

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department LANGUAGES, LINGUISTICS & COMP LIT LLC L		College Dorothy F. Schmidt College of Arts and Letters (To obtain a course number, contact erudolph@fau.edu)
Prefix Number	LIN 6148	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture
Course Title Endangered Languages		Course Description (Syllabus must be attached; see Guidelines) Course focuses on relevant topics in the study of endangered languages, including the loss of biolinguistic diversity, language shift and decline, and language death, as well as language documentation and the efforts to maintain and revitalize these languages.	
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Effective Date (TERM & YEAR) Fall 2019	
Prerequisites Graduate Standing		Corequisites	Registration Controls (Major, College, Level) Level
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Nettle, D., & Romaine, S. (2000). Vanishing Voices: The Extinction of the World's Languages. Oxford: Oxford UP.	
Faculty Contact/Email/Phone mmendoza@fau.edu		List/Attach comments from departments affected by new course N/A	

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 11/26/2018 12/7/18 12/7/18 1/23/19
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF LANGUAGES, LINGUISTICS & COMPARATIVE LITERATURE

LIN 6148 (CRN: XXXXX), ENDANGERED LANGUAGES (3 credits)

PREREQUISITES: Graduate standing. Course counts as a seminar in linguistics.

FALL 2019, W 4-6:50 pm, CU 321A

PROFESSOR: Dr. Martha Mendoza; e-mail: mmendoza@fau.edu; phone: (561) 297-1090

OFFICE: CU 282; **OFFICE HOURS:** W 2:00-4:00 pm; F 2:00-4:00 pm

CATALOG DESCRIPTION:

This course focuses on relevant topics in the study of endangered languages, including the loss of biolinguistic diversity, language shift and decline, and language death, as well as language documentation and the efforts to maintain and revitalize these languages.

COURSE OBJECTIVES:

- Students will learn the key notions in the field of endangered languages, including biolinguistic diversity, language loss and shift, and language documentation and revitalization.
- Students will become familiar with the methods, conceptual tools, and theoretical scope of the field of endangered languages.
- Students will gain an awareness of how the tools of the field are employed in the analysis of a wide range of current language endangerment situations.

GRADE BREAKDOWN: Written reports 20%; class participation 20%; oral presentations 25%; proposal and outline of final paper 10%; and final paper 25%.

REQUIRED TEXT: a) Nettle, D & Romaine, S. (2000). *Vanishing Voices: the extinction of the world's languages*. Oxford: Oxford University Press.

b) **Additional readings** posted on Canvas. The course calendar shows when each reading is to be completed.

RECOMMENDED TEXTS: 1) Harrison, D. (2007). *When languages die*. Oxford: Oxford University Press.
2) Evans, N. (2010). *Dying words*. Malden, MA: Wiley-Blackwell.

COURSE REQUIREMENTS:

1. Class participation: Regular attendance is important for your progress in the class and to be able to actively participate in class discussions. **Class participation is part of the final grade.**

2. Grades are assigned on a percentage basis (there is no grading "on the curve") according to the following scale:

94-100% = A	88-89% = B+	78-79% = C+	68-69% = D+	59% or less = F
90-93% = A-	84-87% = B	74-77% = C	64-67% = D	
	80-83% = B-	70-73% = C-	60-63% = D-	

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3. Examination and grading: There will be four written reports, two in-class presentations, and an outline and final paper on a topic relevant to the course content. In addition, the student's active and informed participation is expected and will be counted as part of the final grade. The average grade for the written reports will be 20%, oral presentations 25%, class participation 20%, outline of final paper 10%, and the final paper 25%.

4. Attendance policy: You're allowed **2 absences** in the semester without penalty; every absence in excess of the 2 absences allowed will lower your final grade by one-half grade (example: from B+ to B). Therefore, having more than two absences and not participating in class discussions will negatively affect your final grade. Official university policy recognizes certain categories of absence as "excusable," upon the presentation of proper documentation to the course instructor. The following are the most frequently-recognized categories of "excusable" absence (upon presenting sufficient documentation, as requested by the course instructor):

* Observance of religious holidays. * Military service or other military obligations. * Doctor's visits or true medical emergencies, including severe contagious illness (such as influenza) for which you are under a doctor's care and have proper medical documentation. * Jury duty and/or other court-related appearances. * Documented appointment requiring your in-person appearance at a government embassy, consulate, or other official government office/location. * Prior approved and properly documented University-sponsored activities (athletic, academic, student government, musical and theatrical performances, and debate activities, etc.) that demand your presence.

5. Policy on missed assignments/oral presentations: Make-ups for missed assignments or oral presentations will be given only if there is a certified just cause, such as illness or jury duty (See the list provided in 4 above), upon **prompt and proper documentation**. You must present the required documentation to your professor as soon as possible but no later than the following class meeting.

6. Written reports: Submit all written reports in APA format and include a formal bibliography of any sources used, including the textbook. The length of these written papers should be about 4-5 pages. Further instructions for the reports are found on the Canvas course site. To get the best possible grade on your paper, please follow this format closely.

7. Outline and proposal of final paper: By the 10th week of classes, each student will present to the professor the following items: (a) A proposal in prose of her/his chosen topic for the final paper, (b) An outline of the paper, and (c) On a separate page, a bibliography of **no less than 10 references** written using APA style guidelines. The length of the final paper to be turned in should be about 16 pages (including bibliography).

Final papers are due on MAY 3 (Wednesday) with no exceptions.

8. Oral presentations: Do not just present an overview of what we all have read; your presentation should complement and expand on what we already know. Please refer to the rubric posted on Canvas for specific grading criteria.

9. Electronic devices in the classroom: University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled [and put away] in class sessions." If you must keep your device on for emergencies, it must be set to "vibrate."

10. Plagiarism or cheating of any kind is completely unacceptable in this course. Students who engage in plagiarism or any form of academic dishonesty will be penalized accordingly. See below:

Code of Academic Integrity policy statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

ACADEMIC DISHONESTY ON ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE

11. Disability Policy Statement:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

12. CAPS statement:

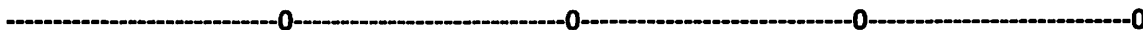
Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services -- individual counseling, support meetings, and psychiatric services, to name a few -- offered to help improve and maintain emotional wellbeing. For more information, go to <http://www.fau.edu/counseling/>.

COURSE CALENDAR (SUBJECT TO CHANGE)

WEEK 1 (1/11) --	Introduction to course; endangered languages of Australia Organizing for oral presentations
WEEK 2 (1/18) --	Where have all the languages gone? <u>Readings:</u> Ch. 1 (textbook); K. Hale et al.: Endangered languages
WEEK 3 (1/25) --	A world of linguistic diversity; Another view on endangered languages; response to Another view... <u>Readings:</u> Ch. 2 (text); Ladefoged: Another view...; Dorian: Response to Ladefoged
WEEK 4 (2/1) --	Lost words/Lost worlds; endangered languages & their complexity <u>Readings:</u> Ch. 3 (text); Mendoza: P'urhepecha; Hollenbach: Mixtecan Oral presentations start Report 1 due
WEEK 5 (2/8) --	Ecology of language; involuntary language loss <u>Readings:</u> Ch. 4 (text); Hinton: Involuntary language loss

WEEK 6 (2/15) --	The biological wave <u>Readings:</u> Ch. 5 (text)
WEEK 7 (2/22) --	The economic wave; language as a human right <u>Readings:</u> Ch. 6 (text); Skutnabb-Kangas & Phillipson: Linguistic human rights Report 2 due
WEEK 8 (3/1) --	Why something should be done <u>Readings:</u> Ch. 7 (text)
WEEK 9	SPRING BREAK (3/6-3/12)
WEEK 10 (3/15) --	Linguistic documentation <u>Readings:</u> Himmelmann: Documentary and descriptive linguistics; Fishman, How threatened is 'threatened'? Outline and proposal of final paper due
WEEK 11 (3/22) --	Sustainable futures; revitalization efforts <u>Readings:</u> Ch. 8 (text); L. Hinton: Language revitalization: An overview Report 3 due
WEEK 12 (3/29) --	Examples of language revitalization <u>Readings:</u> Hinton, Introduction to revitalization of national indigenous languages; King, Maori revitalization; Wilson & Kamana, Hawaiian revitalization
WEEK 13 (4/5) --	Writing systems; keeping languages alive <u>Readings:</u> L. Hinton: Orthography Wars; Hinton: Flutes of Fire (Ch. 20, 21, 22 & Afterword)
WEEK 14 (4/12) --	Language activists and linguists <u>Readings:</u> K. Rice: Must there be two solitudes? Report 4 due
Week 15 (4/19)	Concluding thoughts Final oral presentations

FINAL PAPER DUE: Wednesday, MAY 3, 2:00-4:50 PM: Final class meeting.



LIST OF READINGS:

Dorian, N. C. (1993). A response to Ladefoged's other view of endangered languages. *Language*, 69(3), 575-579.

Fishman, J. (1991). How threatened is 'threatened'? In *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages* (pp. 81-121). Philadelphia, PA: Multilingual Matters LTD.

Hale, K., Krauss, M., Watahomigie, L. J., Yamamoto, A. Y., Craig, C., LaVerne Masayesva, J., & England, N. C. (1992). Endangered languages. *Language*, 68(1), 1-42.

Himmelmann, N. P. (1998). Documentary and descriptive linguistics. *Linguistics* 36, 161-195.

Hinton, L. (1996). *Flutes of fire. Essays on California Indian Languages* (Ch 20, 21, 22 & Afterword). Berkeley, CA: Heyday Books.

Hinton, L. (1999). Involuntary language loss among immigrants: Asian-American linguistic autobiographies. In J. E. Alatis & A. Tan (Eds.), *Georgetown University Round Table on Language and Linguistics: Language in our time* (pp. 203-252). Washington, D. C.: Georgetown UP.

Hinton, L. (2001). Language revitalization: An overview. In L. Hinton & K. Hale (Eds.), *The greenbook of language revitalization in practice* (pp. 3-18). New York: Academic Press.

Hinton, L. (2001). Introduction to revitalization of national indigenous languages. In L. Hinton & K. Hale (Eds.), *The greenbook of language revitalization in practice* (pp. 101-102). New York: Academic Press.

Hinton, L. (2014). *Orthography wars*. In M. Cahill and K. Rice (Eds.), *Developing orthographies for unwritten languages* (pp. 139-168). Dallas, TX: SIL International.

Hollenbach, B. E. (1995). Semantic and syntactic extensions of body-part terms in Mixtecan: The case of 'face' and 'foot'. *International Journal of American Linguistics*, 61(2), 168-190.

King, J. (2001). Te Kohanga Reo. Maori language revitalization. In L. Hinton & K. Hale (Eds.), *The greenbook of language revitalization in practice* (pp. 118-128). New York: Academic Press.

Ladefoged, P. (1992). Another view of endangered languages. *Language*, 68(4), 809-811.

Mendoza, M. (2012). Spatial language in Tarascan: Body parts, shape, and the grammar of location. In Zhenya Antic, Charles B. Chang, Emily S. Cibelli, Jisup Hong, Michael J. Houser, Clare S. Sandy, Maziar Toosarvandani, & Yao Yao (Eds.), *Proceedings of the thirty-second annual meeting of the Berkeley Linguistics Society* (pp. 237-249). Berkeley, CA: Berkeley Linguistics Society.

Phillipson, R., Rannut, M., Skutnabb-Kangas, T. (1994). Introduction. In T. Skutnabb-Kangas, M. Rannut, & R. Phillipson (Eds.), *Linguistic human rights. Overcoming linguistic discrimination* (pp. 1-22). New York/Berlin: Mouton de Gruyter.

Rice, K. (2009). Must there be two solitudes? Language activists and linguists working together. In J. Reyhner & L. Lockard (Eds.), *Indigenous language revitalization: Encouragement, guidance & lessons learned* (pp. 37-59). Flagstaff, AZ: Northern Arizona University.

Wilson, W. H. & Kamana, K. (2001). Mai Loko Mai Oka 'I'ni: Proceeding from a dream. The 'Aha Punana Leo connection in Hawaiian language revitalization. In L. Hinton & K. Hale (Eds.), *The greenbook of language revitalization in practice* (pp. 146-176). New York: Academic Press.