



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

DEAF STUDIES PROGRAMME DEAF 102 ELEMENTARY NEW ZEALAND SIGN LANGUAGE 20 POINTS

TRIMESTER 2 2015

Important dates

Trimester dates: 13 July to 15 November 2015

Teaching dates: 13 July to 16 October 2015

Mid-trimester break: 24 August to 6 September 2015

Last assessment item due: 15 Oct 2015 (No external exam)

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures

Both CRN's attend a combined lecture on Tuesday 11.00 -11.50 am in Murphy 632.

CRN8675: Tuesday 1.10pm - 3pm in Murphy 301

CRN10030: Wednesday 9.00 -10.50 in Kirk 204

Tutorials (Language lab)

Select ONE of the following options. Please go to <https://student-sa.victoria.ac.nz/> to sign up for a tutorial. All tutorials are held in **VZ 003** (Language Learning Centre – Level 0).

Group A: Thur 10 - 10.50 am

Group B: Thur 11 - 11.50 am

Group C: Thur 2.10 - 3.00 pm

Group D: Thur 3.10 - 4.00 pm

Note: Tutorials start in week 1. Final tests will be held in tutorials of **week 12**.

If you can't attend your tutorial for a genuine reason, you may attend another session. But please notify the tutor in advance by email so you will not be marked absent at your regular tutorial.

Names and contact details

Course Coordinator & Language Lecturer

Sara Pivac Alexander

Office: VZ314

Office hour: Wed 12-1 or by appt

Email: sara.pivacalexander@vuw.ac.nz

Lecturer

Dr Rachel McKee

Office: VZ317

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Office hour by apt: Email: rachel.mckee@vuw.ac.nz

Course Administrator

Matthew Vink

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Phone: 463 5255

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Communication of additional information

Announcements and additional information will be posted on Blackboard and/or distributed in class. See www.blackboard.vuw.ac.nz

Email will be sent via 'myvuw' student email addresses. If you do not check this email account, please set up a 'forward' to your private email address.

Prescription

This course further develops beginners' skills in understanding and using NZSL, and extends students' understanding of the Deaf community and culture in New Zealand.

Course content

This course builds on beginners' knowledge of NZSL with a continued focus on understanding and using the language in everyday situations. Lectures and readings provide background information about the Deaf community and the structure of NZSL. Students will extend their mastery of core vocabulary and grammatical structures, using these in dialogues and short narratives. A schedule of weekly topics will be handed out separately. The course will expand comprehension and expressive skills in the Learning Objective areas below.

Course learning objectives (CLOs)

Students who pass this course will be able to understand and use appropriate sign vocabulary and grammatical structures to communicate the following in NZSL:

1. Give information about self, family members and relationships
2. Give and understand directions to locations
3. Make and respond politely to requests for assistance
4. Describe characters and a sequence of actions in a short narrative
5. Identify people by describing personal appearance and clothing

6. Talk about common occupations
7. Discuss everyday activities in relation to calendar and clock time
8. Use numbers for counting, ordinal numbers, age, prices
9. Demonstrate understanding of selected aspects of Deaf culture and community

Teaching format

A communicative approach to language learning used in this course emphasizes active participation. The two-hour language class and tutorial sessions will be conducted entirely in NZSL, to develop skills in a visual language modality. The Tuesday lecture provides opportunity for explanation and discussion of language and culture issues in spoken English. Regular language practice outside of class is an integral part of learning, and students are expected to independently complete the assigned weekly tasks.

Mandatory course requirements

Acquiring NZSL requires face-to-face interaction, so your attendance at all class sessions and assessments is vital to learning and demonstrating achievement of course learning objectives.

In addition to achieving an overall pass mark of 50%, students must:

1. **Attend at least 10 out of 12 class sessions.** Class attendance is essential to learning and will be marked. Please notify your lecturer of expected absences or illness.
2. **Attend at least 9 out of 11 tutorial sessions.** Tutorial attendance is essential and expected. Please notify your tutor of expected absences or illness.
3. Complete **all assessment tasks** listed above (4 practical tests, written test, video homework), unless exempted by the course coordinator for a genuine reason.

Lecture attendance (Tues) is not recorded, but the material taught in this session will support learning in practical sessions, and the written test.

What to do if you cannot attend a class

If for a genuine reason, you have to miss a language class or tutorial, please notify your lecturer or tutor by email. Try to attend one of the other streams or tutorial times that week if possible.

If that is impossible, here are some ways that you can catch up on what you missed:

- Check the Course Resources folder in BB for that week - for a vocab list, etc.
- Make sure you have studied the video homework - this covers relevant material.
- Ask a classmate to go over any new language with you.
- See your teacher in office hours if you need further pointers on what was covered.

Although each lesson builds on what you have learned in previous lessons, and your teacher will normally include review in class, they will not always have time to 're-teach' language that one student may have missed during a previous class. It is your responsibility to catch up on you what you have missed, using the strategies above.

Workload

Students can expect to do up to 13 hours of work per week, or approximately 200 hours in total. This includes a 1 hour lecture, 2 hour language class, 1 hour tutorial, assigned homework, and independent study. Students are also encouraged to attend 'Deaf Coffee', for conversation practice (time t.b.a. in class).

Assessment

Your progress will be internally assessed by four language tests and a written test, all conducted in regular class and tutorial times. Weekly homework is required to be handed in.

Assessment items and workload per item		%	CLO	Due date
1	Test 1 Receptive (30 mins)	15	1-3, 7	In tut Aug 13
2	Test 2 Receptive & Expressive (50 mins)	25	3-5, 8	In tut Sept 24
3	Test 3 Expressive (50 mins)	25	1-8	In tut Oct 8
4	Test 4 Receptive (50 mins)	20	1-8	In class Oct 15
5	Written test (50 mins)	10	9	In lecture Oct 13
6	Weekly homework	5	1-9	Weeks 2-12

Assessments encourage you to review what you have learned and provide feedback on your progress. Tests 1-4 assess cumulative mastery of vocabulary, grammar, and conversational topics learned in classes and homework tasks up until the assessment date. The written test (5) will assess knowledge of NZSL grammar and culture topics covered in lectures and readings.

- Details of test format and focus will be provided in class and Blackboard a week prior.
- The schedule of weekly homework tasks will be distributed in class and on Blackboard.
- If you need special accommodation or support in relation to assessments, please talk to the Course Coordinator as early as possible.

Note: Please notify course coordinator *in advance* if you can't attend a test and need to make special arrangements (such as attending an alternate class time). Tests will not be re-scheduled without prior agreement or medical certificate in the case of unexpected illness.

Submission and return of work

All tests are conducted during class or tutorials. Homework is handed in weekly at tutorials. Test results will be returned at tutorials within two weeks, except for final tests in Week 11 & 12, which will not be returned, but can be inspected on request.

Extensions and penalties

All assessment in this course is via in-class tests, so extensions and penalties do not apply.

Set texts

1. NZSL Units 7-12 Student Videotext and Workbook Units 7-12 (Available at vicbooks).
Also held at LLC and Central Library, Processing Room (Level 2)
2. DEAF 102 Readings (Posted in Blackboard - Course Resources, weekly folders.)

Recommended reading

McKee, R. 2015. New Zealand Sign Language: A Reference Grammar. Bridget Williams Books.
(E-book format): <http://www.bwb.co.nz/books/new-zealand-sign-language>

OR

McKee, R. & D. McKee, 2007. *New Zealand Sign Language Grammar: A Guide for Learners*. Deaf Studies Research Unit, VUW, Occasional Publication. Available at Vic Books, \$38.25

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Feedback from the last formal evaluation of DEAF102 was very positive. Students noted that course organisation and expectations were clearly communicated and the workload was fair. Students highly valued what they had learned in the course, felt it had developed their communication skills (as appropriate to a language focused course) more than critical thinking skills. Overall the course was rated as 'excellent'. In light of this feedback, no significant changes to the course have been made.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

Grade scale descriptors for course grades

A+	91 -100 %	Outstanding proficiency for elementary level, with evidence of excellent preparation and autonomous learning. NZSL communication skills are of high quality, with minimal errors of articulation, vocabulary and grammar. Prepared work shows superior creative and analytic language skills, and cultural awareness.
A	85 - 90 %	Excellent proficiency for elementary level, with evidence of a very high level of preparation and autonomous learning. NZSL communication skills are of high quality, with only a few errors of articulation, vocabulary and grammar. Prepared work shows excellent creative and analytic language skills, and cultural awareness.
A-	80 - 84 %	Excellent proficiency in most respects for elementary level, with evidence of thorough preparation and autonomous learning. NZSL communication skills are of high quality, with minor errors of articulation, vocabulary and grammar. Prepared work shows strong creative and analytic language skills, and cultural awareness.
B+	75 - 79 %	Very good proficiency for elementary level, with evidence of preparation and autonomous learning. NZSL communication skills are of good quality, with fairly minor errors of articulation, vocabulary and grammar. Prepared work shows strong creative and analytic language skills, and cultural awareness.
B	70 - 74 %	Good proficiency for elementary level, with evidence of preparation. NZSL communication skills are of good quality, with errors of articulation, vocabulary and grammar. Prepared work shows good creative and analytic language skills, and cultural awareness.
B-	65 – 69 %	Good proficiency for elementary level, with evidence of some preparation, though not always effective. NZSL communication skills are of good quality overall, though with some problems in articulation, vocabulary and grammar. Prepared work shows some evidence of creative and analytic language skills, and cultural awareness.
C+	60 – 64 %	Adequate proficiency for elementary level. NZSL communication skills are acceptable, but with a large number of errors in articulation, vocabulary and grammar. Weak evidence of analytic skills and cultural awareness.
C	55 - 59 %	
C-	50 - 54%	Barely satisfactory NZSL communication skills and knowledge for this level, with serious weaknesses in articulation, vocabulary and grammar. Limited analytic skills and cultural awareness.
D	40 - 49 %	The standard of NZSL communication and knowledge is below elementary level. Problems in articulation, vocabulary and grammar are serious enough to fail the work.
E	0 - 39 %	Work is well below the standard required or not demonstrated.
K	Fail due to not satisfying mandatory course requirements, even though the course mark reached the 50% level specified for a pass.	

Video Homework Schedule

- *This is a guide to weekly topics in language classes, with video tasks to complete in the workbook. All tasks listed are mandatory course work.*
- **Hand in work at the following week's class (ie, hand in Wk 1, in Wk 2) etc. MARK your answers in a contrasting colour. (No evaluation for accuracy, so don't cheat!) Completed & self marked video workbooks should be handed in at every **Tues/Wed class**. Please write your NAME on the book or loose pages. Books will be returned at your tutorial on Thursday.**

Week	Class Topic	Video Tasks in <i>Units 7-12 Workbook</i>
1 13/7	Review & introductions Apologies (Unit 7)	p. 10 <i>Fingerspelled Names</i> p.11 <i>Apologies</i>
2 20/7	Storytelling & Topic-Comment (Unit 7)	p. 20 (# 1,2,3) <i>Hotel Story</i> p 14-15 <i>Topic Comment</i>
3 27/7	Giving directions (Unit 7)	p. 12-14 <i>Directions</i> p. 19 <i>Ordinal numbers</i>
4 3/8	Giving directions (Unit 7)	p. 16-18 <i>Understanding directions; Fingerspelling</i>
5 10/8 TEST 1	Describing others (Unit 8)	p. 22-25 <i>Describing Others</i> + Review Unit 7-8 Vocab p. 10 & p. 22
6 17/8	Describing others (Unit 8)	p. 26-29 <i>Famous People; Numbers; Personal Data</i> p. 30 <i>Red Riding Hood</i>
	<i>Break 24 Aug – 6 Sept</i>	
7 7/9	Making requests/Money (Unit 9)	p. 32-36 <i>Fingerspelling; Offering Help; Money Numbers</i>
8 14/9	Making requests/Money (Unit 9)	p. 37- 40 <i>Quiz; Spatial Verbs</i> + Review Vocabulary Unit 9
9 21/9 TEST 2	Talking about Family/ Jobs (Unit 10)	p. 41- 43 <i>Making requests</i> p. 46-47 <i>Vocab; Listing; Conversation 1</i>
10 28/9	Talking about Family/ Jobs (Unit 10)	p. 48-52 <i>Conversation 2; Age; Family Tree</i> + Review Vocabulary Unit 10
11 5/10 TEST 3	Jobs/Occupations (Unit 10)	p. 53-56 <i>Deaf Trivia; Talking About Children;</i> <i>Fingerspelling</i>
12 12/10	Review	TEST 4