

LANG 599 / 699  
“Multilingualism Today”  
Block Week: September 4–8, 2012  
8:30 am – 4:30 pm, Craigie Hall D420

Instructor of record: Dr. Mary Grantham O’Brien  
(403) 210-8542, Craigie Hall D413, [mgobrien@ucalgary.ca](mailto:mgobrien@ucalgary.ca)

**Description:**

The goal of this cross-disciplinary course is to examine ‘language’ and the notion of ‘multilingualism’ from a variety of perspectives. We will examine the linguistic, pedagogical, economic, political and cultural dimensions of multilingualism today. No background knowledge in linguistics or second language acquisition is presumed.

**Required Texts:**

All readings and assignments are listed below.

**Marking:**

***Distribution of marks: LANG 599.08***

|   |     |
|---|-----|
| Active participation in classroom discussions                 | 25% |
| Presentation of data during afternoon workshops (4 x 5% each) | 20% |
| In-class final presentation                                   | 20% |
| Research paper (~8–10 pages)                                  | 35% |

***Distribution of marks: LANG 699.04***

|   |     |
|---|-----|
| Active participation in classroom discussions                   | 10% |
| Presentation of data during afternoon workshops (4 x 7.5% each) | 30% |
| In-class final presentation                                     | 20% |
| Research paper (~12–15 pages)                                   | 40% |

**Letter grading system**

|            |          |  |
|------------|----------|--|
| 98-100% A+ | 93-97% A | 90-92% A-                                      |
| 88-89% B+  | 83-87% B | 80-82% B- (minimum pass grade: grad. students) |
| 78-79% C+  | 73-77% C | 70-72% C-                                      |
| 68-69% D+  | 63-67% D | 60-62% D-                                      |
|            | 0-59% F  |  |

**Absence and late work:**

You are expected to attend all class sessions. If you fail to miss a class session, you will receive 0% for that day’s participation and presentation. Late assignments will not be accepted.

**Course Requirements and Policies:**

Given the nature of the block-week course, there will not be an opportunity for you to develop a research paper by the end of the last class. For that reason, I expect that you will work with and present data over the course of the week that you will develop into a research paper, due to Mary O’Brien, by **October 15** (no exceptions). On the final day of the course, with a small group of students, you will give a presentation on the practical implications of what you have learned in the course.

1. *Class participation and preparation.* You are expected to have read assignments before class. They will provide the basis for classroom discussions and will enable you to analyze each day's workshop data.
2. *Presentation of data.* Every afternoon you will work in a group and will be expected to analyze and present analyses of real-world data, brought in by the day's guest. Note that groups will change every day.
3. *In-class workshop presentation.* This will involve the analysis and critique (in a group) of a theoretical construct presented in a set of readings on one day. This presentation should contain:
  - coverage of the pertinent literature on the thematic topic;
  - the experiential learning engagement of the class – that is, the audience must be invited to participate with the topic, and
  - evidence of an understanding of the topic-theme's implications for research practice. More details are in a separate document.
4. *Research paper.* You will present a more detailed analysis of the data you have worked with in the course in the form of a research paper, due on **October 15, 2012**. It is expected that the paper contain a literature review, research questions, analysis of data / results and preliminary conclusions. It is expected that you will meet with Mary O'Brien during the week of **September 17** to discuss the final paper. More details will follow.

### ***Proposed course outline***

Please note that this is subject to change.

## TUESDAY, SEPTEMBER 4

### Introduction to the course and topic (Mary O'Brien)

### “Contact varieties of English and second language acquisition” (Dr. Peter Siemund)

#### Required reading:

- Davydova, J., Hilbert, M., Pietsch, L., & Siemund, P. (2011). Comparing varieties of English: Problems and perspectives. In: Peter Siemund (ed.), *Linguistic Universals and Language Variation*. Berlin: Mouton de Gruyter, 291–323.
- Trudgill, P. (2009). Sociolinguistic typology and complexification. In: G. Sampson, D. Gil & P. Trudgill (eds), *Language Complexity as an Evolving Variable*. Oxford: Oxford University Press, pp. 98–109.
- Winford, D. (2008). Processes of creolization and related contact-induced change. *Journal of Language Contact (JLC) THEMA 2*, 1–22.

## WEDNESDAY, SEPTEMBER 5

### “Economics of language” (Dr. François Grin)

#### Required reading:

- Grin, F. (2003). Language planning and economics. *Current Issues in Language Planning*, 4, 1–66.
- Ginsburgh, V. & Weber, S. (2005). Language disenfranchisement in the European Union. *Journal of Common Market Studies*, 43, 273–286. Available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.0021-9886.2005.00555.x/pdf>

## THURSDAY, SEPTEMBER 6

### “Multilingualism and language policy: Focus on public spaces and individuals” (Dr. Elana Shohamy)

Required reading: (It is recommended that you read the works in the order in which they are listed below.)

- Ben-Rafael, E. et al. (2006). Linguistic landscape as symbolic construction of the public space: The case of Israel. *International Journal of Multilingualism*, 3, 7–30
- Shohamy, E. , & Ghazaleh-Mahajneh, M. A. (2012) Linguistic landscape as a tool for interpreting language vitality: Arabic as a ‘minority’ language in Israel. In D. Gorter, H. F. Marten & L. Van Mensel (Eds), *Minority languages in the linguistic landscape*. New York : Palgrave MacMillan, pp. 89–106.
- Shohamy, E. (2005). Language rights in the multilingual society of Israel. *Perspectives on language and language development*, 87–101.
- Shohamy, E , (2007) Language tests as language policy tools. *Assessment in Education: Principles, Policy & Practice*, 14, 117–130
- Shohamy, E. (2011). Assessing multilingual competencies: Adopting construct valid assessment policies. *The Modern Language Journal*, 95, 418–429.

## FRIDAY, SEPTEMBER 7

### “Linguistic diversity and educational achievement: a European perspective” (Dr. Ingrid Gogolin)

#### Required reading:

- Gogolin, I. (2011). Bilingual education. In: Simpson, J. (Ed.). *The Routledge handbook of applied linguistics*. London: Routledge, Taylor and Francis, pp. 229–242.
- Gogolin, I. (2003). City Case Study Hamburg. In J. Bourne & E. Reid (Eds.), *Language*

*education. World Yearbook of Education 2003*. London/ Sterling, pp. 253–266.

- Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. *Prospect*, 20, 6-30. Available at: [http://www.ameprc.mq.edu.au/docs/prospect\\_journal/volume\\_20\\_no\\_1/20\\_1\\_1\\_Hammond.pdf](http://www.ameprc.mq.edu.au/docs/prospect_journal/volume_20_no_1/20_1_1_Hammond.pdf)

*Suggested for further reading:*

- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 29, 1024–1054. Available at: <http://www.tandfonline.com/doi/abs/10.1080/01419870701599465>
- Nusche, D. (2009). What works in migrant education? A review of evidence and policy options. *OECD Education Working Paper* No. 22. OECD. Available at: [www.oecd.org/edu/workingpapers](http://www.oecd.org/edu/workingpapers).
- Gogolin, I. (2011). The challenge of super diversity for education in Europe. *Education Inquiry*, 2, 239–249. Available at: <http://www.use.umu.se/english/research/educationinquiry/>

### SATURDAY, SEPTEMBER 8

9:00-10:30 Discussion of final papers and library resources

11:00 Workshop presentations

### WEEK OF SEPTEMBER 17

Individual meetings on your research (to be scheduled with Dr. O'Brien)

**Final papers are due in Mary O'Brien's office (Craigie Hall, D413, hard copies only) by noon on Monday, October 15. If I am not in my office, please bring your paper to the GSEA office (Craigie Hall C205).**



If you have any special concerns now or throughout the course, please feel free to approach me to make proper arrangements.



## **GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS**

### **LINGUISTICS STUDENT ADVISING**

For any questions regarding the undergraduate or graduate program in linguistics, the organization of your program, or the selection of courses, contact the appropriate advisor as follows:

Undergraduate Advisor      Dr Robert Murray      SS 824      403-220-8109  
[linggrad@ucalgary.ca](mailto:linggrad@ucalgary.ca)

### **FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION**

The Faculty of Arts Program Information Centre (PIC) is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. The PIC is located in the Social Sciences Building, please contact them by phone 403-220-3580 for their current office location, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit the website <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Student Success Centre (SSC). Degree advisors assist undergraduate students in planning their overall degree programs along with providing broad educational planning, learning support, assistance with academic difficulties, academic program guidance, writing support, success seminars and peer support. The SSC is on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library, or you can contact them on 403-220-5881, by email [success@ucalgary.ca](mailto:success@ucalgary.ca), or visit their website <http://www.ucalgary.ca/ssc/>.

For registration issues, contact Enrolment Services who will also be able to help you with questions about fee payments, awards, financial aid, admissions questions, visiting and exchange students, open studies, transcripts, deferred exams. Enrolment Services are in the MacKimmie Library Block, Room 117, or you can contact them on 403-210-ROCK [7625] or visit their website <http://www.ucalgary.ca/registrar/>.

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. **You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.**

### **FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)**

The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information.

For more information on FOIP, please visit the website <http://www.ucalgary.ca/legalservices/foip/>, or contact Jo-Anne Munn Gafuik at 403-220-3602 or by email [munnngafu@ucalgary.ca](mailto:munnngafu@ucalgary.ca)

### **PLAGIARISM AND ACADEMIC MISCONDUCT**

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not. Most commonly plagiarism exists when:

1. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
2. parts of the work are taken from another source without reference to the original author,;
3. the whole work (e.g. an essay) is copied from another source; and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Students are often encouraged to work together in preparing homework assignments, but check with your instructor beforehand. However, unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism.

Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include: failing the assignment, failing the course, disciplinary probation, suspension, or expulsion. Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

For more information on academic misconduct and related UofC regulations please consult the Student Misconduct web pages in the on-line University Calendar. These can be found at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **EMERGENCY EVACUATION AND ASSEMBLY POINTS**

The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements. Assembly points are also designed to establish a location for information updates:

- from the emergency responders to the evacuees; and
- from the evacuated population to the emergency responders.

Please familiarize yourself with the following:

Emergency Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Emergency Instructions: <http://www.ucalgary.ca/emergencyplan/node/28>

### **SAFEWALK INFORMATION**

Twenty four hours a day and seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors.

Requesting Safewalk volunteers to walk with you is easy:

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk

For more information, contact the Safewalk main office at 403-220-4750, by email [safewalk@ucalgary.ca](mailto:safewalk@ucalgary.ca) or visit their website <http://www.ucalgary.ca/security/safewalk>

## **STUDENT REPRESENTATIVE INFORMATION**

The Students' Union and the Graduate Students' Association (GSA) in partnership with the University of Calgary offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the University with the Student Ombuds Office.

For students in undergraduate programs, please contact the Student's Union in the MacEwan Student Centre, Room MSC 251, on 403-220-6551, by email [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca), or visit their website <http://www.su.ucalgary.ca/>

For students in graduate programs, please contact the GSA in the MacEwan Student Centre, Room MSC 350, on 403-220-5997, by email [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca) or visit their website <http://gsa.ucalgary.ca/>

The Student Ombuds Office is in the Administration Building, Room A166, or you can contact them on 403-220-6420, by email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) or visit their website <http://www.ucalgary.ca/provost/students/ombuds>

*Updated: July 13, 2012*