



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

School of Linguistics and Applied Language Studies

LING 326 Special Topic: Sociolinguistics of Signed Languages
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: Friday Nov 6, 2015

Study period: 19–23 October 2015

Examination/Assessment Period: 23 October to 14 November 2015

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

Wed 11:00 - 11:50 Von Zedlitz 509

Thur 11:00 - 11:50 Von Zedlitz 710

Fri 11:00 - 11:50 Von Zedlitz 106

Names and contact details

Dr Rachel McKee (Course Coordinator)

Office: Von Zedlitz 317, Ph 463 5626

Email: rachel.mckee@vuw.ac.nz

Office Hour: Thur 12-1 or by appt

Guest Lecturers

Dr David McKee david.mckee@vuw.ac.nz

Rebecca Siu (Tutor) rebecca.siu@vuw.ac.nz

Others t.b.a.

Communication of additional information

Announcements are made via Blackboard, which sends to myvuw student email addresses. If you don't check that email address, please set it to forward to your personal email, in MyVic (see FAQ for help), so you don't miss course announcements

Prescription

This course will introduce major concepts in sociolinguistics as they relate to signed languages and Deaf communities. Topics will include sociolinguistic variation, multilingualism, language contact, discourse analysis, issues in sign language policy and planning, including contemporary threats to the vitality of signing communities.

Course content

Course content will draw on research literature from a variety of signed languages to develop a critical understanding of issues in the social context and use of signed languages. Specific topics are given in the lecture schedule provided in Blackboard.

Course learning objectives (CLOs)

Student successfully completing this course will be able to:

1. Understand the social origins of signing communities in urban and village contexts.
2. Describe how bilingualism and multilingualism manifest in sign language users.
3. Explain a range of language contact phenomena in signing communities.
4. Explain sources and forms of sociolinguistic variation in signed languages.
5. Identify modality-specific features and structures of signed language discourse.
6. Show critical understanding of issues in interpreted communication
7. Show critical understanding of development and effects of language policy and planning in relation to signed languages.

Teaching format

Teaching and learning in this course will include lectures, discussions, lab activities, reading and assignments. Readings and other relevant materials will be available in the Course Resources folder on Blackboard. Students are expected to complete assigned weekly readings prior to class. Due to the mixed pathways into this course, peer learning will be encouraged: students without prior exposure to sign language will develop some familiarity with the support of students who do have NZSL skills, and students with more background in linguistics will support others with less, during class activities.

Mandatory course requirements

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

- Obtain at least 40% in each piece of assessment in order to demonstrate the achievement of all CLOs in the course, unless exempted by the course coordinator for a genuine reason.
- Attend at least 8 of the 10 Reading Review sessions (as shown in course schedule). Participation in discussion of readings is a vital contribution to your learning and to the course.

If you are concerned that you might be unable to meet any of the MCRs because of exceptional personal circumstances, you should contact the course coordinator as soon as possible.

Workload

Students are expected to spend 3 hours per week attending classes, and an average of 4-5 hours per week reading and reviewing class materials. Preparation for assignments and test is additional. The average workload for a 20 point course is 200 hours.

Assessment

Assessment items	Length	%	CLO(s)	Due date
Key Concept Questions 1	500 words	10%	1 - 3	Wk 5: Fri Aug 14
Key Concept Questions 2	500 words	10%	3 - 4	Wk 8: Fri Sept 18
Oral review of reading	10 minutes	10%	1 - 7	Wk 2 - 9, t.b.a in class
In-class test	50 minutes	35%	1 -7	Wk 11: Fri Oct 9
Essay	2000 words	35%	1 - 7	Exam period: Fri Nov 6

Marking criteria for specific assessment tasks will be included in assignment instructions, available on BB and distributed in class..

Submission and return of work

Assignments should be submitted in hard copy, single sided, stapled, with a cover sheet, during a class session, or to the pigeonhole in LALS office, VZ 201 by 5pm on due date. Work will normally be returned within 2 weeks of submission.

Extensions and penalties

Please contact the course coordinator prior to a due date if you need to negotiate an extension due to illness or other exceptional circumstances. Late assignments without an extension are liable to a 2% penalty for each day beyond the deadline.

Set text

Lucas, Ceil (Ed.) 2001. *The Sociolinguistics of the Deaf Community*. Cambridge University Press.

- The cheapest option is to purchase this as an E-book (USD\$36), at this link: <http://www.cambridge.org/us/academic/subjects/languages-linguistics/sign-language/sociolinguistics-sign-languages?format=AR>

This book is also available in the VUW library on 3-day loan. Call number: HV2474 S67

A schedule of weekly readings and PDFs of articles are in Blackboard, Course Resources.

Other relevant reading in library

Kathee Christensen (ed.) 2000. *Deaf Plus: A Multicultural Perspective*. San Diego: Dawn Sign Press. Call number: HV2440 D278

Lucas, Ceil (ed.) 1998. *Pinky Extension And Eye Gaze: Language Use In Deaf Communities*. Washington, D.C.:Gallaudet University Press. Call Number: HV2474 P655

Lucas, Ceil (ed.) 2002. *Turn-Taking, Fingerspelling, And Contact In Signed Languages*. Washington, D.C.:Gallaudet University Press. Call Number: P117 T956

Lucas, Ceil (ed). 2006. *Multilingualism And Sign Languages: From The Great Plains To Australia*. Washington, DC :Gallaudet University Press. Call Number: P115 M961 A

Lucas, Ceil, Robert Bayley and Clayton Valli. 2001. *Sociolinguistic Variation In American Sign Language*. Washington, D.C.:Gallaudet University Press. Call Number: HV2474 L933 S

Mesthrie, Rajend. 2011. *The Cambridge Handbook Of Sociolinguistics*. Cambridge; New York :Cambridge University Press.

Monaghan, Leila. 2003. *Many Ways To Be Deaf: International Variation In Deaf Communities*. Washington, D.C. : Gallaudet University Press. Call number: HV2395 M295

Orfanidou, Eleni , Bencie Woll, and Gary Morgan (eds). *Research Methods In Sign Language Studies: A Practical Guide*. Ebooks Corporation. Click to access:
<http://helicon.vuw.ac.nz/login?url=http://VUW.eblib.com/patron/FullRecord.aspx?p=1895428>

Polich, Laura. 2005. *The Emergence Of The Deaf Community In Nicaragua: With Sign Language You Can Learn So Much* . Washington, D.C. : Gallaudet University Press. Call number: HV2608 P766 E

Quinto-Pozos, David (ed.).2007. *Sign Languages In Contact*. Washington, DC :Gallaudet University Press. Call Number: P117 S578 L

Reagan, Timothy G. 2010. *Language Policy And Planning For Sign Languages*. Washington, DC :Gallaudet University Press. Call Number: P119.3 R424 2010, Level 3 - 3 Day Issue

Schembri, Adam & Ceil Lucas. 2015. *Sociolinguistics And Deaf Communities*. Cambridge University Press. Call Number: HV2474 .S6194 2015 (Level 3, 3-day loan)

Van Herreweghe, Mieke and Myriam Vermeerbergen (eds.) 2004. *To The Lexicon And Beyond: Sociolinguistics In European Deaf Communities*. Washington, D.C. :Gallaudet University Press. Call Number: HV2471 T627

Winston, Elizabeth A. 1999. *Storytelling And Conversation: Discourse In Deaf Communities*. Washington, D.C.:Gallaudet University Press. Call Number: HV2474 S888

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

This course is offered for the first time in 2015.

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