HSL Faculty, UiT The Arctic University of Norway, 2.10.2017	**TEMPLATE FOR COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY** **Please see explanation to each point below.** The template is based on requirements for modules within the UiT quality system.
Name	**MultiLing and UiT PhD Summer School 2019:** **Revitalisation and reclamation of Indigenous and minoritised languages**
Course code and level	[The administration provides the code.]
Type of course	The course may be taken as a single course. There is no course fee, but participants will have to cover their own travel and accommodation expenses.
Scope of course	Amount of ECTS points: 5
Required / recommended previous knowledge	The participants must be enrolled in a PhD program in linguistics or a related field of study. If you are unsure whether your research would fit within the scope of the course, please contact the organisers to discuss. Applicants must upload a document from their university stating that they are registered PhD students. --- The course has 20 seats. If the number of applicants exceeds the number of places available on the PhD course, applicants will be ranked from category 1 to 2. Category 1: People admitted to the PhD Programme at UiT and MultiLing/UiO Category 2: Doctoral students from other universities
Course contents	The United Nations has declared 2019 the year of Indigenous Languages; meanwhile numerous communities still experience prejudice and pressure to abandon their heritage languages and are working to reclaim or revitalise these languages through their personal practices. This PhD course will examine language revitalization and reclamation from different perspectives, including both Indigenous and other minoritised contexts. Additionally, the sometimes-fraught relationship between research and activism around Indigenous and minoritised languages will be explored. Indigenous and minoritised groups have been disadvantaged through colonialism and other exploitative political processes, leading to numerous social and psychological impacts, including language shift. The concept of minority or minoritised language is an expression of relations among groups and not an inherent or essential quality of a language or group. The endangerment of Indigenous and minoritised languages has been analysed from a variety of theoretical perspectives, including sociolinguistics, language policy, anthropological linguistics, language socialization, applied linguistics and documentary linguistics. As Hinton, Huss and Roche (2018) note in the recent *Handbook of Language Revitalization*, there are multiple terms for the range of efforts which aim to stop language shift, including language revitalization, reclamation, maintenance, revival, and reversing language shift. In this course we will consider the range of "activities designed not only to maintain but also to

	increase the presence of an endangered or dormant language in the speech community and/or the lives of individuals" (Hinton, Huss & Roche, 2018, p. xxvi), and examine some of the key theoretical approaches to understanding processes of language shift and revitalization. Political approaches to language revitalization (such as UN declarations), linguistic approaches (such as language documentation), applied linguistic or educational approaches (such as language teaching and learning) and sociolinguistic and anthropological approaches (such as identification, group belonging, negotiation of norms and the role of new speakers) will be considered and evaluated in relation to different socio-political contexts.
Learning outcomes Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form. Learning outcomes should be formulated in such a way that they may be checked. Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious). Description of competence is not required for 10 ECTS courses.	The students have the following learning outcomes: **Knowledge** The student has: • gained an overview of the development of language revitalization as a field of enquiry **Skills** The student is able to / can: • discuss and evaluate central theories, concepts and methods in the field of language revitalization and reclamation, with a particular emphasis on fieldwork based studies and the role of the researchers working in minoritised communities • engage in discussions about how to move the field forward
Relevance in the degree program	
Teaching and working methods Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.	This is a 5-day intensive course. The program will consist of lectures in the morning by the invited experts and the organisers, and short student presentations followed by discussions in the afternoon. The students will send in an abstract for their presentation in advance (see "Assessment and exam" below) and they will each have an opponent from among the other students as well as from one of the lecturers.
Practice	
Quality assurance of the course	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
Coursework The required coursework must be clear and feasible. Keep the scope of the course in mind.	The following coursework requirements must be completed and approved in order to take the final exam:

	Participants will be expected to complete readings prior to the course, and to participate with an individual presentation, peer feedback, and group discussions during the course.
Assessment and exam Provide clear information about exam form(s). The amount of hours/days/weeks must be given. In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½). A-F grades scale or Pass/Fail	The exam will consist of: All applicants are kindly asked to submit (together with their application) a 250-word description of the data, method(s), and concepts that they would like to present for discussion during the course. The students will be asked to give a short presentation introducing their study and a challenge they have encountered, and discussing it in the light of relevant publications on the reading list for the course. The exam will be assessed on a Pass/Fail basis.
Retake	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
Syllabus	The students will be assigned a certain amount of readings (about 500–700 pages, suggested by the lecturers) as a preparation for the course.
Language of instruction and examination	English

EXPLANATION OF TEMPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both students and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code number indicates the *academic level* of the course. 0000 courses are introductory courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.
Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for students who belong to the degree program (*name of degree program*)" or "This course may be

	taken as a single course (by students who meet the admission requirements for the degree program in (*name of degree program*)".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is *recommended,* but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	Learning outcomes should be clearly formulated and described in bullet points under the categories *understanding, skills,* and *competence.* A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions. The descriptions should have the following structure: By the end of the course the student has obtained the following: **Knowledge:** The student has: - knowledge about / understands / insight about / overview on etc. It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master´s level:) deep / thorough knowledge, deep/specialized insight etc. At least three points. **Skills:** The student is able to / can - analyse / consider / assess / formulate / discuss / conclude / summarize / recap - **Competence:** The student - is able to / may
Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning

	outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the students may assess and give feedback on the quality of the course (evaluation, reference groups, student representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment. Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the exams (amount of hours/days) and the required amount of words in written exams should be indicated.
Retake	Information on possible admission and completion of retake examinations should be given.
Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.

Language of instruction and examination	During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18). Indication of *Language of instruction* is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian students and/or integrate students with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English. Indication of *Language of examination* is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, students should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes. Special regulations for language of instruction and examination may apply for courses within language and linguistics.
External candidates for examination	Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.
Other regulations	Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.