



## UNSW Course Outline

# ARTS3695 Urban Multilingualism - 2024

Published on the 30 Jan 2024

## General Course Information

**Course Code :** ARTS3695

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Humanities and Languages

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course, you will be introduced to the latest theories and methods in the study of urban multilingualism. You will develop an understanding of the role languages other than English play in multicultural and multilingual communities, explore how people maintain and use their

heritage language in Australia and how language use is shaped by societal attitudes and ideologies. You will gain fieldwork skills in linguistics through an innovative project collecting empirical data from diverse language domains (e.g. markets, cafes, libraries) about public signs in languages other than English and develop a critical understanding of how multilingualism can be interlinked with social justice in the everyday life of speech communities and individuals. The project will equip you with practical and research skills for working with communities, making use of census data and interviewing skills. The course can be useful for any career which requires critical and analytical skills in multicultural and multilingual contexts.

## **Relationship to Other Courses**

Please check handbook for pre-requisites. It is expected that students will be familiar with linguistic concepts and theories.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate core theoretical and analytical approaches to the study of language use in a multicultural society.
CLO2 : Undertake self-directed rigorous scholarly enquiry collecting empirical data on multilingualism.
CLO3 : Act ethically and responsibly when collecting empirical linguistic data.
CLO4 : Communicate and debate complex fieldwork data relevant to multilingualism in speech communities.
CLO5 : Develop creative and diverse strategies for sharing fieldwork data in multimodal formats.

Course Learning Outcomes	Assessment Item
CLO1 : Articulate core theoretical and analytical approaches to the study of language use in a multicultural society.	<ul style="list-style-type: none"><li>• Presentation 1</li><li>• Project Part 1</li><li>• Presentation 2</li><li>• Project Part 2</li></ul>
CLO2 : Undertake self-directed rigorous scholarly enquiry collecting empirical data on multilingualism.	<ul style="list-style-type: none"><li>• Presentation 1</li><li>• Project Part 1</li><li>• Presentation 2</li><li>• Project Part 2</li></ul>
CLO3 : Act ethically and responsibly when collecting empirical linguistic data.	<ul style="list-style-type: none"><li>• Project Part 1</li><li>• Presentation 2</li><li>• Project Part 2</li></ul>
CLO4 : Communicate and debate complex fieldwork data relevant to multilingualism in speech communities.	<ul style="list-style-type: none"><li>• Presentation 1</li><li>• Project Part 1</li><li>• Presentation 2</li><li>• Project Part 2</li></ul>
CLO5 : Develop creative and diverse strategies for sharing fieldwork data in multimodal formats.	<ul style="list-style-type: none"><li>• Presentation 1</li><li>• Project Part 1</li><li>• Presentation 2</li><li>• Project Part 2</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

## Learning and Teaching in this course

This course is designed to introduce fieldwork in sociolinguistics. Students work in groups to explore linguistic diversity in their chosen suburbs and locations. Students receive individual

marks. Classtime is devoted to discussions around the project and introducing key concepts in multilingualism.

## Additional Course Information

This course is approved for research purposes. UNSW Ethics Reference number: HC190424.

Students conduct a mini-research project which contributes to a larger project in linguistics.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Presentation 1 Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: Week 5: 11 March - 17 March
Project Part 1 Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: Week 5: 11 March - 17 March
Presentation 2 Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: Week 10: 15 April - 21 April
Project Part 2 Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: Week 11: 22 April - 28 April

## Assessment Details

### Presentation 1

#### Assessment Overview

Students present their fieldwork findings and contrast datasets. Students receive oral feedback and marks in Moodle.

#### Course Learning Outcomes

- CLO1 : Articulate core theoretical and analytical approaches to the study of language use in a multicultural society.
- CLO2 : Undertake self-directed rigorous scholarly enquiry collecting empirical data on multilingualism.
- CLO4 : Communicate and debate complex fieldwork data relevant to multilingualism in speech communities.
- CLO5 : Develop creative and diverse strategies for sharing fieldwork data in multimodal formats.

#### Detailed Assessment Description

Please see Moodle for more details.

### Assessment Length

5 minutes

### Submission notes

Submit presentation by midnight before rostered date of in-class presentations.

### Assessment information

This is an authentic assessment requiring you to collect your own data and evaluate them using current literature. Therefore, the use of generative AI is not allowed for generating texts for submission in this assessment. Texts will be subjected to Turnitin checks and AI generated texts will be treated as plagiarism and/or a poor level of engagement with the task.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## **Project Part 1**

### Assessment Overview

You will conduct directed fieldwork in Sydney suburbs about multilingualism. The project assignment in this course is used for UNSW research purposes. Ethics Reference number: HC190424

### Course Learning Outcomes

- CLO1 : Articulate core theoretical and analytical approaches to the study of language use in a multicultural society.
- CLO2 : Undertake self-directed rigorous scholarly enquiry collecting empirical data on multilingualism.
- CLO3 : Act ethically and responsibly when collecting empirical linguistic data.
- CLO4 : Communicate and debate complex fieldwork data relevant to multilingualism in speech communities.
- CLO5 : Develop creative and diverse strategies for sharing fieldwork data in multimodal formats.

### Detailed Assessment Description

Please see Moodle for more details.

### Assessment Length

2000 words

### Submission notes

Students submit website blogs in weeks 2,3 and 4

### Assessment information

This is an authentic assessment requiring you to collect your own data and evaluate them using current literature. Therefore, the use of generative AI is not allowed. Texts will be subjected to Turnitin checks and AI generated texts will be treated as plagiarism and/or a poor level of engagement with the task.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Presentation 2

### Assessment Overview

Students present their fieldwork findings and contrast datasets. Students receive oral feedback and marks in Moodle.

### Course Learning Outcomes

- CLO1 : Articulate core theoretical and analytical approaches to the study of language use in a multicultural society.
- CLO2 : Undertake self-directed rigorous scholarly enquiry collecting empirical data on multilingualism.
- CLO3 : Act ethically and responsibly when collecting empirical linguistic data.
- CLO4 : Communicate and debate complex fieldwork data relevant to multilingualism in speech communities.
- CLO5 : Develop creative and diverse strategies for sharing fieldwork data in multimodal formats.

### Detailed Assessment Description

Please see Moodle for more details.

### Assessment Length

5 minutes

### Submission notes

Submit in Moodle by midnight prior to class in Week 10.

### Assessment information

This is an authentic assessment requiring you to collect your own data and evaluate them using

current literature. Therefore, the use of generative AI is not allowed for generating texts for submission in this assessment. Texts will be subjected to Turnitin checks and AI generated texts will be treated as plagiarism and/or a poor level of engagement with the task.

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## **Project Part 2**

#### **Assessment Overview**

In this part of your project, you will conduct interviews with individuals about the use of languages in your chosen location. Interviews will be recorded and transcribed. The project follows the UNSW Ethics requirements: HC190424.

#### **Course Learning Outcomes**

- CLO1 : Articulate core theoretical and analytical approaches to the study of language use in a multicultural society.
- CLO2 : Undertake self-directed rigorous scholarly enquiry collecting empirical data on multilingualism.
- CLO3 : Act ethically and responsibly when collecting empirical linguistic data.
- CLO4 : Communicate and debate complex fieldwork data relevant to multilingualism in speech communities.
- CLO5 : Develop creative and diverse strategies for sharing fieldwork data in multimodal formats.

#### **Detailed Assessment Description**

Please see Moodle for more details.

#### **Assessment Length**

2000 words

#### **Submission notes**

See Moodle for submission instructions.

#### **Assessment information**

This is an authentic assessment requiring you to collect your own data and evaluate them using current literature. Therefore, the use of generative AI is not allowed. Texts will be subjected to Turnitin checks and AI generated texts will be treated as plagiarism and/or a poor level of engagement with the task.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## General Assessment Information

The project assignment in this course is used for UNSW research purposes. Ethics Reference number: HC190424.

The use of AI generated texts is not allowed in this course.

### Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Topic	Introduction to urban multilingualism
Week 2 : 19 February - 25 February	Topic	Linguistic Landscapes I: Methods and theories Hatoss Chapter 2023 2 Narrating the landscape Recommended: Van Mensel, L., Vandenbrouke, M., & Blackwood, R. (2018). Linguistic Landscapes. In O. García, N. Flores, & M. Spotti (Eds.), <i>The Oxford handbook of language and society</i> (1 ed., Vol. Online version, pp. Oxford Handbooks Online - no pages). Oxford: Oxford University Press.
Week 3 : 26 February - 3 March	Topic	Language choices, normalcy and ideologies Hatoss Chapter 3 Language choices, normalcy and ideology Recommended: <ul style="list-style-type: none"> <li>• Scollon, R., Scollon, S. W. (2003) Discourses in Place. Routledge. Chapter 2. Indexicality.</li> <li>• Pennycook, A., &amp; Otsuji, E. (2015). Metrolingualism: Language in the City (1st ed.). Routledge. <a href="https://doi-org.wwwproxy1.library.unsw.edu.au/10.4324/9781315724225">https://doi-org.wwwproxy1.library.unsw.edu.au/10.4324/9781315724225</a>. (One self-selected chapter only)</li> </ul> Project: linguistic landscapes visual ethnography
Week 4 : 4 March - 10 March	Topic	Social harmony, conviviality and multilingualism Hatoss 2023 Chapter 4 Recommended: <ul style="list-style-type: none"> <li>• Piller, I. (2016) Linguistic diversity and stratification. Chapter 2 in <i>Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics</i>, OUP</li> <li>• Blommaert, J. (2014). Infrastructures of superdiversity: Conviviality and language in an Antwerp neighborhood. <i>European Journal of Cultural Studies</i>, 17(4), 431-451.</li> </ul>
Week 5 : 11 March - 17 March	Presentation	Students present their fieldwork in class.
Week 6 : 18 March - 24 March	Reading	READING WEEK. No classes scheduled.
Week 7 : 25 March - 31 March	Topic	Project Part II Sociolinguistic interview Identity and language use Hatoss 2023 Chapter 5 Recommended: <ul style="list-style-type: none"> <li>• Joseph, J. E., &amp; Keith, B. (2006). Identity and Language. In <i>Encyclopedia of Language &amp; Linguistics</i> (pp. 486-492). Oxford: Elsevier.</li> <li>• Horner-Weber (2018) Introduction to Multilingualism Ch 7 – identity sections Interview techniques Pauwels, A. (2016). Beyond surveys: Interviews, participant observation and experiments. In <i>Language Maintenance and Shift (Key Topics in Sociolinguistics</i>, pp. 64-80). Cambridge: Cambridge University Press.doi:10.1017/CBO9781107338869.006</li> </ul>
Week 8 : 1 April - 7 April	Topic	Sustainable multilingualism in families: Family language policy Horner-Weber (2018) Chapter 12 - family language use section only Pauwels, A. (2016). Understanding the dynamics of language maintenance and shift. In <i>Language Maintenance and Shift (Key Topics in Sociolinguistics</i> , pp. 100-114). Cambridge: Cambridge University Press.doi:10.1017/CBO9781107338869.008
Week 9 : 8 April - 14 April	Topic	Multilingualism and education Hatoss (2018) Chapter 6 Linguistic Landscapes as Pedagogy Recommended: <ul style="list-style-type: none"> <li>• Montrul, S. (2015). Heritage languages and heritage speakers. In <i>The Acquisition of Heritage Languages</i> (pp. 13-40). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139030502.002</li> </ul>
Week 10 : 15 April - 21 April	Presentation	Students present their fieldwork II.

# **Attendance Requirements**

Students must attend 80% of all available classes. Students' weekly contributions to the Moodle topics verify attendance. Students must make one post per week to meet the attendance requirement for the available classes of that week. These activities directly relate to Learning Outcomes 1 and 4. Moodle posts are due at midnight before the relevant class.

# **Course Resources**

## **Prescribed Resources**

- Hatoss, A. (2023) Everyday multilingualism: Linguistic landscapes as practice and pedagogy. Routledge. ISBN: 9781003293781. DOI: <https://doi.org/10.4324/9781003293781>

## **Recommended Resources**

### **Books**

- Horner, K. & Weber, J.J. (2018) Introducing Multilingualism: A Social Approach. 2nd edition. Routledge. ISBN: 9781315276892
- Blommaert, J., Rampton, B. and Spotti (2011) Language and superdiversities. Available for free download: Diversities 13:2: An online journal by UNESCO and MPI MMG.
- Chik, A. Benson, P. & Moloney, R. (2019) Multilingual Sydney. Routledge: New York.
- Scollon, R. & S. W. Scollon (2003). Discourses in place. Language in the material world.

### **Journals**

- Journal of Linguistic Landscapes
- International Journal of Multilingualism
- Multilingua

UNSW Library Linguistics Databases <http://subjectguides.library.unsw.edu.au/languages>.

- Website – UNSW Library Linguistics Database
- Website – Ethnologue: <https://www.ethnologue.com/>
- Website – TerraLingua: <https://terralingua.org/>
- Website – Lingua Pax: <http://www.linguapax.org/english>
- Website – Universal Declaration of Linguistic Rights: <http://unesdoc.unesco.org/images/0010/001042/104267e.pdf>
- Website – European Charter for Regional or Minority Languages: <https://www.coe.int/en/web/european-charter-regional-or-minority-languages>

## **Course Evaluation and Development**

Student feedback is gathered through the MyExperience survey and through an in-class anonymous informal survey. This course has been well received in previous years and students

valued the fieldwork experience:

- *In addition to increasing my awareness of multilingual issues in Sydney, this project was also invaluable in the development of my personal skills. Previous to this research project, I had never had the opportunity to undertake fieldwork in any subject area, let alone the field of linguistics.*
- *This project was very beneficial not only because it helped me develop my practical skills in linguistic fieldwork, but also because I got the opportunity to interview and to discuss various socio-linguistic issues with people.*
- *This project changed my perspective in some ways because I got the opportunity to conduct a practical linguistic project, which added to my knowledge on how a professional investigation or project would be conducted by professional linguists. Therefore, I have a more accurate perspective on how professional linguistics projects work.*
- *Through this project, I have learnt about lots of skills, such as teamwork, communication skills, interview conducting.*

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Anikó Hatoss		Morven Brown 220	Teams	By appointment only	Yes	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;

- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### [Use of AI for assessments | UNSW Current Students](#)

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

## School Contact Information

### School of Humanities & Languages

Email: hal@unsw.edu.au

Location: School Office, Morven Brown Building, Level 2, Room 258

Opening Hours: Monday - Friday, 9am - 5pm