

**Trinity Western University  
and Association of Canadian Theological Schools  
FALL 2009  
COURSE SYLLABUS**

**LIN/G 583 OL: Language Programs Design and Management (3 sem. hrs.)**

**PREREQUISITES:** LING 210

**COURSE OBJECTIVES:**

This course trains persons who are preparing to serve local communities in the development of written material in vernacular languages. By the end of the course, students will be able to:

1. Describe various techniques for conducting and interpreting sociolinguistic research.
2. Explain the various aspects of a language program, including linguistic and cultural research, translation projects, and literacy and literature promotion.
3. Conduct research and report findings, identifying the ways in which a language program would both affect and be affected by specific national and local level factors.
4. Apply such research to the design of a specific language program, choosing appropriate goals, strategies and activities.
5. Adopt an attitude of service toward and partnership with other entities and host communities, anticipating interdependence and networking in the ongoing language program.
6. Identify principles relevant to training nationals.

**REQUIRED TEXT:**

Sociolinguistics Bookshelf and Scripture Use Bookshelf (in [LinguaLinksLibrary](#))

**COURSE ACTIVITIES DESCRIPTION:**

This course investigates the sociolinguistic and background factors upon which a language development program for speakers of vernacular languages may be based. Students learn how to design a program focused on community impact, and to consider steps for implementing such a program effectively in partnership with others.

**COURSE REQUIREMENTS**

1. **READINGS:** There will be reading assignments for most of the topics covered. Each reading will ask for some kind of response due at the end of each module. Besides the topical readings, each student will be expected to select one additional article on which to write a 2 - 4 page (double-spaced) report.  
Suggested topics for additional reading assignment:
  - a. Building sustainable programs
  - b. Working in partnerships (churches/missions/government and/or community infrastructures)

- c. Language assessment for language development programs
- d. Impact of multilingualism on vernacular languages
  - i. Endangered languages
  - ii. Language shift and death
  - iii. Language revival
  - iv. Attitudes and domains of use
- e. Education issues having to do with vernacular language development
- f. Program design and management
- g. Non-print media applications / Orality issues
- h. Funding issues for language projects

If you are interested in a topic not on this list, please discuss it with your instructor first.

**For an article review** - The aim is to present enough information to inform (a prospective reader of the review) concerning the basic content. In reviewing the publication, you will also make evaluative comments as to whether or not the author effectively presented his/her material. You should also make comments on what you found to be particularly interesting or helpful and for what reasons.

2. **FOUR-STAGE RESEARCH PROJECT.** These build on each other:
  - Stage 1. National level research and summary of key factors
  - Stage 2. Local level research and summary of key factors
  - Stage 3. The Long-term Program Plan
  - Stage 4. The Short-term Program (one year) Plan
 These projects are described and instructions given within the module in which they are due.
3. **FINAL EXAM:**  
 When all reading responses and assignments have been received, the instructor will send, via email, questions upon which the student can base a timed, integrative response covering course material.

**Determination Of Final Semester Grade:**

Stage 1	National Level Projects	15%
Stage 2	Local Level Projects	15%
Stage 3	Long-term program plan	20%
Stage 4	Short-term program plan	15%
Reading Responses and Assignments		20%
Final Exam		15%

**Grading:** The grading scale will be as follows:

- A -- 90-100%
- B -- 80-89%
- C -- 70-79%
- F -- Below 70%

## **Academic Dishonesty:**

The University policy outlined in the *Academic Calendar* will be followed in cases of academic dishonesty. Academic dishonesty includes such things as cheating on tests or exams, or plagiarism. **It is the student's responsibility to know and understand what constitutes plagiarism.**

In cases of academic dishonesty, if the instructor is convinced that the incident was deliberate, a grade of zero will normally be given for that assignment. In the event of a second deliberate offence, a grade of F will normally be given for the course. Any penalties less severe than these will be at the discretion of the instructor. Following TWU academic policy, all incidents of academic dishonesty will be reported to the dean by the instructor via the *Record of Academic Dishonesty* form, copies of which will be sent to the student as well as to the appropriate university and CanIL authorities. This record will be kept confidential, and will remain on file indefinitely in the Academic Vice President's Office.

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.