

School of Linguistics and Applied Language Studies

DEAF 201 Intermediate New Zealand Sign Language

Course Information Trimester 1, 2009

1. Lecturers

David McKee (Course coordinator)

Von Zedlitz 316

Email: David.mckee@vuw.ac.nz

Office Hour: Mon 1-2



Rachel McKee

Von Zedlitz 315

Ph 463 5626

Email: Rachel.mckee@vuw.ac.nz

Office Hours: Tues 1-2, Wed 9-10



2. Tutor

Darryl Alexander

Von Zedlitz 314

Email: darryl.alexander@vuw.ac.nz



3. Class times and rooms:

Language class (DM) Thur 9 -10.50am (*Hunter 324*)

Lecture (RM) Thur 12 – 12.50pm (*Murphy 101*)

Tutorials (DA) Two hours per week, as follows:
(*Tutorials start in Week 2, VZ003*)

Either: Mon 4.10 - 6.00pm

Or: Tues 1.10pm – 3.00pm

Queens Birthday Mon June 1st - no tutorial.

4. Communication of additional information

Posted on Blackboard and/or Deaf Studies noticeboard, VZ Level 3

Web contact: www.blackboard.vuw.ac.nz

5. LALS main office: Von Zedlitz 210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. DEAF 201 Course Administrator

Vivien Trott, Undergraduate administration, VZ210 Ph: 463-5894

7. Course Aims

DEAF 201 aims to extend receptive and expressive skills in NZSL conversation and narrative at an intermediate level. Teaching and practice in the language classes and tutorials will focus on expanding your vocabulary knowledge, extending and strengthening your command of grammatical structures, and increasing your expressive fluency in NZSL. The aim of the lectures sessions is to develop critical understanding of perspectives and current issues relevant to Deaf communities.

8. Course delivery

As in DEAF 101 and 102, an interactive approach to language learning requires your active participation in language classes. The two-hour class and tutorial sessions will be conducted in NZSL only. Regular recording in the video-lab will enable self-review of expressive signing skills. The one-hour lecture in English will cover topics related to NZSL structures and the Deaf community; supporting material for these is found in the 201 Readings. There will be opportunity for questions and discussion during this lecture session.

9. Learning Objectives

Students who successfully complete this course will be able to demonstrate knowledge and use of appropriate NZSL vocabulary and grammatical structures to do the following:

1. Talk about family relationships and personal attributes
2. Narrate life events using time and sequencing structures
3. Ask and respond to questions about occupations
4. Make and respond to suggestions, opinion or advice
5. Talk about routines and negotiate social plans
6. Describe actions and events using verb inflections for person, place and distribution
7. Seek and give correction or elaboration of information in signed conversations
8. Manage turn-taking and interruptions appropriately in signed conversation
9. Use NZSL number systems for age, money, time, ordinals, multiple digit ordinals
10. Use spatial referencing for locative and pronominal functions
11. Use classifiers to describe the features and arrangement of objects
12. Use classifier pro-forms (verbs of motion) to describe actions in short narratives

Students will also be able to:

13. Define and give evidence of medical and cultural constructions of deafness
14. Describe socio-cultural characteristics of the New Zealand Deaf community relating to education, identity, and cultural values.

10. Course materials

Required

1. *Unit 7-12 Videotext/DVD & Workbook* (Available at Student Notes or online at: www.nzslta.org.nz; also held at LLC) *This resource has a YELLOW cover.*
2. *DEAF 201 Videotext/DVD & Workbook* (Workbook available at Student Notes; DVD to be advised in class. Also held at LLC & Library AV suite) *This resource has an ORANGE cover.*
3. *DEAF 201 Readings* (Available at Student Notes)

Recommended

4. *New Zealand Sign Language Grammar: A Guide for Learners* (Revised version, 2007), by McKee & McKee (Available at Student Notes and Library Closed Reserve)
5. *A Concise Dictionary of New Zealand Sign Language* (2002) by Graeme Kennedy et al (Eds). (Available at Victoria Books; also held at LLC and Library)
6. *Online Dictionary of NZSL*: <http://homepages.mcs.vuw.ac.nz/~pondy/projects/signlang.shtml>

- See LLC catalogue for additional video practice materials

Selected additional reading available in VUW library:

Sign of the Times: The Story of New Zealand's Visual Language. (2006). DVD. (LLC & Library AV)

People of the Eye: Stories from the Deaf World (2001) by Rachel McKee (Library Closed Reserve)

Constructing Deafness by Susan Gregory & Gillian Hartley (Eds) (Closed Reserve)

Inside Deaf Culture by Carol Padden & Tom Humphries (2005) (Call: HV2545 P123 I)

Aspects of Being Deaf in New Zealand by Patricia Dugdale, (2002). Deaf Studies Research Unit, School of Linguistics and Applied Language Studies, Occasional Publication No. 4. (Student Notes; Closed Reserve)

The Linguistics of British Sign Language by Rachel Sutton-Spence & Bencie Woll (Call: HV 2474 S967 L)

Talking Hands, Listening Eyes: the History of the Deaf Association of New Zealand by Patricia Dugdale (Call: HV2985.5 D866 T)

A Journey into the Deaf-World. (1996). Lane, H., Hoffmeister, R., & Bahan, B. San Diego: DawnSignPress. (Call: HV2380 L265 J.)

The Study of Signed Languages: Essays in Honor of William C. Stokoe by Stokoe, W., Armstrong, D., Karchmer, M. & Van Cleve, J. (Call: HV 247L S933)

The Mask of Benevolence: Disabling the Deaf Community by Harlan Lane (Call: HV2537 L265 M 1993)

At Home Among Strangers by Jerome Schein (Call: HV2545 S318 A)

Forbidden Signs: American Culture and the Campaign Against Sign Language by Douglas Baynton (Call: HV2471 B361 F)

Damned for their Difference: the Cultural Construction of Deaf People as "Disabled": A Sociological History by Jan Branson & Don Miller (Call: HV 2380 B821 D)

Issues Unresolved: New Perspectives on Language and Deaf Education by Weisel, Amatzia (Ed.)
(Call: HV 2471 L948 L)

- Check the library catalogue for more Deaf Studies literature, using 'Deaf' or 'Sign Language' in a keyword search.
- The AV suite (9th floor library) and LLC also hold collections of Deaf-related videos.

11. Assessment requirements

Your learning will be internally assessed as follows:

1. Test 1 (Wk 3 in Tut)	10%
2. Test 2 (Wk 6 in Tut)	10%
3. Test 3 (Wk 9 in Tut)	30%
4. Test 4 (Wk 12 in class June 4th)	40%
5. Written assignment (due June 1)	10%

- Details about test content will be given out in class & Blackboard *one week prior*.
- *Tests will not be repeated*. Please attend all test sessions!
- Written assignment instructions will be given out in class and on Blackboard
- If you need special accommodation or support in relation to assessments, please discuss this with Rachel McKee as early as possible.

Relationship between assessment and learning objectives

Regular assessment encourages you to review what you have learned and provides feedback on your progress towards learning objectives. Tests 1 and 2 will assess cumulative vocabulary knowledge and receptive skills. Tests 3 and 4 will assess receptive and expressive signing skills. Tests will assess your mastery of the vocabulary and grammar structures taught in classes and tutorials, up until the time of each test (covering Learning Objectives 1-12). A choice of written assignment topic will demonstrate your understanding of issues and information contained in readings and lectures on the Deaf community and culture (as per Learning Objectives 13 and 14).

12. Penalties

Late assignments may not be marked unless a medical certificate is provided, or other genuine circumstances are discussed with Rachel McKee *before* the due date.

N.B. Note that if no work is submitted for assessment before the last three weeks of teaching, there will be nothing on which to base an aegrotat consideration.

13. Mandatory Attendance and Course Requirements

Face-to-face interaction and hands-on practice in your class and tutorials is essential to your progress in learning NZSL. New language that is introduced in your 2-hour class cannot be easily caught up if you miss a class. Your presence and participation also contributes to the learning community of your class. Therefore, your attendance and participation at ALL scheduled classes and tutorials is expected, and will be recorded. Regular study and practice is very important in learning any language, so completion of all video tasks is required as a minimum. In order to satisfy requirements for this course, students must

- Complete **all assessment tasks** listed above (4 practical tests and written assignment).

- **Attend at least 10 out of 12 of the 2 hr sessions.** Full attendance is expected, and will be recorded at each session.
- **Attend at least 8 out of 10 tutorials.** Full tutorial attendance is expected, and will be recorded at each session.
- Hand in **self-marked video worksheets weekly** at tutorials (as per schedule attached.)
- Absences (beyond the minimum attendance requirements) due to illness or other unexpected crisis should be reported to the course coordinator.

14. Workload

Students should do an average of 12 hours work per week to progress well in this course. This includes 3 class hours, 2 tutorial hours, assigned work, and independent study.

15. General University Statutes And Policies

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

16. Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

DEAF 201 Schedule of Required Video Tasks

- This is a guide to weekly topics and the **video tasks for hand-in**. You will use two videotexts and workbooks: **Unit 7-12 Videotext Workbook** (yellow cover) and **DEAF 201 Videotext Workbook** (orange cover). They overlap in some of the content, but have different Deaf sign models.
- All completed tasks requiring answers must be marked by you in a contrasting ink colour and handed in at the following week's tutorial – ie, hand in Week 1 tasks at Week 2 tutorial, etc.
- *Completion of this work is not assessed, but is required to pass the course.*

Week	Class Topic	Video Tasks to hand in (at following Mon/Tues tutorial)
1 Mar 2	Review & Family	▪ 201 Videotext , Unit 10: p. 4 -7
2 Mar 9	Talking about Family	▪ 201 Videotext , Unit 10, p. 8-12
3 Mar 16	Talking about Occupations <i>Test 1</i>	▪ 201 Videotext , Unit 10, p. 16-19
4 Mar 23	Personal Qualities	▪ Unit 7-12 Videotext , Unit 11, p. 62-66
5 Mar 30	Personal Qualities	▪ Unit 7-12 Videotext , Unit 11, p. 67-69 ▪ 201 Videotext p. 56 (Fingerspelling)
6 Apr 6	Unit 7-12 review & Stories <i>Test 2</i>	▪ 201 Videotext Unit 11, p. 24 & Numbers p. 62
Apr 13-24	Mid-trimester break	<i>Check out the extra resources at LLC & Library Work on written assignment</i>
7 Apr 27	Talking about Routines	▪ Unit 7-12 Videotext , Unit 12, p. 76-78 ▪ 201 Videotext Unit 12 p. 35 & Dialogue # 2 p. 37
8 May 4	Talking about Routines	▪ Unit 7-12 Videotext , Unit 12, p 79-82 ▪ 201 Videotext Unit 12 School Narratives, p. 40
9 May 11	Talking about Surroundings <i>Test 3</i>	▪ Unit 7-12 Videotext , Unit 12, p. 83-85 ▪ 201 Videotext Number Practice, p. 48
10 May 18	Talking about Surroundings	▪ 201 Videotext Unit 13, p. 50 - 55
11 May 25	Ailments Requests & Advice	▪ 201 Videotext Unit 14 p. 60 - 63
12 June 4	Requests & Life Events <i>Test</i>	▪ 201 Videotext Unit 14 p. 64-66, & 70 -71 Hand in @ class

