

Version	Date of Version	Status

Module Descriptor and Learning Resources (CUR03)

Section A

1	Module Title
	Language Policy and Planning 1
2	SITS Module Code
3	SCQF Level
	9
4	SCQF Credit Points
	20
5	Module Leader (and contact details)
	Iain Mac an Tàilleir - sm00ist@gmail.com
6	Module Team Members (and contact details if applicable)
	Iain Mac an Tàilleir sm00ist@gmail.com Gillian Munro sm00gm@uhi.ac.uk 01471-888-211
7	Subject Network/Scheme
	Humanities and Gaelic Subject Network/ Gaelic and Related Studies Scheme
8	Exam Board and Exam Board Sub-Group
	Gaelic Tier 1/Arts, Humanities and Business Tier 2
9	Date of Module Start/Most Recent Revision
	Approval October 2013 for delivery from January 2013 onwards
10	Semester
	1 Semester (S1 or S2)
11	Student Numbers in Previous Academic Session (if applicable)
	Use Core Reports on UHI Records http://mis-cryst-01.uhi.ac.uk/eVisionReports/CoreReportsHome.html
	N/A
12	Minimum/Maximum Student Numbers
	Maximum numbers may only be stated where there are physical limits on group numbers or health & safety considerations, eg lab space, available equipment / facilities.
	None
13	Pre-/Co-requisites
	Recommended: Cànan, Cultar is Cinnidheachd (SCQF 8)
14	Mode of Study
	Give estimate of proportions of mode of study, but also highlight <u>main</u> mode of study.

Face to Face	16%	24hours
Video-conference	%	__ hours
Online	%	__ hours
Audio conference	%	__ hours
Self-directed study	84%	176hours
Other...	%	__ hours
TOTAL	100%	200 hours

15	Assessment
	Add additional lines as required e.g. second essay/report
	Students must attain a minimum mark of 30% in all assessments and an average of 40% overall in order to pass the module.

TYPE	WEIGHT	STYLE	SUBMISSION
Examination (open/closed)	40%	3 hours; 3 questions	Week ___
Essay/Report/Critique	40%	2500 words	Week ___
Book review	20%	1500 words	
Groupwork	%		Week ___
Practical	%		Week ___
Oral Presentation	%	___ minutes	Week ___
Other...	%		Week ___

16	Experiential Education																
	Tick all that apply																
	Capstone Course	Case Studies	Clinical Practice	Community Engagement	Co-operative Education	Field Trip	Guest Lecture	Internship	Job Shadowing	Research Project	Service Learning	Simulations	Study Abroad	Summer School	Volunteering	Competition	Work Placement

17	Specialist Learning Resources
	Include any specific software or other equipment / facilities students will require to undertake this module.
	Library/Learning Resource Centre with bibliographical facilities. Internet access to web, email and video-conference facilities.
	Subscription to online academic journals.
18	Additional Costs to Students
	Give details of any additional costs for students taking this module e.g. field trips None
19	Quality Enhancement
	Any specific enhancement activity associated with the module.
20	Employability / Graduate skills
	Academic, practical, vocational and/or life skills developed within the module and how they enhance student employability
	Language/Community development, teaching, media, further academic study

Section B

21	Module Summary
	Brief description [200 words or less]
	<p>The aim of this module is to provide students with an in-depth understanding of the key theoretical and analytical concepts underpinning successful language planning and an introduction to best practice in language planning internationally.</p> <p>Specific Aims</p> <ul style="list-style-type: none"> • to extend students' theoretical grounding in the process of language shift, explaining this process in historical, sociological and political terms; • to extend students' theoretical grounding in the process of linguistic revitalisation, emphasising the importance of focused, programmatic action based on defined priorities; • to develop a critical understanding of the principal aspects of the language planning process (corpus planning, status planning, acquisition planning, usage planning, etc.); • to develop an understanding of the role of community development and activation in the linguistic revitalisation process and vice versa. <p>Analysis of the key theoretical and analytical concepts underpinning successful language planning and an introduction to best practice in language planning internationally.</p> <p>The original version of the module (<i>Poileasaidh is Planadh Càrain 1</i>) is delivered in Gaelic as part of the Gàidhlig agus Leasachadh degree. This version is intended to be offered as CPD in Language Development/Community Development.</p>
22	Module Keywords
	Three keywords [for search engines]
	Language planning; language policy; Gaelic
23	Module Learning Outcomes
	Ideally, three outcomes only
	<p>The learning outcomes of this module are informed by the QAA Benchmark Standards relevant to Area Studies in terms of subject-specific and generic skills.</p> <p>On completion of the module students should be able to:</p> <ol style="list-style-type: none"> 1. critically analyse and explain the process of language shift in historical, sociological and political terms; 2. demonstrate a critical understanding of the process of linguistic revitalisation in theoretical terms, emphasising the importance of focused, programmatic action, based on defined priorities; 3. assess and compare the principal aspects of the language planning process (corpus planning, status planning, acquisition planning, usage planning, etc.); 4. critically discuss the role of community development and activation in the linguistic revitalisation process and vice versa.
24	Indicative Content
	Indicate main themes and concepts, not a week-to-week breakdown or learning outcome breakdown.
	<p>This module endeavours to develop a critical awareness of the practical steps needed for successful language revitalisation, assessing theoretical explanations of the processes of language decline and revitalisation in different minoritised language communities.</p> <p>Theme 1: <i>Theoretical frameworks for understanding language decline and language revitalisation</i></p> <p>This theme considers in depth why languages decline or die and what steps can be taken to prevent this outcome. What factors bring about language loss? Why has the worldwide rate of loss accelerated rapidly in recent years? Why does language loss matter? What practical steps should be taken to reverse language shift? What are the top priorities and where are</p>

the blind alleys?

Theme 2: *The mechanisms of language planning*

This theme considers the different mechanisms by which language plans are formulated and implemented, considering the role of corpus planning, status planning, acquisition planning and usage planning from e.g. fields of education, politics, training, and IT. Analysis is made of good practice in language planning, drawing on examples from a range of societies. This theme also examines the role of the state and agencies in working with communities. Examples are drawn from Quebec, Latvia, the Basque country and Ireland.

Library Resources Proforma (AD5)

v2- 04/10

Academic Planning Committee in March 2010 approved that this form supersedes the 'Resource Self-Certification' form in respect of library resource requirements for degree modules, and is the document which will form part of the submission for programme approval and re-approval to ascertain whether the availability of the required library resources is satisfactory.

Academic Planning Committee stipulate that

- No module should have more than **three core** information resources, with a maximum of two full books.
(A core information resource can be a whole book, specific chapters of a book, journal article(s) or part of a website or online database)
- A maximum of **twenty recommended** (background) reading resources can be listed in addition to the core reading resources.
(Again, these can be whole books, chapters of books, whole journals, journal articles, web-pages, etc.)

Programme Team members must complete the attached Word form according to the following instructions

1. This form can only be completed in WORD 2007. If you do not have WORD 2007 on your pc, please access it via MyUHI
2. Complete columns 1-6 for each Core and each Recommended Resource, then pass the proforma to the Subject Network Librarian at the earliest opportunity for them to check availability, editions, costs and e-book alternatives.
3. Clearly indicate if only chapters of a book are required as a core text (as it may be possible to digitise these).
4. Hold discussions with the Subject Network Librarian regarding identifying e-books for recommendation, especially for networked programmes, in preference to print-only material
5. When the form is returned to you after checking by the Subject Network Librarian, amendments should be made regarding out-of-print titles, replacement editions and e-book alternatives, as suggested by the SN Librarian. Finalising this form should be an iterative process.
6. The SN Librarian will provide the final version of the AD5 to the UHI Librarian for overall comment, prior to being included in the submission documentation for the approval or re-approval panel.
7. Only forms that have been signed off by the UHI Librarian may be submitted for programme approval/re-approval.

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Library Resources Core						<input checked="" type="checkbox"/> New Module			
	Module Title: Language Policy and Planning 1					<input type="checkbox"/> Existing Module			
Module Leader: Iain Mac an Tàilleir					Subject Network: Humanities and Gaelic				
Expected enrolling Academic Partners Sabhal Mòr Ostaig									
Est. no. of students: Click here to enter text.				Date of next module delivery : 2012-13					
Core Resource 1						For librarian use			
Author	Title	(if journal article) journal title	Edition/Pubn date or journal vol.no.	Publisher	Page ranges/ chapters or whole work?	ISBN/ISSN or URL	i/p o/p	Cost to acquire	Held at
Crystal, D.	<i>Language Death.</i>		2000	Cambridge	whole text	0521653215	i/p	£15 pbk	UHI e-book
Core Resource 2						For librarian use			
Fishman, J A. (ed.).	<i>Can Threatened Languages Be Saved?</i>		2001	Multilingual Matters.	Chapter 1, pp 1-22	9781853594922	i/p	£25 pbk	UHI e-book
Core Resource 3						For librarian use			
Hinton, L & Hale, K.	<i>Green Book of Language Revitalisation in Practice.</i>		2001	Academic Press	whole text	0123493544	i/p	£38	SMO
Core Resource 4						For librarian use			
McLeod, W (ed.).	<i>Revitalising Gaelic in Scotland.</i>		2006	Dunedin Academic	Chapter 3, pp 49-72	9781903765593	i/p	£22	SMO, LCC, Inverness, HTC
Core Resource 5						For librarian use			
May, S. (2005).	"Language Rights: Moving the debate forward"	Journal of Sociolinguistics	9/3, 2005		pp. 319-347	1467-9841	i/p	Open access	www
SN librarian's comments/recommendation:									
1. UHI e-book via Cambridge online. Paperback copies held at SMO, Lews Castle, HTC, Inverness, Argyll and Shetland.									
2. UHI e-book via MyiLibrary. Paperback copies held at SMO, Lews Castle and other UHI college libraries.									
3. No e-book available.									
4. No e-book available.									
5. Available at: http://www.bib.uab.es/socials/exposicions/dretllengua/docs/may.pdf									
UHI Librarian's comments on availability of core resources for (re)approval panel									

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Library Resources Recommended						<input checked="" type="checkbox"/> New Module			
	Module Title: Language Policy and Planning 1					<input checked="" type="checkbox"/> Existing Module			
						For librarian use			
Author	Title	Journal title (if applicable)	Edition/Pubn date or journal vol.no.	Publisher	Page ranges/ chapters or whole work?	ISBN/ISSN or URL	i/p o/p	Cost to acquire	Held at
Bradley, D & Bradley, M (eds.)	<i>Language endangerment and language maintenance.</i>		2002	Curzon Press	pp. 310-328	0700714561	i/p	£30	SMO
Fishman, J A.	<i>Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages.</i>		1991	Multilingual Matters.	whole work	9781853591211	i/p	£24	SMO, LCC & multi
Grenoble, L A & Whaley, L J (eds.)	<i>Endangered languages: language loss and community response</i>		1998	Cambridge University Press	pp. 3-21	0521597129	i/p	£33	SMO
Kaplan, R B & Baldauf, R B Jr.	<i>Language Planning: From Practice to Theory.</i>		1997	Multilingual Matters.	whole work	9781853593710	i/p	£25	SMO, LCC & multi
Mac Giolla Chríost, D.	"Micro-level Language Planning in Ireland"	Current Issues in Language Planning	Vol. 7, No. 2, 2006		pp. 230-250	1466-4208	-	-	SMO
SN Librarian's comments/recommendation:									
1. No e-book available.									
2. No e-book available.									
3. No e-book available.									
4. No e-book available. Copies held at SMO, Lews Castle and various UHI college libraries.									
5. Journal article held at SMO library.									

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Library Resources Recommended						<input type="checkbox"/> New Module <input type="checkbox"/> Existing Module			
		Language Policy and Planning 1							
						For librarian use			
Author	Title	Journal title (if applicable)	Edition/Pubn date or journal vol.no.	Publisher	Page ranges/ chapters or whole work?	ISBN/ISSN or URL	i/p o/p	Cost to acquire	Held at
Romaine, S. (2002)	"The Impact of Language Policy on Endangered Languages"	International Journal on Multicultural Societies	Vol. 4, No. 2, 2002	UNESCO	pp. 1-28	1564-4901	i/p	Open access	www
Romaine, S. (2006)	"Planning for the Survival of Linguistic Diversity"	Language Policy	Vol. 5, 2006	Springer	pp. 441-473	1568-4555	i/p	Open access	www
Schmid, C, Zepa, B & Snipe, A.	"Language Policy and Ethnic Tensions in Quebec and Latvia"	International Journal of Comparative Sociology	Vol. 45, No. 3/4, 2004	Sage	pp. 231-252	0020-7152	i/p	-	-
Vörös, M & Hadas, M. (eds.)	<i>Ambiguous Identities in the New Europe</i>		1997	Republika Kor	pp. 135-156	9789630496704	o/p	£10	-
Woolard, K & Schieffelin, B.	"Language Ideology"	Annual Review of Anthropology	No. 23, 1994	Annual reviews	pp. 55-82	0084-6570	i/p	Open access	www
SN Librarian's comments/recommendation:									
6. Article available at: http://www.unesco.org/most/vl4n2romaine.pdf									
7. Article available at: http://www.springerlink.com/content/37786r73n1g7l7r8/fulltext.pdf									
8. SMO library will source copy of article according to student demand.									
9. SMO library will consider purchasing according to student demand.									
10. Article available at: https://files.nyu.edu/bs4/public/Bambi--Website_Assets/BBS%20PDFs/annurev.an.23LangID.pdf									

UHI Librarian's comments on availability of recommended resources for (re)approval panel

Signed:

UHI Librarian

Date:

Approval panel notes:

AD5LibResourcesapprovalv.2april10