

School of Linguistics and Applied Language Studies

DEAF 201 Intermediate New Zealand Sign Language

TRIMESTER 1 2013
4 March – 3 July 2013

Trimester dates

Teaching dates: 4 March to 7 June 2013
Easter break: 28 March to 3 April 2013
Mid-trimester break: 22–28 April 2013
Final assessment: In class, wk 12, June 3 -7 (no exams)

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Lecturers

David McKee

(Thurs language class)
Von Zedlitz 316
Email: David.mckee@vuw.ac.nz
Office Hour: Thurs 11-12



Rachel McKee

(Tues lab; Course Co-ordinator)
Von Zedlitz 317
Ph 463 5626
Email: Rachel.mckee@vuw.ac.nz
Office Hour: Mon 12 -1



Class times and rooms

Language class (DM)	Thur 9.00 -10.50am (New Kirk 202)
Lecture + Lab (RM)	Tues 12.00 -1.50pm (Murphy 211 –I ab)

Communication of additional information

Posted on Blackboard and by email to VUW student email addresses. If you don't check your vuw email, please set it to forward to your personal email, in MyVic - see FAQ. If not you will miss course information.

Course prescription

The course will extend the receptive and expressive skills of students who have a foundation in NZSL, and will examine cultural perspectives and issues relevant to the Deaf community. Teaching will focus on increasing students' vocabulary, expressive fluency, knowledge and use of grammatical structures in NZSL.

Course aims and delivery

DEAF 201 aims to extend receptive and expressive skills in NZSL conversation and narrative at an intermediate level. Teaching and practice in the language class and lab will expand your vocabulary knowledge, extend and strengthen your command of grammatical structures, and increase your expressive fluency in NZSL. Readings and a written assignment will encourage you to develop critical understanding of current issues and perspectives relevant to Deaf communities.

As in DEAF 101 and 102, an interactive approach to language learning requires your active participation in language classes. Language classes will be conducted in NZSL. Regular recording and analysis in the lab enables self-review of signing skills. There will be opportunity for discussion of readings and language issues during the Tuesday lab session.

Learning Objectives

Students who successfully complete this course will be able to accurately use 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. Critically discuss literature on sociocultural characteristics of the Deaf community, with a focus on education, identity, cultural values, and constructions of deafness.

Course materials

Required

1. *Unit 7-12 Videotext/DVD & Workbook* (Available 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). *This resource has an ORANGE cover.*
3. *Readings* will be posted as pdf files on Blackboard.

Please check Blackboard weekly for additional class materials

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 11 February to 15 March. After week two of the trimester all undergraduate textbooks and student notes will be sold from Vicbooks in Easterfield building. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Resources for independent language practice

- The Language Learning Centre (LLC) in Von Zedlitz level 0 has a good collection of NZSL related materials. LLC staff can help you use their catalogue to locate materials. *LLC holdings are now also in the main VUW library catalogue.*
- For online NZSL practice activities, see **Volumes 3, 4, 5 of Beginner Exercises:**
http://www.victoria.ac.nz/lc/edith_dev/nzsl/index.htm
- The main library holds Deaf/NZSL AV materials in The Glass Room (Level 2).

Selected additional reading available in VUW library:

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

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

He Maori he turi [videorecording] 2009. A documentary about the Maori deaf community. Central Library The Glass Room (Level 2) HV2985.5 D59

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

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.)

Signs and voices : deaf culture, identity, language, and arts. Kristin A. Lindgren, Doreen DeLuca, and Donna Jo Napoli, editors. 2008 (Call: HV2545 S578 2008)

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)

Deaf identity and social images in nineteenth-century France . Anne T. Quartararo.
(Call: HV2736 Q19 D)

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

Deaf adolescents : inner lives and lifeworld development. Martha A. Sheridan 2008 (Call: HV2391 S552 D)

Hearing, mother father deaf : hearing people in deaf families. Michele Bishop and Sherry L. Hicks, editors. 2008 (Call: HV2471 H42 2008)

Assessment requirements

Your learning will be internally assessed by four practical tests and one written assignment:

1.	Test 1 (Wk 3 in lab, Mar 19)	10%
2.	Test 2 (Wk 9 in lab, May 14)	25%
3.	Test 3 (Wk 12 in lab June 4)	40%
4.	Presentation in NZSL (Wk 6, April 18)	10%
5.	Assignment 1,000 words (May 21)	15%

- Details about test content and assessment criteria will be given out in class & on Blackboard *one week prior*.
- *Tests will not be repeated.* Please attend all test sessions!
- Assignment instructions and assessment criteria will be available on Blackboard.
- If you need special accommodation in relation to assessments, please discuss this with Rachel McKee well before the due date.

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. Test 1 will assess cumulative vocabulary knowledge. Tests 2 and 3 will assess receptive and expressive signing skills, using vocabulary and grammar structures taught in classes and tutorials up until the time of each test (covering Learning Objectives 1-12). Presentation in NZSL will be done in groups of 2-3, and will be assessed on a group basis: one mark per group. The written assignment will demonstrate understanding of issues from readings and lectures on the Deaf community and culture (as per Learning Objective 13).

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. An aegrotat pass will normally be approved only when a candidate has completed at least 30% of the course assessment.

Mandatory Attendance and Course Requirements

Face-to-face interaction is essential to learning NZSL. New language that is introduced and practised in your 2-hour class cannot be easily caught up if you miss a class. Your presence and participation also helps maintain the learning community of your class group. Therefore, your attendance and participation at ALL scheduled language classes and labs is expected,

and will be recorded. Regular study and practice is essential for effective language learning, so completion and hand-in of all video tasks (homework) is required as a minimum.

To receive a pass for this course, students must

- Complete all assessment tasks listed above (4 tests and written assignment).
- **Attend at least 10 out of 12 of the Tues labs.** Full attendance is expected, and will be recorded at each session.
- **Attend at least 10 out of 12 Thurs language classes.** Full attendance is expected, and will be recorded at each session.
- Hand in self-marked video workbooks weekly, as per instructions attached.
- Absences (beyond the minimum attendance requirements) due to illness or other unexpected crisis should be discussed with the course coordinator.

Workload

Students should expect to study up to 200 hours through the course. This includes 2 class hours, 2 lab hours, weekly homework, and independent study.

Class Representative

A class representative will be elected in the first week, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students. You can find out more information on Class Representatives on the [VUWSA website](#)

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>

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: disability@vuw.ac.nz

The School's Disability Liaison Person is Dr Rachel McKee, ph 463 5626

Where to find more detailed information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study.

Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress.

Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about/avcacademic.

DEAF 201 Schedule of Required Video Tasks

- This is a guide to weekly topics and **video tasks for hand-in**. You will use two videotexts: **Unit 7-12 Videotext Workbook** (yellow cover) and **DEAF 201 Videotext Workbook** (orange cover). They overlap in some content, but have different signers.
- All completed tasks requiring answers must be marked by you in a contrasting ink colour and handed in on the date shown.
- *Completion of this work is not graded, but is required to pass the course.*

Hand-in date	Class Topic	Video Tasks to hand in
1 n.a.	Review & Family	▪ <i>Start work on task below. (Hand in week 2)</i>
2 Mar 12	Talking about Family	▪ 201 Videotext , Unit 10, p. 4 -12
3 Mar 19	Talking about Occupations <i>Test 1</i>	▪ 201 Videotext , Unit 10, p. 16-19
4 Mar 26	Personal Qualities	▪ Unit 7-12 Videotext , Unit 11, p. 62-66
5 April 9	Personal Qualities	▪ Unit 7-12 Videotext , Unit 11, p. 67-69 ▪ 201 Videotext p. 56 (Fingerspelling)
6 Apr 16	Unit 7-12 review & Stories <i>Presentation</i>	▪ 201 Videotext Unit 11, p. 24 & Numbers p. 62
Apr 22-28	Mid-trimester break	
7 Apr 30	Talking about Routines	▪ Unit 7-12 Videotext , Unit 12, p. 76-78 ▪ 201 Videotext Unit 12 p. 35 & Dialogue # 2 p. 37
8 May 7	Talking about Routines	▪ Unit 7-12 Videotext , Unit 12, p 79-82 ▪ 201 Videotext Unit 12 School Narratives, p. 40
9 May 14	Talking about Surroundings <i>Test 3</i>	▪ Unit 7-12 Videotext , Unit 12, p. 83-85 ▪ 201 Videotext Number Practice, p. 48
10 May 21	Surroundings cont'd <i>Written assignment due</i>	▪ 201 Videotext Unit 13, p. 50 – 55 ▪
11 May 28	Ailments Requests & Advice	▪ 201 Videotext Unit 14 p. 60 - 63
12 June 4	Requests & Life Events <i>Test 4</i>	▪ 201 Videotext Unit 14 p. 64-66, & 70 -71