COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Language and ideology	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: assist. Vuk Vukotić **Other(s):**	Centre of Scandinavian Studies, VU Faculty of Philology

Study cycle	Type of the course unit (module)
Bachelor	Free Elective

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Lectures and seminars	Spring semester	English

Requirements for students	
Prerequisites: B2 level of English according to CEFRL	**Additional requirements (if any):**

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
7,5/5	200	80	120

Purpose of the course unit (module): programme competences to be developed
To acquire broad knowledge about the field of language ideologies, main theories and research directions, as well as to apply the knowledge for a small individual study of language ideologies in one of the chosen fields of study. To learn to analyse data from a language-ideological perspective.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students will acquire: - the knowledge of different theories in the field of language ideology; - the ability to analyse language practices from ideological perspective; - the ability to identify language ideologies at work in different types of discourses (everyday, political, educational, etc.); - a deeper background knowledge about the historical and modern developments of language ideologies in Scandinavia; - the ability to compare language ideologies in different communities of practice and linguistic communities (accenting comparisons between Scandinavia and Lithuania); - the ability to understand a wide variety of texts in English in the field; - the ability to demonstrate speaking skills in English in a wide variety of contexts using appropriate terminology, grammar and register; - the ability to gather primary and secondary sources for a broader project in the field of language ideologies.	Interactive lectures and seminar discussions; analysis of theoretical texts and empirical material, oral presentations, practical exercises.	Cumulative evaluation: constructive participation in seminars, oral presentation, written essay and examination (could be test-based or written paper-based).

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Consultations	Internship/work placement	Contact hours	Self-study hours	Assignments
INTRODUCTION									
Overview. Approaches to the studies of language ideologies. Understanding of "language" and "ideology" in different schools of thought.	2		2		2		**4**	**10**	1. Reading and analysing texts related to the topic. 2. Presentation of a theoretical paper. 3. Written essay with a presentation of the conclusions.
THE FIELD(S) OF STUDY									
The role of ideology in traditional linguistic questions, such as language use, structure and change.	4		4		2		**8**	**10**	
Discourse analysis and ideology analysis	4		4		2		**8**	**10**	
Language and power. Ideology and critical theory.	4		4		2		**8**	**10**	
Discrimination, racism and linguistic nationalism.	4		4		2		**8**	**10**	
Language and control. Language planning, and policy (language management). Language standardization.	4		4		2		**8**	**10**	
"Ideologies about language". Discursive construction of languages / deconstructing languages.	4		4		2		**8**	**10**	

Language ideologies in Scandinavia and Lithuania, historical overview and current issues in research.	2		4		2		**6**	**10**
INDIVIDUAL WORK OF STUDENTS								
Presentation of a small personal research and discussion.	0		2		2		**2**	**10**
Presentation of a theoretical paper.	0		4				**4**	**10**
Preparation for the final exam (paper-based or test-based)	0		0				**0**	**20**
								120
Total	**28**		**36**		**16**		**80**	**200**

Assessment strategy		Weight,%	Deadline	Assessment criteria
7,5 cred.	Cumulative evaluation:			
	Participation in seminars	10 %	during the semester	Ability to ask 'why' questions and participate in a meaningful discussion. Students must attend at least 65 % of the seminars.
	Group or individual presentation of a chosen scholarly paper	20%	first part of the semester	Presentation skills, ability to raise interest and engage the audience in dialogue. Clarity and precision. Understanding and critical evaluation of the given texts.
	Smaller scale home-written task	20 %	middle of the semester	Ability to present relevant well-structured information, ability to apply the selected theory, to keep the audience's attention and deal with questions.
	Examination (could be test-based or paper-based, depending on the choice of the student)	50%	during the examination session	Assessment according to a 10-point scale: 10 (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly. 9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly. 8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly. 7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly. 6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly. 5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly. 4, 3, 2, 1. Minimum requirements are not met.
5 cred.	Cumulative evaluation:			
	Participation in seminars	10 %	during the semester	Ability to ask 'why' questions and participate in a meaningful discussion. Students must attend at least 65 % of the seminars.
	Group or individual presentation of a chosen scholarly paper	25%	first part of the semester	Presentation skills, ability to raise interest and engage the audience in dialogue. Clarity and precision. Understanding and critical evaluation of the given texts.
	Examination (could be test-based or paper-based, depending on the choice of the student)	65%	during the examination session	Assessment according to a 10-point scale: 10 (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly. 9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly. 8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly. 7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly. 6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly. 5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly. 4, 3, 2, 1. Minimum requirements are not met.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
1. Bambi B. Schieffelin, Kathryn A. Woolard & Paul V. Kroskrity (eds.)	1998	*Language Ideologies: Practice and Theory*		New York, Oxford: Oxford university press.
2. Adam Jaworski & Nicolas Coupland	2014	*The discourse reader*		London: Routledge
3. Ruth Wodak & Michael Meyer (eds.).	2015	*Methods of critical discourse studies.*		Sage publications
4. Deborah Cameron	2005	*Verbal Hygiene*		London: Routledge

5. Richard Bauman & Charles Briggs.	2003	*Voices of Modernity: Language ideologies and the politics of inequality*		Cambridge University Press.
Optional reading				
Sally Johnson & Tommaso Milani	2010	*Language ideologies and media discourse: Texts, practices, politics.*		Bloomsbury Publishing..
Nikolas Coupland & Tore Kristiansen	2011	*SLICE: Critical perspectives on language (de) standardisation. Standard languages and language standards in a changing*		Oslo: Novus press.