Krauss 1992;</td>
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<tr>
<td>3</td>
<td>Monday-Friday</td>
<td>2</td>
<td>Yukon Languages and Programs</td>
<td>Yukon Executive Council Office 2004; Pettigrew 1990; Council of Yukon First Nations and Government of the Yukon 1997</td>
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<tr>
<td>4</td>
<td>Monday-Friday</td>
<td>3</td>
<td>Northwest Territories and Programs</td>
<td>PWNHC 2017; CNTDE 2010; Northways 2008;</td>
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<tr>
<td>5</td>
<td>Monday-Friday</td>
<td>4</td>
<td>Nunavut Territories and Programs</td>
<td>Fabb 2008; Aylward 2010; OCOL 2013</td>
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<td>6</td>
<td>Monday-Friday</td>
<td>5</td>
<td>Government Approaches in Canada</td>
<td>Task Force on Aboriginal Languages and Cultures 2005; Norris 2007; Truth and Reconciliation Commission 2015</td>
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<tr>
<td>7</td>
<td>Monday-Friday</td>
<td>6</td>
<td>Language Policy</td>
<td>Timpson 2013; Daveluy 2004</td>
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<td>8</td>
<td>Monday-Friday</td>
<td>7</td>
<td>Language Revitalization</td>
<td>Nettle &amp; Romaine Ch 7; Hinton 2011</td>
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<td>9</td>
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<td>8</td>
<td>Role of the Expert</td>
<td>Hill 2002; Speas 2009; Kipp 2009</td>
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<td>10</td>
<td>Monday-Friday</td>
<td>9</td>
<td>Collaboration in Revitalization</td>
<td>Rice 2009; Warner 1999</td>
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<td>11</td>
<td>Monday-Friday</td>
<td>10</td>
<td>Media Strategies</td>
<td>Holton 2011; Schreyer 2011</td>
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<td>12</td>
<td>Monday-Friday</td>
<td>11</td>
<td>Examples of Media</td>
<td>Schreyer et al. 2014; Lacho &amp; Leon 2017</td>
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*Assignment 1 Due Friday

*Assignment 2 Due Friday

Reading Week-No Classes
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<tr>
<th>15</th>
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<th>Reflecting on Language Activism</th>
<th>Johnson 2013</th>
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<tr>
<td>16</td>
<td>Monday-Friday</td>
<td>13</td>
<td>Wrapping Up and Looking Forward</td>
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<td>*Assignment 3 Due Friday</td>
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