

**University of Toronto - Dept. of Linguistics  
LIN458H1S – Revitalizing Languages  
January – April 2016**

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**Instructor:** lehnhotonkwas Bonnie Jane Maracle

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**Office Hours:** Mondays 1:00-2:00 pm & Thursdays 12:00-1:00pm  
First Nations House, N. Borden – Rm. 308

**Course Time:** Wednesdays 6:00 – 8:00 pm

**Location:** Sydney Smith – Rm. SS2129

**Course Description:**

This course is a study of indigenous language endangerment and loss, and language revitalization initiatives focusing on indigenous languages in Canada. Topics include defining meanings of language endangerment and loss, the factors that contribute to language shift, and efforts to reverse language shift in indigenous communities.

Learning in this course will include discussions, readings, presentations and research on aspects surrounding indigenous language revitalization from social, cultural, political, and economic perspectives; and on language initiatives at the global, national, and local levels.

**Course Outcomes:**

Upon completion of this course, the student will-

- Gain knowledge about the diversity of indigenous languages in Canada and the scope and depth of language loss
- Become aware of effective practices in language revitalization initiatives
- .Be able to identify key factors that contribute to language shift and loss.
- Gain experience in critical reading and community language revitalization advocacy.
- Become familiar with the planning and design of language revitalization efforts

**Course Expectations:**

- Attendance: Students must attend all scheduled classes.
- Coursework: All required assignments must be submitted to instructor on or before the specified due dates. Assignments will not be accepted electronically.
- Participation: Students are responsible to prepare for and actively participate in each scheduled class by completing required readings and tasks; and to interact with others in an understanding and respectful manner at all times.

**Course Assignment and Evaluation:**

<b>Assignment</b>	<b>Task Requirements</b>	<b>Course Mark</b>	<b>Due Date</b>
<b>1. Individual Research Report</b>	Each student will research & prepare a 700-800 word report on either an international, national, or local language revitalization initiative for an indigenous language.	10%	Jan. 27
<b>2. Personal Reflection Papers</b>	Each student will prepare and submit a 2-3 page, double-spaced reflection papers on readings and discussions from each Part of the Course.	20%	Part 1: Feb 3 Part 2: Mar 2 Part 3: Mar 23 Part 4: Apr 6
<b>3. Team Mobilization Project &amp; Oral Report</b>	Each pair of students will design a language mobilization project for an indigenous community that promotes the awareness and importance of the indigenous language. Any medium can be used - posters, media, T-shirts. Each team's project will be a 5-10 minute oral presentation in class.	20%	Feb 24
<b>4. Group Language Initiative Plan &amp; Presentation</b>	Each group will design and draft an indigenous language revitalization plan for a target group in a language community. Group plans will be a 10-15 minute oral presentation in class, and written copy of plan submitted for evaluation.	30%	March 30 & April 6
	Students are required to attend		

<b>5. Attendance &amp; Participation</b>	regularly; attend being familiar with readings/work assigned; actively participate and contribute to in-class discussions and presentations. Assessment is on-going throughout the course.	20%	On-going
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**Course Schedule:**

**Part 1 – Language Revitalization: What is it?**

- Jan 13      **Opening Address,**
- Introductions,
  - Orientation, Expectations – syllabus review
  - Definitions, Terminology
  - Cultures, Diversity
  - Rights, Responsibility
- Jan 20      **Introduction to Language Revitalization**  
 Reading:  
 Hinton, B & Hale, K (2008). Ch.1- Language Revitalization Overview. *Green Book of Language Revitalization*, Emerald Group, pp 3-18.
- Jan 27      **Language Ecology**  
 Reading:  
 Nettle, D. & Romaine, S. (2000). Why Something Should Be Done. *Vanishing Voices*, Oxford University Press, pp. 150-175.
- Jan 27      **Due: Assignment #1 – Research Report**

**Part 2 – Language Status: What happened?**

- Feb 3      **Due: Assignment #2 – Reflection Paper on January 13-27 readings**
- Languages in Crisis**  
 Reading:  
 Gibbs, W. (2002). Saving Dying Languages. *Scientific American*, pp 79-85  
 On-line at: [www.language-archives.org/documents/scieam.pdf](http://www.language-archives.org/documents/scieam.pdf)
- Feb 10      **Social, cultural, political issues**  
 Reading:  
 Miller Cleary, L & Peacock, T (1998). Ch.5 - Issues in Native Languages. *Collected Wisdom*, Allyn & Bacon. pp.123-146

Feb 17 (Reading Break)

Feb 24 **Team Presentations – Assignment # 3**

**Part 3 – Language Efforts: Who is responsible?**

Mar 2 **Due: Assignment #2** – Reflection Paper on February 3-24 readings

**Home, School & Community: Traditions, Curriculum, Land**

Video: Language Healers (2014). Produced by Brian McDermott.

Mar 9 **‘Tried and True’ Practices: Global, National, Local Initiatives**

Reading:

Nettle, D. & Romaine, S. (2000). Case Study – Hawaiian.

*Vanishing Voices*, Oxford University Press, pp.179-183

Mclvor, O. (2006). Language Nest Programs in British Columbia.

On-line at: [www.fpcc.ca/files/pdf/language-nest-programs\\_in\\_bc.pdf](http://www.fpcc.ca/files/pdf/language-nest-programs_in_bc.pdf)

Maracle et al. (2011). Rebuilding Our Language Foundation.

*Indigenous Languages – Across the Generations*. Arizona State University. pp. 83-93

Mar 16 **Components of Language Planning**

Reading:

Ignace, MB (1998). Ch. VII – Planning a Formal Language Program.

*Handbook for Aboriginal Language Program Planning in B.C.*

On-line at:

<http://www.fnesc.ca/publications/pdf/language.pdf>

**Part 4 – Language Visioning: What can be done?**

Mar 23 **Due: Assignment #2** – Reflection Paper on March 2-16 readings

**Strategies for Renewal**

Mclvor, A. (2009). Strategies for Indigenous Language Revitalization and Maintenance. On-line at:

<http://www.ecdip.org/docs/pdf/Language%20Revitalization%20&%20Maintenance%20MCIVOR-CLLRNET.pdf>

Mar 30 **Technology in Revitalization**

Reading:

Hermes, M. & King, Kendall (2013). Ojibway Language Revitalization, Multimedia Technology, & Family Language Learning. On-line at: <http://www.llt.msu.edu/issues/february2013/hermesking.pdf>

Thomason, S. (2015). From the Past to the Future. *Endangered Languages*. Cambridge University Press. pp. 167-171

**Group Presentations – Assignment # 4**

April 6 **Due: Assignment #2** – Reflection Paper on March 23-30 readings

**Group Presentations – Assignment # 4**

Circle Wrap-up

Closing Address

**March 13 Last day to drop classes**

**Grading Policy:**

The grades for this course:

Percentage	Grade	GPA	Definitions	Distribution for 1 <sup>st</sup> / <sub>2</sub> <sup>nd</sup>	Guidelines Year Course
90-100	A+	4.0	Excellent	between 15% and 35%	Less than 5%
85-89	A	4.0			
80-84	A-	3.7			
77-79	B+	3.3	Good		
73-76	B	3.0			
70-72	B-	2.7			
67-69	C+	2.3	Adequate		
63-66	C	2.0			
60-62	C-	1.7			

57-59	D+	1.3	Marginal		
53-56	D	1.0			
50-52	D-	0.7			
0-49	E	0.0	Inadequate	not over	10%

**Academic Integrity:**

Information to review at

<http://www.write.utoronto.ca/advice/using-sources/how-not-to-plagiarize>