Languages, with their complex implications for identity, communication, social integration, education and development, are of strategic importance for people and planet. Yet, due to globalization processes, they are increasingly under threat, or disappearing altogether. When languages fade, so does the world's rich tapestry of cultural diversity. Opportunities, traditions, memory, unique modes of thinking and expression — valuable resources for ensuring a better future — are also lost.  

(UNESCO International Mother Language Day, February 21 annually)

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

Office hours and contact information

leora.bar-el@umontana.edu (she/her/hers)

Weekly online office hours (Mountain Time) — Zoom link

- Mondays 11am-12pm
- Thursdays 4pm-5pm
- Fridays 2pm-3pm
- and by appointment (see below)

For other meeting times, use my online scheduler. Available meeting times will be updated weekly. You are welcome to sign-up for a meeting slot up to 24hrs before a selected time.

Course meeting times and modality
Tuesdays/Thursdays  2pm-3:20pm
Zoom [link posted on Moodle]

Course description
There are over 6000 languages spoken across the world today. By some estimates, 50-90% of the world's languages will no longer be spoken by the end of this century. In this course we examine (i) diversity of the world’s languages (e.g., how we count languages, where they are spoken, how they relate to each other, how languages change, the value of diversity, etc.), (ii) language endangerment (e.g., why languages become endangered, how endangerment is assessed, why it matters, etc.), and (iii) responses to language endangerment (e.g., language documentation, language revitalization, institutional and community responses, etc.).

Prerequisites
This course has no prerequisites, though an interest in language(s) is an asset!

General Education Group X & Intermediate Writing designations
This course satisfies the General Education Group X requirement – Cultural and International Diversity, as well as the General Education Intermediate Writing requirement.

Moodle
This course has an online supplement Moodle site (click on Moodle NetID Login).

Technical Support
UMOnline: 406-243-4999 or toll-free 866-225-1641; email; website
IT Central: 406-243-4357; e-mail; website
Course Structure
Class meetings will include lectures, discussions of assigned readings, small group discussions, guest lectures, and other activities, etc. We will meet synchronously as a group on Zoom each week. We will also explore different ways of engaging with the course material and each other. Some weeks you may be completing some course work and engaging with each other asynchronously. Some weeks I may divide the class into two groups and meet with one group in Tuesday’s class meeting time and the other group in Thursday’s class meeting time. Weekly plans will be discussed in class and updated on Moodle. A Zoom code of conduct will be discussed.

Recording Policy: To ensure free and open discussion, our class meetings will not be recorded. Students do not have permission to record our class meetings either. Materials presented in class will be available on Moodle. These materials are for educational purposes only and cannot be modified, copied or distributed. Occasionally I may record a lecture and post it on Moodle. Students do not have permission to download, record or otherwise capture these videos.

Learning Outcomes
This course is designed to help you achieve the following learning outcomes:

• Become familiar with the different ways of understanding linguistic diversity
• Understand how languages shift and become endangered, and how endangerment is assessed
• Understand the value of linguistic diversity to linguists, communities, and humanity as a whole
• Become familiar with some of the ways in which individuals, communities and institutions are responding to the threat to linguistic diversity
• Learn about the goals and methods of language documentation
• Understand some of the ways in which communities are revitalizing their languages, including the challenges and successes.

Learning Outcomes: Writing
This course is an Intermediate Writing course. The writing activities in this course are designed to help you be able to develop the following skills:

• Compose written documents that are appropriate for a given audience or purpose
• Formulate and express opinions and ideas in writing
• Use writing to learn and synthesize new concepts
• Revise written work based on constructive feedback
• Find, evaluate, and use information effectively
• Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
• Demonstrate appropriate English language usage

Learning Outcomes: General Education Group X – Cultural and International Diversity
This course has the General Education Group X designation – Cultural and International Diversity. This course is designed to help you be able to develop the following skills:

• Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives
• Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments
• Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century

This course counts towards:

• The major and minor in Linguistics. If you’d like to learn more visit the Linguistics Program website.
• The major and minor in Anthropology, along with the Linguistics Option of the Anthropology BA. If you’d like to learn more visit the Department of Anthropology website.
• You are also welcome to speak with me about these programs.
Assessment

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Short assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Summaries</td>
<td>10%</td>
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<tr>
<td>Responses</td>
<td>10%</td>
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<tr>
<td>Peer feedback</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Language report</td>
<td>20%</td>
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<tr>
<td>Outreach assignment</td>
<td>10%</td>
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</tbody>
</table>

- **PARTICIPATION**: You are required to attend every class, come to class prepared, having completed the assigned readings, assignments, etc., and actively participate in class discussions and activities on a regular basis. Unexcused absence or lateness will result in deductions to your participation grade.

- **SHORT ASSIGNMENTS**: Throughout the semester, you will complete a variety of short assignments, primarily based on, but not restricted to, our course readings. These assignments may include: preparing discussion questions, composing responses to a reading, compiling examples, exploring resources, informal presentations, etc.

- **SUMMARIES**: You will write two reading summaries over the course of the semester. Summaries must be uploaded to Moodle by 2pm Mountain Time (before class) on the day that the reading is scheduled to be discussed in class. Further details will be provided.

- **RESPONSES**: You will write two reading responses over the course of the semester. Further details will be provided.

- **PEER FEEDBACK**: Peer feedback is extremely valuable and is beneficial for both the individual receiving the feedback, as well as the individual providing it. You will be providing structured peer feedback to each other on some of your assessed work throughout the semester.

- **LANGUAGE REPORT**: You will choose an endangered language and, using a range of resources, write a report on that language. Instructions about what should be included in your report will be provided. Your report will draw on the aspects of linguistic diversity and language endangerment covered throughout the course. Reports must be uploaded to Moodle by 9am Tuesday April 27.

- **PRESENTATION**: You will give a brief presentation based on your language report in Week 14 of the semester. Instructions about the content and structure of your presentations will be provided.

- **OUTREACH ASSIGNMENT**: Information about linguistic diversity and language endangerment is scant among the general public. These topics also suffer from widespread misinformation. Linguists and others are trying to address these gaps and inconsistencies to better inform the wider world about these issues. We will explore some of these strategies and you will complete an assignment designed to educate the public.

### Grading criteria

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<td>B-</td>
<td>80-82%</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>60-62%</td>
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### Required readings

- The required readings for this course will be downloadable or linked to from our course Moodle site. See the schedule and reading list for details.

### Mansfield Library

- As a result of restrictions at the Mansfield Library due to COVID-19, I have not set up course reserves this semester. We can discuss as a class whether setting up course reserves for our course would be beneficial.

- The library has a variety of relevant books in its collection. Links to ebooks in the collection will be available on Moodle. You may need to login to your library account and/or create an Ebook Central account for access to some of the available sources.

### Other resources

- Other relevant materials may be introduced during the course and posted or linked to on Moodle where possible. You are always welcome to come speak to me about advice on materials to consult.
UM Writing and Public Speaking Center
The University of Montana Writing and Public Speaking Center provides one-on-one tutoring to students from any discipline, and at any level, as they write or prepare presentations for any course. Welcoming all students, the center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. To make an appointment and learn more about the center, visit their website.

Participation in the University-wide Program-level Writing Assessment
As an intermediate writing course, this course participates in the University-wide Program-level Writing Assessment (UPWA). Our course requires an electronic submission of an assignment stripped of your personal information to be used for educational research and assessment of the university’s writing program. Your assignment will be stored in a database. A random selection of student papers will be assessed by a group of faculty using a rubric developed from the writing learning outcomes listed in this syllabus. This assessment in no way affects either your grade or your progression at the university. Further information will be made available during the semester.

Course Policies and Procedures
- ATTENDANCE: You are expected to attend every class and be an active participant. Unexcused lateness or absences will result in deductions to your grade. You are responsible for any missed material.
- RESPECT YOUR CLASSMATES: Arrive to class on time. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, be courteous and avoid being disruptive. If you anticipate being late to class regularly (e.g., due to a work schedule), inform me as soon as possible.
- STUDENT CONDUCT CODE: You are expected to be familiar with the University of Montana Student Conduct Code, which is downloadable from the Community Standards webpage. You are also expected to be familiar with the University of Montana Academic Policies and Procedures, which can be found on the Academic Policies and Procedures webpage.
- E-MAIL: Course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Check your UM e-mail account often. You are responsible for ensuring that you are able to receive any course information circulated by e-mail.
- TECHNICAL REQUIREMENTS: Using the Moodle learning environment requires your computer to be set up to view and download documents (.pptx, .pspx, .docx,.pdf), webpages, etc. More information can be found on the UMOline student support website. Contact UMOnline for assistance: 406-243-4999 or toll-free 866-225-1641; UMOline technical support e-mail address. If you are new to the Moodle Learning Environment, please visit UMOnline, follow the Moodle NedID Login link, and once you have logged in, check out the Student Resources in the Tools for Success section. Great News! UM students get access to a free license of Microsoft Office 365 ProPlus.
- SUBMITTING GRADED WORK: Unless otherwise noted, assessed work must be typed and uploaded to the relevant section of Moodle as .pdf or .docx files.
- COURSE ACCOMMODATION: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you have a disability that adversely affects your academic performance, and you have not yet registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243 to do so. If you are already working with Disability Services your responsibilities are to contact me as soon as possible to request accommodation. I will work with you and DSS to discuss reasonable and appropriate accommodations. Please note that it is essential that you contact me early in the semester in order to request accommodation. Delays in requests may impact my ability to provide accommodations. Visit the Disability Services for Students website for more information.
• **CULTURAL AND CEREMONIAL LEAVE (see Academic Policies and Procedures)** "Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor."

**Academic honesty**
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students must be familiar with the Student Conduct Code. You are welcome (and encouraged!) to work together with classmates, but you must write up your submitted work on your own.

**Basic Needs**
Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:
- The **UM Food Pantry** is located in UC 119. Emergency food for students can be accessed from there and from satellite food cupboards across campus.
- The **ASUM Renter Center** offers information, support and referrals for UM students at risk of homelessness or food insecurity.
- **TRiO Student Support Services** serves UM students who are low-income, first-generation college students, or have documented disabilities. Services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility online.

**Coronavirus**
In the Spring 2021 semester, we find ourselves continuing to navigate the challenges of a global pandemic. Although the modality of our course is remote, it is important to be aware of campus operations, expectations and resources to help you navigate the semester. If you have questions, please ask.
- (Re-)Familiarize yourself with the **UM Mask Policy**.
- (Re-)Familiarize yourself with the locations of hand sanitizer and disinfectant “refill” stations.
- Watch for signage on campus and be mindful of social distancing.
- Self-assess your health regularly. Stay home if you feel sick and/or if you develop COVID-19 symptoms. Contact **Curry Health Center** (406) 243-4330 if you develop symptoms.
- Remain vigilant on and off campus to help mitigate the spread of COVID-19.
- Stay informed and up-to-date:
  - UM Coronavirus Updates
  - UM COVID Operations Plan
  - UM Keep on Learning
  - UM Coronavirus student info page
  - Curry Health Center COVID-19 Information

Protect yourselves and each other. We are all in this together.

**Remote Learning Spaces**
To accommodate students who may not have adequate WiFi in their homes, or for other reasons may want access to space on campus for remote learning, the **Remote Learning on Campus website** lists the days, times and capacities of spaces available on campus for remote learning. Social distancing and mask requirements are in effect. Please use headphones in these spaces and be mindful of other students working in these spaces.

**Student Support for Online and Remote Learning**
UMOnline has compiled a list of focused resources to support online and remote students. The list includes resources, strategies and links related to the many facets of student life: academic, staying connected, and personal well-being. This list is available on our course Moodle site (in the Welcome Section) and can also be downloaded as a pdf file from the same page.
## Proposed Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics/Activities</th>
<th>Readings* and Deadlines**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Introduction, overview, perspectives</strong></td>
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</table>
| 1 | Jan 11-15 | Introduction & course overview  
Language from a linguistic perspective | Denham & Lobeck 2013  
Intro questionnaires due Thurs 1/14 @2pm |
| **Part II: Linguistic Diversity** | | | |
| 2 | Jan 18-22 | Diversity: an overview  
Counting and inventorying languages | Nettle & Romaine 2000, Anderson 2012, Drude 2018 |
| 3 | Jan 25-29 | Genetic classification of languages  
Typological classification of languages | Lyovin et al. 2017 |
| 4 | Feb 1-5 | Appreciating diversity | Mithun 2004, Pullum 1991  
Summary 1 due |
| **Part III: Language Endangerment** | | | |
| 5 | Feb 8-12 | What is language endangerment? How does it happen? How is it assessed? | Austin & Sallabank 2011, Lee & Way 2018 |
Hinton 2013, LD&C  
Response 1 due |
| 7 | Feb 22-26 | Discourses of lg endangerment | Hill 2002, Davis 2017, Lüpke 2019  
Summary 2 due |
| **Part IV: Responses to language endangerment** | | | |
| 8 | Mar 1-5 | Language documentation  
**No Class March 4** | Woodbury 2011/Rhodes & Campbell 2018,  
Selected case studies |
| 9 | Mar 8-12 | Language revitalization | Hinton 2011/2018, Selected case studies  
Response 2 due |
| 10 | Mar 15-19 | No Class March 16  
Responses (cont’d) | Baldwin & Costa 2018, Selected case studies |
| 11 | Mar 22-26 | Talking to the public | TBD |
| 12 | Mar 29-  
Apr 2 | Further issues in responding to lg endangerment | TBD  
Outreach assignment due |
| **Part V: Taking stock, remaining questions, looking ahead** | | | |
| 13 | Apr 5-9 | TBD | TBD |
| 14 | Apr 12-16 | Student presentations | Presentation feedback |
| 15 | Apr 9-23 | Course Wrap-up | |

Language reports due by 9am Tuesday April 27

* Additional readings may be assigned, and readings/topics may be rescheduled. Readings will be posted or linked to on Moodle. You are expected to seek out and consult other resources for assignments throughout the semester. Updates will be announced in class and on Moodle.

** Short assignments are due throughout the semester and will be announced in class and posted on Moodle. Summary/response/language report drafts and peer feedback deadlines will be announced in class and posted on Moodle.

This syllabus is subject to change

Changes will be announced in class and updated on Moodle