Instructor information
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Office hours are Thursdays, 4-5pm and by appointment

Course information
Thursdays, 5:00-8:00pm
January 8 - April 2, 2015
OISE 4-420
Final assignment is due Thursday, April 9, 2015

Course description and objectives
The purpose of this course is to provide a foundation in the applied linguistic field of language planning and policy (LPP).

This opening sentence is deceptively simple. On the one hand, it is possible to locate the origins of language policy as a subfield within applied linguistics dating back some 50 years, and coming of age as a discipline unto itself within the last 25 years. On the other hand, it would be inaccurate to restrict language policy analysis merely to applied linguistic perspectives. Not only have applied linguists branched out to include other disciplinary traditions in their study of language policy. But also, scholars from other disciplines have long concerned themselves with questions of language policy.

As much as is feasible in 12 weeks, this course presents the field with all its disciplinary, epistemological, theoretical, methodological, and content variation, while also honouring the field’s roots in applied linguistics.

The readings we take up will vary in terms of:

● how they define what language policies are (and aren’t);
● how they decide who gets to make language policies, and for whom they are made;
● how they decide where policies get made (e.g., at school, at home, at work, within a government building…);
● which language(s) they explore (e.g. second languages, aboriginal languages, foreign languages, heritage languages, signed languages);
• where they locate their study (e.g., in Canada or international contexts); and
• how they design their study overall.

After actively engaging in this course and its readings and assignments, you should be able to:

1. articulate the difference (and, sometimes, the tension) between studying formal and informal language policies;
2. take a stance on both the dominant findings and the new directions emerging in the field;
3. understand the breadth of possibilities for analyzing language policies;
4. conduct a mini-case study of a language policy in your life;
5. draft a proposal for a more substantial investigation of a language policy in your life; and
6. communicate to others (your colleagues, formal policy makers, your family, your community, your classmates) why the language policy from the previous point matters.

Books and materials

Required


• You will need access to a laptop or tablet for every class session, as we will use the course wiki extensively.

• See the schedule on the course wiki for additional required readings from journal articles and edited volumes. All additional readings will be provided through the wiki (journal articles are hyperlinked, book chapters are uploaded as pdf files directly to the wiki).

Recommended


• You can also consult the [Purdue University OWL site](https://owl.english.purdue.edu/owl/) for quick tips on APA formatting.
**Major Assignments**

**Active preparation for and participation in the course (10%)**
I understand that instructors at OISE are not allowed to base grades on attendance. Nevertheless, I do not see how it is possible to successfully meet the course objectives described above without thoroughly preparing for each class session, arriving to each class session on time and with all the materials needed for that session, and actively engaging with me and your peers during the session itself.

We all have been or still are teachers, so we know what to do if we have to miss a class, arrive late, or leave early. If you’re not sure what to do, then ask in advance, not after the fact.

**Article Responses (2 x 10% for 20%)**
For most weeks, I’ve listed two different kinds of readings. I’ve assigned some readings for everyone. And I’ve listed 3-4 items per week, usually, from which you should choose.

Twice during the term, I will ask you to craft a written response to the item(s) you have chosen to read. You should design this response *pedagogically*. This means, the purpose of the article response is not solely to summarize what the reading(s) said, or to provide evidence to me that you read it. Rather, the purpose of the article response is to help the others in the class who did not read that item understand what it was about.

You should do this by:

- communicating the key ideas, insights and arguments presented in the reading;
- identifying strengths and weaknesses in the reading; and
- making connections between the reading and your overall thinking on the topic.

I imagine it would take about 2 pages (or about 500-700 words) to respond effectively to the prompts above.

Please see the course schedule with the specific due dates. Complete information on the assignment is listed on the [Projects home page](#) of the course wiki.

**Mini Case Study (20%)**
The purpose of this assignment is to identify and better understand the many language policies that shape our daily life. This assignment adopts a broad definition of language policy, one that not only considers formal policies decided by official people, but also the policies we establish through daily social practice. This means, then, that we encounter and respond to a number of language policies on a day-to-day basis that
we do not always recognize as such. In this way, this mini case study is really an opportunity for you to conduct a mini ethnography of language policy.

Please see the relevant course wiki page with further explanation of this assignment, an example, and specific due dates.

**Final paper: A language policy research proposal (50%)**

This final assignment has two purposes. The first is to consolidate what you have learned in the course about definitions of, approaches to, and methods for studying language policy. The second is to explore in greater detail how studying language policy can enrich your professional and/or academic practice.

This final project is broken down into a number of steps. The due dates for each step are scattered across the term. This scaffolded approach to the project is intended to make the work more manageable for you. My experience with this scaffolded approach is that it leads to higher quality work, which is of course better for both of us. Please see the project home page for complete details of this assignment.

**Evaluation**

Here is the official narrative description of grades at OISE:

1) The grading system has a primary classification of A, B, and FZ, which have the following meanings:
   - A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
   - B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
   - FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(Original document [here](#))

**This pdf** I found when I googled “OISE grades” revealed a bit more detail:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>90-100%</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>85-89%</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>80-84%</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>77-79%</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>73-76%</td>
</tr>
</tbody>
</table>
Beyond these general grading scales, I have provided detailed evaluation rubrics for each of the major assignments in the course. You can find them on the respective wiki pages: article responses, mini-case study, and the final project.

Finally, I approach evaluation with the assumption that you’ll do your best work every time, and that your primary focus in graduate education is on learning, not on marks.

Policies and resources

Class composition
It is important to note that we come into this course from diverse linguistic and cultural backgrounds. As well, we will be positioned within different educational and professional backgrounds and trajectories, and, as students, you are all pursuing distinct academic programming and streams (i.e. M.Ed, MA, MT, & PhD). Therefore, the composition of our class reflects varied experiences, interests, and needs. My job as the instructor is to make sure that we all can access and engage the course from these different backgrounds and perspectives, and to ensure that everyone feels comfortable and confident in expressing themselves. Your job as the student is not so very different, although I’d phrase it differently. I see your job as recognizing when you should step up and lead a conversation or activity based on specific knowledge, experience, and insights you have, and when you should step back and let others take the lead.

Academic Support Services
If you are living and working with a disability (physical, sensory, a learning disability or a mental health condition, temporary or long-term), Accessibility Services will provide services for self-advocacy and academic skills: http://www.accessibility.utoronto.ca/. If you choose to discuss any challenges or disabilities with me, I will also do my best to enhance your learning experiences in this course.

If you are an international student, you might find useful services to support your grad studies at the International Student Center: http://www.studentlife.utoronto.ca/international.aspx.

If you are aboriginal, make sure you check out the services available at First Nations House. http://www.studentlife.utoronto.ca/aboriginal.aspx
There is an expectation that this course will be a positive space for all sexual and gender identities. [http://www.positivespace.utoronto.ca/site5.aspx](http://www.positivespace.utoronto.ca/site5.aspx)

The use of gender neutral pronouns is welcomed in this course. This means not assuming that everyone refers to themselves as ‘he’ or ‘she’, some people use they, ze, e, yo as their pronouns. In this course we welcome and respect each individual’s chosen pronouns and everyone is expected to become familiar with gender neutral pronouns generally. [http://en.wikipedia.org/wiki/Gender-neutral_pronoun#English](http://en.wikipedia.org/wiki/Gender-neutral_pronoun#English)

**Academic Integrity**

In the University of Toronto Code of Behaviour on Academic Matters, it is an offence for a student “to represent as one’s own any idea or expression of an idea or work of another in academic examination or term test or another form of academic work.” Whether quoting original work or adapting it, always cite the source, be this from an article in an academic journal or a curriculum document on a Ministry Website. For reference, see handouts “How Not to Plagiarize” at [www.utoronto.ca/writing/plagsep.html](http://www.utoronto.ca/writing/plagsep.html) and “Standard Documentation Formats” [www.utoronto.ca/writing/document.html](http://www.utoronto.ca/writing/document.html).

Moreover, the university has compiled this helpful resource on the [perils and pitfalls of academic integrity](http://www.utoronto.ca/writing/document.html). It lists a number of common issues related to academic integrity, provides excerpts from official policy, examples of the issue, explanations of how that example relates to the issue, and a number of strategies and tips for avoiding the problem.

This information is provided to you on this syllabus as a resource. Moreover, you will see on the course calendar where we will explicitly address academic integrity as it relates to course assignments and writing. The expectation is that you will take the time to familiarize yourself with the issue of academic integrity.

*Given these resources and the explicit discussion we will have, if a specific concern arises, “I didn’t know how that worked” will not constitute an acceptable response.*

**OISE Student Success Centre (OSSC)**

[http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_%28OSSC%29/index.html](http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_%28OSSC%29/index.html)

In regards to Writing Skills the OISE Student Success Centre offers face-to-face, email or phone appointments for help with:

- Academic Writing: planning, organizing, writing and revising academic papers such as essays, MRP’s, theses, dissertations, manuscripts for publication, funding applications, lesson plans, portfolios, personal journal entries, etc.
○ English Language Proficiency Improvement: grammar, oral communication, listening, reading, pronunciation, etc.

SGS English Language and Writing Support Centre
http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx

ELWS offers five types of support designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, writing intensives, and a list of additional resources for academic writing and speaking.

Please see the Current Students page on the OISE website, as well, for additional resources and support services in place for you.
## Syllabus & Course Schedule

Click [here](http://ctl3018lpp.wikispaces.com/Syllabus+%26+Course+Schedule?f=print) to view the syllabus

### Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>What's On</th>
<th>What's Due</th>
</tr>
</thead>
</table>
| 1    | January 8 | Introduction to course, course themes, and each other  
Orientation to wiki site  
Discussion on academic integrity | Everyone reads DCJ, Language Policy, Chapter 1  
Cassels Johnson_Ch1.pdf  
Details Download 717 KB |
|      |      | Because some of you have a writing assignment due already next week, I'll take some time in this first session to talk about academic integrity and plagiarism. I'll dismiss class a few minutes early; those who would like to stay for this discussion are invited to. |
| 2    | January 15 | Theoretical development and framing of the field of Language Planning and Policy | Everyone reads:  
DCJ, Language Policy, Chapter 2  
Group A article response 1  
Click on "projects," then "article responses" then "group A" then "January 15" to upload your response. |
| 3    | January 22 | Historical methods of language policy analysis | Everyone reads:  
DCJ, Language Policy, Chapter 5, pp. 121-127  
Wiley_comp_hist_analysis.pdf  
Details Download 2 MB |
|      |      | Choose one of the following:  
Tollefson_2002_Yugo.pdf  
Details Download 1 MB |
| 4    | January 29 | Ethnographic methods of language policy analysis | Everyone reads:  
Group B article response 1  
Click on "projects," then "article responses" then "group A" then "January 22" to upload your response. |
<table>
<thead>
<tr>
<th>5 February 5</th>
<th>Discourse analytical methods of language policy analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone reads:</td>
<td></td>
</tr>
<tr>
<td>- DCJ, Language Policy, Chapter 5, pp. 152-168</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following:


Group A mini-case study

- Click on "projects," then under "mini case study" click on "description and evaluation" for detailed instructions on the assignment.
- Click on "projects" then, under "mini case study" click on "Group A" to upload your work

<table>
<thead>
<tr>
<th>6 February 12</th>
<th>Legal- and media-oriented language policy analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone reads:</td>
<td></td>
</tr>
<tr>
<td>- DCJ, Language Policy, Chapter 5, pp. 128-143</td>
<td></td>
</tr>
</tbody>
</table>

Final paper step 1: topic description and research question

- Click on "projects" then, under "mini case study" click on "description and evaluation" for detailed instructions on the assignment.
- Click on "projects" then, under "mini case study" click on "Group B" to upload your work

<table>
<thead>
<tr>
<th>7 February 19</th>
<th>Dominant themes in LP research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone reads:</td>
<td></td>
</tr>
<tr>
<td>- DCJ, Language Policy, Chapter 4, pp. 96-118</td>
<td></td>
</tr>
</tbody>
</table>
Choose two of the following:


Group C mini-case study

- Click on "projects" then, under "mini case study" click on "description and evaluation" for detailed instructions on the assignment.

- Click on "projects" then, under "mini case study" click on "Group C" to upload your work.

**February 26**

- Teachers as language policy actors

Everyone reads:


Choose two of the following:


**March 5**

- Medium of instruction language policies

Everyone reads:


Group B article response 2

**March 12**

- Language policy mechanisms

Everyone reads:

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 19</td>
<td>(no class - March break)</td>
</tr>
<tr>
<td>March 26</td>
<td>New directions, part 1: Political theory and political science</td>
</tr>
<tr>
<td></td>
<td>Special issue of <em>Language Policy</em>, November 2014 (click <a href="http://simplelink.library.utoronto.ca/url.cfm/457673">here</a> for issue, if you aren't already)</td>
</tr>
<tr>
<td></td>
<td>everyone reads the introductory article</td>
</tr>
<tr>
<td></td>
<td>everyone picks one of the remaining articles on the topic</td>
</tr>
<tr>
<td></td>
<td>Introductory chapter from Sonntag and Cardinal, forthcoming</td>
</tr>
<tr>
<td>April 2</td>
<td>New directions, part 2: global political economy</td>
</tr>
<tr>
<td></td>
<td>everyone reads Ricento’s opening chapter</td>
</tr>
<tr>
<td></td>
<td>everyone reads Bale’s chapter</td>
</tr>
<tr>
<td></td>
<td>everyone picks one remaining chapter to read</td>
</tr>
<tr>
<td>April 9</td>
<td>(no class tonight)</td>
</tr>
<tr>
<td></td>
<td>Final paper step 4: final draft due</td>
</tr>
</tbody>
</table>