

## School of Linguistics and Applied Language Studies

### DEAF 201 Intermediate New Zealand Sign Language A

#### TRIMESTER 1 2014

#### Important dates

Trimester dates:	3 March to 2 July 2014
Teaching dates:	3 March to 6 June 2014
Easter/Mid-trimester break:	18 April to 4 May 2014
Final assessment	In class, weeks 11 & 12 (no external exam)

#### Withdrawal dates

Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://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](http://www.victoria.ac.nz/students/study/exams/aegrotats).

#### Class times and rooms

	Time	Room	Teacher
Language workshop	Wed 11.00 – 12.50	Kirk 204	Sara Pivac Alexander
Lab/lecture	Thur 10.00 – 11.50	MY 211	Rachel McKee

#### Lecturer contact details

**Sara Pivac Alexander** (Wed class)  
 Office: Von Zedlitz 314  
 Email: [sara.pivacalexander@vuw.ac.nz](mailto:sara.pivacalexander@vuw.ac.nz)  
 Office hour – Wed, by appt.

**Dr Rachel McKee** (Thurs lab, Course Co-ordinator)  
 Von Zedlitz 317  
 Ph 463 5626  
 Email: [rachel.mckee@vuw.ac.nz](mailto:rachel.mckee@vuw.ac.nz)  
 Office Hour: Thur 12-1 or by appt

#### Communication of additional information

Announcements are made 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), so you don't miss course announcements.

#### 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 focuses on increasing students' vocabulary, expressive fluency, knowledge and use of grammatical structures in NZSL.

## Course content and teaching format

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.

## Set texts

1. *Unit 7-12 Videotext/DVD & Workbook* (Available online at: [www.nzslta.org.nz](http://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. VicBooks; DVD to be advised in class. Also held at LLC). *This resource has an ORANGE cover.*
3. *Readings* posted as pdf files on Blackboard in Course Resources area.

*Please check Blackboard weekly for additional class materials*

## Resources for independent language practice

- The Language Learning Centre (LLC) in Von Zedlitz level 0 has a good collection of NZSL related materials - listed in the main VUW library catalogue; also ask the staff.
- For online NZSL practice activities, see **Volumes 3, 4, 5 of Beginner Exercises:**  
[http://www.victoria.ac.nz/llc/edith\\_dev/nzsl/index.htm](http://www.victoria.ac.nz/llc/edith_dev/nzsl/index.htm)
- The library holds Deaf/NZSL AV materials in The Glass Room (Level 2).

**Selected additional reading available in VUW library:**

*Introduction to American Deaf Culture* (2013) Thomas K. Holcomb (Call mark HV2545 .H65 2013)

*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. (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 practical tests, a presentation, a written assignment and homework hand-in. Completion of all items is required

<i>Item</i>	<i>Due date</i>	<i>Weighting (% of final grade)</i>
Test 1	Wk 3, in lab, Mar 20	10%
Presentation in NZSL	Wk 6, in class April 9	10%
Test 2	Wk 9, in lab May 15	30%
Test 3	Wk 12, in lab June 5	30%
Assignment 1,000 words	Wk 8, May 9	15%
Homework	Weekly, x 10 (from Wk 2)	5%

- 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.

### Submission and return of work

Submission of written assignment is by hard copy, in class or in the LALS office assignment box, level 2 Von Zedlitz. The assignment will be returned in class or at the LALS office in week 12. Homework submitted by hard copy in lab. This will be checked and returned in lab or collected from the LALS office.

### 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 up until the time of each test (covering Learning Objectives 1-12). Presentation of a prepared narrative in class will be recorded and self-critiqued. The assignment will demonstrate critical understanding of issues in Deaf community and culture (Learning Objective 13).

### Extensions and penalties

An extension for the written assignment (with no penalty) will be considered on grounds of illness, exceptional personal circumstances or unusual workload pressure. Late submission of the assignment without an extension will be subject to a penalty of 1 point (out of the potential 15 points) per day.

*Language tests will not be repeated.* It is essential to attend all scheduled test sessions. If you can't, please contact the lecturer in advance in case recording arrangements need to be made.

If you need special accommodation or support with assessments or in class activities, please talk to the Course Coordinator as early as possible. Your learning is important to us, and we try to accommodate individual needs.

An aegrotat pass will normally be considered 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.

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

- Complete all assessment tasks listed above
- **Attend at least 10 out of 12 of the labs.** Full attendance is expected, and will be recorded at each session.
- **Attend at least 10 out of 12 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 4 hours of in-class work, weekly homework, and independent study for tests and assignments.

### **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](#)

### **Student feedback**

Previous feedback on this course may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://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](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## DEAF 201 Schedule of Required Video Homework

- 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 by the date shown (at Thursday lab)**.
- *Completion of this work is required to pass the course.*

2 Mar 13	<b>Talking about Family</b>	▪ <b>201 Videotext</b> , Unit 10, p. 4 -12
3 Mar 20	<b>Talking about Occupations</b> <i>Test 1</i>	▪ <b>201 Videotext</b> , Unit 10, p. 16-19
4 Mar 27	<b>Personal Qualities</b>	▪ <b>Unit 7-12 Videotext</b> , Unit 11, p. 62-66
5 Apr 3	<b>Personal Qualities</b>	▪ <b>Unit 7-12 Videotext</b> , Unit 11, p. 67-69 ▪ <b>201 Videotext p. 56</b> (Fingerspelling)
6 Apr 10	<b>Unit 7-12 review&amp; Stories</b> <i>Presentation</i>	▪ <b>201 Videotext</b> Unit 11, p. 24 & Numbers p. 62
7 Apr 17	<b>Talking about Routines</b>	▪ <b>Unit 7-12 Videotext</b> , Unit 12, p. 76-78 ▪ <b>201 Videotext</b> Unit 12 p. 35 & Dialogue # 2 p. 37
	<b>Mid-trimester break</b>	
8 May 8	<b>Talking about Routines</b> <i>Written assignment due</i>	▪ <b>Unit 7-12 Videotext</b> , Unit 12, p 79-82 ▪ <b>201 Videotext</b> Unit 12 School Narratives, p. 40
9 May 15	<b>Talking about Surroundings</b> <i>Test 2</i>	▪ <b>Unit 7-12 Videotext</b> , Unit 12, p. 83-85 ▪ <b>201 Videotext</b> Number Practice, p. 48
10 May 22	<b>Surroundings cont'd</b>	▪ <b>201 Videotext</b> Unit 13, p. 50 – 55 ▪
11 May 29	<b>Ailments Requests &amp; Advice</b>	▪ <b>201 Videotext</b> Unit 14 p. 60 - 63
12 June 5	<b>Requests &amp; Life Events</b> <i>Test 3</i>	▪ <b>201 Videotext</b> Unit 14 p. 64-66, & 70 -71