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(<https://studentservices.uwo.ca/secure/index.cfm>) for medical absences, or a letter from the College Registrar for other matters. Please note:

Services is <https://studentservices.uwo.ca> (including the services provided by the USC listed here: <http://westernusc.ca/services/>). The Student Development Services can also be reached at www.sdc.uwo.ca

Important Notice: Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

TIP: To succeed in this course, you must read the assigned material prior to coming to class

Dates	Course material
Class 1: January 3	<u>Introduction to the course</u> Montrul, S. (2013)
Class 2: January 10	<u>Heritage Speakers. Challenges</u> Montrul, S., & Polinsky, M. (2013)
Class 3: January 17	<u>Child/Youth Acquisition of Heritage Languages</u> Montrul, S. A. (2011) Pérez-Leroux, A.-T., Cuza, A., & Thomas, D. (2011b).
Class 4: January 24	<u>L2 vs. Heritage Speaker</u> Montrul, S. & Ionin, T. (2012) Montrul (2010)
Class 5: January 31	<u>Heritage Speaker. Complete Acquisition?</u> Polinsky, M. (2011) KEYNOTE SPEAKER
Class 6: February 7	<u>Bilingual Education. Current Situation and Challenges</u> Montrul, S. (2009) Oikonomakou M., Aravossitas, T., & Skourtou, E. (2018)
Class 7: February 14	<u>Bilingual Education in Canada</u> Duff, P., & Li, D. (eds.), (2009). Cummins, J. (2005)
Class 8: February 28	<u>Spanish Heritage Speaker Education</u> Guardado, M. (2002) Loureiro-Rodriguez, V. (2013)
Class 9: March 7	<u>Language Revitalization in Spain. Minority Languages</u> Regueira, X. L. (2009) Medvedeva, M. and Portes, A. (2018) <i>Final Project is due</i>
Class 10: March 14	<u>Language Revitalization in Latin America</u> Hornberger, N. H., and Coronel-Molina, S. M. (2004) KEYNOTE SPEAKER
Class 11: March 21	<u>Language Maintenance of European Languages</u> Tararova (2017) Di Salvo, M. (2017) Tips on writing a solid <i>Plan of Action</i>
Class 11: March 28	<u>Final Project presentations</u> <i>So what is next?</i>

Final project is due **on April 1st by 12 pm in Dropbox**

Required Readings:

HS

14. Medvedeva, M. and Portes, A. (2018). Bilingüismo con lengua heredada y autoidentidad: el caso de los hijos de inmigrantes en España. *Revista Española de Investigaciones Sociológicas*, 163: 21-40. (<http://dx.doi.org/10.5477/cis/reis.163.21>)
15. Hornberger, N. H., and Coronel-Molina, S. M. (2004). Quechua language shift, maintenance, and revitalization in the Andes: the case for language planning. *Lang.*, 167, 9-67.
16. Tararova, O. (2017). Language is me. Language Maintenance in Chipilo, Mexico. *International Journal of the Sociology of Language*, 2017(248), 25-48
17. Di Salvo, M. (2017). Heritage language and identity in old and new Italian migrants in Toronto. In M. Di Salvo & P. Moreno, (eds.), *Italian Communities Abroad: Multilingualism and Migration*. (pp. 74-95). Newcastle upon Tyne, UK: Cambridge Scholars.

CAVEAT

This syllabus is not etched in stone, and any information on this syllabus is subject to change at any time. Although we try to minimize change as much as possible, we may need to make some necessary adjustments (not, however, assignment dates). Any