UNIBETSEDÅT GUÅHAN
KOLEHON ÅTIN LIBERÅT
YAN INESTUDION LINA'LA' SIHA

FANUCHÅNAN 2024
CMED-225-01
COURSE SYLLABUS

CMED-225-01 ISSUES IN LANGUAGE REVITALIZATION EDUCATION
COURSE SYLLABUS

SECTION INFORMATION
Section: -01
Class Days/Time:
Tuesday/Thursday | 12:30PM-1:50PM
Delivery Method: Face to Face, HSS 310
Credit: 3.0
Prerequisites: None

INSTRUCTOR INFORMATION
Instructor: Nolan G.T. Flores
Email: ngtflores@triton.uog.edu
Office Location: HSS 314
Office Phone Number: +1(671)735-2815
Office Hours:
Tuesday/Thursday| 8:00AM-10:00AM
Wednesday | 8:00AM-10:00AM

COURSE CATALOG DESCRIPTION

This course provides training relevant to the study and revitalization of indigenous languages as a component of indigenous language education, with a focus on Fino' CHamoru. Emphasis is placed on understanding the social, cultural, economic, and political factors associated with language loss and revitalization and the effect this has on communities, families, and cultures. Students will learn how to be active agents of CHamoru language revitalization, with an eye towards how to incorporate these insights into CHamoru education.

COURSE CONTENT

Students will explore the following topics:
- What language revitalization is
- Successful models of language revitalization
- Second language/heritage language learning theory and pedagogy
- History of CHamoru language in Guam and the Commonwealth of the Northern Mariana Islands
- Present and past of CHamoru language revitalization efforts
- Methods of language revitalization
- How to conduct a language revitalization project
- How to incorporate a language revitalization framework into classroom pedagogy

COURSE INFORMATION

Required Texts

Crystal, D. (2000). *Language death* (Cambridge: Cambridge University Press).

Grenoble, L.A., & Whaley, L.J. (2006). *Saving languages: An introduction to language revitalization* (Cambridge: Cambridge University Press).

Hinton, L., Huss, L, & Roche, G. (Eds.). (2018). *The Routledge handbook of language revitalization* (New York: Routledge).

Kuper, K.G. (2021) *Para månu hit mo'na?: Planning for the future of Fino' CHamoru revitalization in Guåhan and the Kumisión i Fino' CHamoru's role.*

Olko, J., & Sallabank, J. (2021). *Revitalizing endangered languages: A practical guide* (Cambridge: Cambridge University Press).

Additional course materials and supplemental resources are available on the Moodle course page and will be provided throughout the semester.

Additional Course Material

Students will also need access to a computer or other electronic device with a reliable internet connection for the successful completion of this course. Students will use word processing software as well as other free online platforms to complete assignments.

Course Delivery and Technical Assistance

Course content will be delivered in the face-to-face classroom. Additional content and all assignments will be available to students on the Moodle course page. Students will be required to submit all assignments on Moodle. Assignments submitted via email or hardcopy will not be accepted unless discussed with the instructor prior to the due date. If you do not already have a Moodle account, you can create one on the Moodle website. For assistance, contact Moodle Help at: moodlehelp@triton.uog.edu or call 735-2620/1.

Usability and Design

The instructor is committed to creating a course that is inclusive in its design. If you encounter barriers, please inform the instructor immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. The instructor is open to considering creative solutions if they do not compromise the intent of the assessment or learning activity. Student feedback is always welcome as it will assist the instructor in improving the usability and experience for all students.

Instructor's Note

As this is a CHamoru Studies language revitalization course, students are highly encouraged to use Fino' CHamoru in both the face-to-face classroom and the Moodle course page. Students are encouraged to practice their CHamoru language fluency and proficiency, and to support their peers in their language learning journey.

STUDENT LEARNING OUTCOMES

Course Student Learning Outcomes (SLO)	Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
Explain the CHamoru language's history in Guam and the Commonwealth of the Northern Mariana Islands	CMED PLO1: Speak and write with the fluency needed to teach in a CHamoru classroom	ILO3: Effective oral and written communication	Weekly Discussion Forums, Final Exam
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	CMED PLO2: Use CHamoru worldviews and educational philosophies as a framework for teaching in a CHamoru	ILO1: Master of critical thinking and problem solving	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
Compare various models of	CMED PLO1: Speak and write with the fluency needed to teach in a CHamoru classroom	ILO3: Effective oral and written communication	Comparative Revitalization
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	CMED PLO2: Use	ILO1: Master of critical thinking and problem solving	

Course Student Learning Outcomes (SLO)	Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
language revitalization	Use CHamoru worldviews and educational philosophies as a framework for teaching in a CHamoru ...	ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	Model Presentation
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
Evaluate the social, cultural, political, and economic effects of language loss on CHamoru medium education	CMED PLO1: Speak and write with the fluency needed to teach in a CHamoru classroom	ILO3: Effective oral and written communication	Language Immersion Experience
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	CMED PLO2: Use CHamoru worldviews and educational philosophies as a framework for teaching in a CHamoru classroom	ILO1: Master of critical thinking and problem solving	
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
Design and execute a CHamoru language	CMED PLO1: Speak and write with the fluency needed to teach in a CHamoru classroom	ILO3: Effective oral and written communication	Revitalization Service Project
		ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	
	CMED PLO4: Demonstrate leadership	ILO1: Master of critical thinking and problem solving	
		ILO3: Effective oral and written communication	

Course Student Learning Outcomes (SLO)	Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)	Methods of Assessment
revitalization project	skills in CHamoru language and culture revitalization in academic and community environments	ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	
		ILO5: Responsible use of knowledge, natural resources, and technology	
		ILO6: An appreciation of the arts and sciences	
		ILO7: An interest in personal development and life long learning	

COURSE REQUIREMENTS & EXPECTATIONS

Grade Breakdown

1. Weekly Activities & Attendance   15%
2. Comparative Revitalization Model Presentation   20%
1. Revitalization Service Project & Portfolio   35%
2. Language Immersion Experience   10%
3. Exam   <u>20%</u>
               TOTAL: 100%

1. Students are required to complete weekly activities, including:

   A. Discussion forums based on the theme and assigned readings for each week. Students are required to reference at least one reading from the week. Forum posts should be 250-300 words in length (unless otherwise noted) and should also include evidence of critical thinking surrounding the week's theme, completion/comprehension of the reading assignment(s), and proper citations. Students must submit their post no later than 12:30PM each Thursday. *Late forum posts will not be graded.*

   B. Students are required to prepare at least two (2) questions for each week's class discussion. Questions should encourage critical thought and be drawn from themes, lectures, and readings for each week. Questions must be submitted on Moodle no later than 12:30PM each Thursday. Students should be prepared to meaningfully engage in and contribute to class discussions.

   C. Weekly activities and attendance count for 15% of the final grade.

2. Throughout the semester, the class will be discussing various models of language revitalization in other communities. Students will work in pairs to choose one community and their language revitalization efforts. Groups will give a 15–20-minute presentations outlining

the following: the state of their language today, the state of their language prior to revitalization efforts, the strategy and initiatives they have taken, history of their language colonization and loss, and current obstacles. Students will then examine what is similar and what is different from Guam (or the CNMI's) approach to language revitalization. Students will speak to what can be learned from the case study you are presenting on. To help prepare for the presentation, students must meet with the instructor the week before to go over the presentation. It is the student's responsibility to schedule this meeting. Failure to meet with the instructor will result in deduction of points of the overall presentation score. **Students will NOT be allowed to submit late presentations.** The Comparative Revitalization Model Presentation will count for 20% of the final grade.

3. Students are required to complete a CHamoru language revitalization service project. This project will focus on the application of concepts and history, language revitalization models, and second language/heritage language pedagogy discussed in the class. Students may work individually or in groups and will be responsible for choosing a language revitalization project to complete.

   A. Outcomes for Project Assignment:

      1. To develop and implement a meaningful project in collaboration with other members of the community (i.e. peers, classmates, student organizations, community organizations, community leaders, etc.)

      2. To learn effective application of concepts

      3. To present project results to your peers

   B. Language Revitalization Service Project Scope and Process:

      1. Early in the semester, students or groups will identify/target a method of language revitalization that they want to build a project around. In collaboration with your team and/or other community stakeholders, students will design and implement this service project. This is not a passive service activity where you and your team members show up and volunteer for a prearranged event. Rather, this project requires project identification, planning, coordination, and execution of effort from all group members. Ultimately, students should design projects that benefit the language and our community in a meaningful way, utilize your team's resources in a creative way, and help you integrate what you have learned in class.

   C. Identifying Prospective Community Needs:

      1. If you need assistance in identifying possible needs, you may want to compile a list of issues that interest you and/or your team. Determine what interests can become a language revitalization project. How will this project benefit the community? What need does it fill? And most importantly, can you execute the project in one semester?

D. Students will complete a portfolio and presentation on their revitalization project. The portfolio will consist of various components including a proposal and reflection. Additional details will be provided via the class Moodle page. **Students will not be allowed to submit late portfolios and presentations.** The Revitalization Service Project Portfolio and Presentation will count for 35% of the final grade.

4. Students are required to complete ten (10) hours of language immersion experience. The ten (10) hours will be completed throughout the semester at one or both of the CHamoru language medium schools/programs. The purpose of this assignment is to immerse students in the CHamoru language and to build their confidence in understanding and speaking the language. Students will submit a reflection on their experience. **Students will not be allowed to submit late reflections.** The language immersion experience will count for 10% of the final grade.

5. Students will be required to complete one exam. The exam will consist of multiple choice, short answer, and/or essay questions. A brief review of the course will be given prior to the exam. The final exam will count for 20% of the total grade. **Students will NOT be allowed to make-up the exam** (No incomplete grades will be given).

Grade points are assigned as follows:

Letter Grade	Percentage Value	Definition	
A+ A A-	100%-98% 97%-93% 92%-90%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
B+ B B-	89%-87% 86%-83% 82%-80%	Good	Solid accomplishment, indicating a substantial master of course material and a good command of skills required by the course.
C+ C	79%-77% 76%-70%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as a pre-requisite.
D	69%-60%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as a pre-requisite.
F	59% and below	Failure	Inadequate to receive credits.

COURSE POLICIES

1. **Due to the discussion based nature of this course, attendance, participation, and meaningful engagement in class are vital.** Students are expected to come to class well-

prepared and ready to participate in class discussions and activities. **Five (5) unexcused absences constitute grounds for failure of the course.** Students are required to remain in class for the *entire* period.

2. All technological and electrical devices (such as laptop computers, tape recorders, digital voice recorders, cellular phones, and laptop computers [unless otherwise stated] are prohibited in the classroom. Taking photos of PowerPoint slides is not permitted. Laptops are only permitted during presentations or with the permission of the instructor. If there is a need to have any other devices on hand, please consult the instructor.

UNIVERSITY POLICIES

Student Evaluation of Teaching

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement

The term "plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person (including AI) without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Proper citations of all research resources (i.e., direct or indirect quotations, ideas, suggestions, charts or graphs, and paraphrases or summaries of all articles, books, or audio/visual material) are required for all assignments. Students are not permitted to submit the same work for more than one course unless approval is given by the instructors of the courses involved. Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course, the penalty for plagiarism is up to the instructor and based on the severity of the infraction-most common penalties are no credit for the assignment or failure in the course.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

AI/ChatGPT Policy

The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted

for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly (See Plagiarism Statement above).

ADA Statement

The University of Guam (UOG) is committed to achieving equal opportunity and full participation of persons with disabilities by providing non-discriminatory access to its services and facilities through the ADA Office. The Mission of the ADA Office is to ensure non-discriminatory access to all benefits, privileges, opportunities and obligations to faculty, staff and community members with disabilities and to ensure a process for full compliance by UOG with the ADA of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, taking into account the economic climate and multi-cultural diversity of the institution. The Enrollment Management & Student Success office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for student applicants with a disability. The ADA policy can be found on this website. The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & Title IX Office at (671) 735-2244, (671)735-2971, TDD (671)735-2243 or eeo-ada@triton.uog.edu.

ADA Accommodation Services

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

Additional Student Services

Additional student services are available from the following:

Student Behavioral & Wellness Counseling: (671) 735-2890 or ituraldev@triton.uog.edu; HSS103

Academic, Financial, & Career Advisement: Triton Advising Center (671) 735-2290 / (671) 588-1478 or tac@triton.uog.edu; EC202

I Pinangon Campus Suicide Prevention Program: (671) 735-2883 or ipinangon@triton.uog.edu

Violence Against Women Prevention Program: vawpp@triton.uog.edu

Writing Center: For assistance with your writing assignments, contact the Writing Center at writingcenter@triton.uog.edu; EC204. Appointments can be made online: https://sites.google.com/view/dealwritingcenter/

Tobacco Free Campus

The University of Guam is a smoke-free campus. Smoking is prohibited at all times while on

University property. For the health and safety of faculty and students please adhere to these regulations.

No Recording Policy
Recording of class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of courses may violate federal law.

Note: Guidelines and requirements listed in this course syllabus are subject to change at the discretion of the instructor to accommodate student progress, semester challenges, health crises, and/or natural disasters, etc. Changes will be communicated to students and reflected on the course Moodle page.

COURSE SCHEDULE

Date	Topic	Assignments & Material
August 15	Syllabus & Course Overview	
Week 1 August 20/22	Pre-Test/What is Language Revitalization?	***Read*** August 20 1. Crystal, "Language death," **Chapters 1 & 3** 2. Grenoble, "Saving languages," **Chapter 1** August 22 1. Hinton, "Revitalization of endangered languages," **Chapter 15** • **Complete Discussion Forum** • **Prepare Questions for 8/22 Class Discussion** • **Pre-Test (In Class)**
Week 2 August 27/29	State of the CHamoru Language Today	***Read*** August 27 1. Kuper, "Para månu hit mo'na," **pp. 12-17** 2. Kuper, "Na'lå'la i hila'-ta, na'matatnga i taotao-ta," **pp. 50-68** August 29 1. Leon Guerrero, "Umpespipiha i Fino' CHamoru," **pp. 96-114** • **Complete Discussion Forum** • **Prepare Questions for 8/29 Class Discussion**
Week 3 September 3/5	History of the CHamoru Language	***Read*** September 3 1. Underwood, "Language survival, the ideology of English and education in Guam," **pp. 3-16** 2. Bevacqua & Kuper, "Gefpå'go na dinagi," **pp. 253-266** 3. Hattori, "Navy blues," **pp. 19-23** September 5 1. Santos-Bamba, "The languages of three generations of Chamorro women," **pp. 84-92** • **Complete Discussion Forum** • **Prepare Questions for 9/5 Class Discussion**

Date	Topic	Assignments & Material
Week 4 September 10/12	Language Revitalization Theory and Methods	***Read*** September 10 1. Lo Bianco, "Reinvigorating Language Policy," **pp. 36-46** 2. UNESCO, "Language Vitality and Endangerment," **pp. 1-19** September 12 1. Kuper, "Para månu hit mo'na," **pp: 56-69** • **Complete Discussion Forum** • **Prepare Questions for 9/12 Class Discussion**
Week 5 September 17/19	How to Conduct a Language Revitalization Project	***Read*** September 17 1. Penfield, "Planning a language revitalization project," **pp. 62-69** 2. Kim, "Emotions and relationships in language revitalization and maintenance," **pp. 123-124** 3. *Various Articles* in "New Methodologies for Language Learning," in Hinton, Huss, & Roche, *The Routledge handbook of language revitalization,* **pp. 123-164.** September 19 1. Kuper, "Para månu hit mo'na," **pp: 69-103** • **Complete Discussion Forum** • **Prepare Questions for 9/19 Class Discussion**
Week 6 September 24/26	The Politics of Language Revitalization	***Read*** 1. Leonard, "Local power relationships, community dynamics, and stakeholders," **pp. 156-163** 2. Kuper, "Na'lå'la i hila'-ta, na'matatnga i taotao-ta, **pp. 95-114** • **Complete Discussion Forum** • **Prepare Questions for 9/26 Class Discussion** • **Revitalization Project Proposal Due**
Week 7 October 1/3	The Economics of Language Revitalization	***Read*** 1. Olko, "Economic benefits," **pp. 140-155** • **Complete Discussion Forum** • **Prepare Questions for 10/3 Class Discussion**
Week 8: Fall Break—No Classes October 7-12		

Date	Topic	Assignments & Material
Week 9 October 15/17	Language Revitalization and The Home	**Read** 1. Bommelyn & Tuttle, "Tolowa Dee-ni' language in our home," **pp. 115-124** • **Complete Discussion Forum** • **Prepare Questions for 10/17 Class Discussion**
Week 10 October 22/24	Second Language/ Heritage Language Pedagogy	**Read** 1. Cook, "Going beyond the native speaker." **pp. 182-204** 2. Hinton, "Language revitalization and language pedagogy," **pp. 307-317** • **Complete Discussion Forum** • **Prepare Questions for 10/24 Class Discussion**
Week 11 October 29/31	Language Revitalization and Educational Institutions	**Read** 1. Hornberger & De Korne, "Is revitalization through education possible?" **pp. 94-100** 2. Kimura, "Ka ho'ōla 'Ōlelo Hawai'i, **pp. 256-258** • **Complete Discussion Forum** • **Prepare Questions for 10/31 Class Discussion**
Week 12 November 5/7	Language Revitalization and Educational Institutions (Post-Secondary)	**Read** 1. Wilson, "Higher education in indigenous language revitalization," **pp. 83-92** • **Complete Discussion Forum** • **Prepare Questions for 11/7 Class Discussion**
Week 13 November 12/14	Comparative Model Overview and Discussion	**Read** 1. Various Articles in "Regional Perspectives: Decolonizing and Globalizing Language Revitalization," in Hinton, Huss, & Roche, The Routledge handbook of language revitalization, **pp. 123-164.** • **Complete Discussion Forum** • **Prepare Questions for 11/14 Class Discussion**
Week 14 November 19/21	Comparative Model Presentations	• **Comparative Model Presentations**
Week 15 November 26	Language Revitalization Service Project Work &	• **Work on Language Revitalization Service Projects** • **Consult with Instructor on Language Revitalization Service Projects**
November 28: Thanksgiving Holiday—No Classes		

Date	Topic	Assignments & Material
Week 16 December 3/5	Language Revitalization Service Project Presentations	• **Language Revitalization Service Project Presentations** • **Language Revitalization Service Project Portfolio Due** • **Language Immersion Experience Reflection Due**
Exam Week December 10-12	Exam Week	• **Final Exam (Date & Time To Be Announced)**

Note: Schedule of topics, materials, and assignments is subject to change at the discretion of the instructor. Changes will be communicated to students and reflected on the course Moodle page.