

**Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education**

**ASLS 3140
ASL Linguistics
3 Semester Hours**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Instructor

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Course Description

Prerequisite: (SPEC 3130 or DEAF 3130 – passed with ‘C’ or better) and INTP 2999 – passed with ‘S’ or better, or permission from the instructor.

This course is an overview of structural linguistics, sociolinguistics, and pragmatics of American Sign Language (ASL). Linguistic theories will be applied to both spoken English and ASL. Special attention will be paid to phonological (including the application of phonological rules), morphological, lexical, syntactical, and discourse structures of ASL, as well as language variation and language change.

Required Textbooks/Resource Materials

Valli, C., Lucas, C., Mulrooney, K., and Villanueva, M. 2011. *Linguistics of American Sign Language: an introduction (5th edition)*. Washington DC: Gallaudet University Press.
ISBN 978-1-56368-507-1

Computer with internet accessibility and webcam (or access to one): This is an online course and will require the use of BlazeVIEW. Please make sure that you are familiar with this site in order to navigate it comfortably during the semester. If you experience any problems, or if there is anything I can do to help, do not hesitate to contact me via email. BlazeView will be the main way that I communicate with you, and that you communicate with each other, so make sure to check in on a daily basis to see if there are any new announcements, emails, assignments, or discussion posts. You will also be required to use your GoReact account in conjunction with this class to post and view videos and discussion. ***You will not have to purchase a second, separate account.*** All information for this class will be posted to the GoReact account you are using for Ms. Williams's course this semester.

CCIE Learning Outcomes

The CCIE learning outcomes addressed in the objectives this course are in ***bold, italic font***.

CCIE1. LIBERAL ARTS CONTENT

- a. ***Superior oral and/or written communication skills.***
- b. ***Logical thinking, critical analysis, problem solving, and creativity.***
- c. Knowledge and appreciation of multicultural features of society.
- d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
- e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.

CCIE2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT

- a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
- b. Minority group dynamics, prejudice, class, power, oppression, and social change.
- c. ***Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.***

CCIE3. PROFESSIONAL KNOWLEDGE CONTENT:

- a. Theories of interpretation, translation, and historical foundations of the profession.
- b. Interpreter role, responsibilities and professional ethics.
- c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
- d. Human services and community resources.
- e. Certification, licensure, business practices and state and federal legislation.
- f. Continuing professional development.
- g. Stress management and personal health.

CCIE4. PROFESSIONAL EDUCATION COMPETENCIES

- a. ***LANGUAGE***
 - i. ***Ability to understand the source language in all its nuances.***

- ii. *Ability to express oneself correctly, fluently, clearly, and with poise in the target language.*
- b. **MESSAGE TRANSFER**
 - i. *Ability to understand the articulation of meaning in the source language discourse.*
 - ii. *Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.*
 - iii. Ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.
- c. **METHODOLOGY**
 - i. Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
 - ii. Ability to use different target language forms and ability to choose the appropriate form according to audience preference.
- d. **SUBJECT MATTER**
 - i. Breadth of knowledge allowing interpretation of general discourse within several fields.
 - ii. Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
- III. Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.
- e. **RESEARCH**
 - i. Necessity for and values of research on interpretation and interpreter education.
 - ii. Essential components of a research protocol.
 - iii. Analysis of studies related to interpretation.
 - iv. Application of research results to interpretation practice.

*Collegiate Commission on Interpreter Education (2010)). CCIE Accreditation Standards. Retrieved from http://ccie-accreditation.org/PDF/CCIE_Standards_2010.pdf

Course Objectives

At the end of this course, the student will possess the following skills base in linguistics and interpretation:

1. Demonstrate mastery in discussing language (ASL, English, and general language characteristics) using terminology and approaches common to the field of ASL linguistics. (CCIE 1.a, 1.b, 2.c, 4.a.i, 4.a.ii)
2. Demonstrate expressive mastery in identifying the basic concepts of linguistics, including phonology, morphology, syntax, semantics. (CCIE 1.b, 2.c, 4.a.i, 4.a.ii, 4.b.i, 4.b.ii)
3. Analyze ASL and English texts using linguistic terms and concepts learned in the course. (CCIE 1.b, 2.c, 4.a.i, 4.a.ii, 4.b.i, 4.b.ii)
4. Demonstrate mastery in analyzing basic linguistic structures and features that occur within ASL. (1.a, 1.b, 2.c, 4.a.i, 4.a.ii)
5. Demonstrate mastery of an introductory level of ASL linguistics by completing discussion questions, readings, postings, assignments, and projects as required. (CCIE 1.a, 1.b, 2.c, 4.a.i, 4.a.ii)

Class “Meetings”

Our class will “meet,” or begin, on Mondays. I will post the new discussion questions for each week on Monday morning, and you will have until the following Monday to complete the assignments for that week. Feel free to read ahead if you so desire.

Unless otherwise noted, all assignments will be due by 8:00 am each Monday. If you are having problems completing an assignment for any reason, please contact me *before the due date* so that we can work something out. *I do not accept computer or technology issues as excuses for late or missing work.* It is your responsibility to check your grades in BlazeVIEW to ensure that assignments you think you have submitted have been received and graded by me.

Course Activities/Assignments/Requirements

1. Tests

There are 2 tests, a mid-term and a final exam, worth 100 points each. Each test will cover the information from the readings, homework assignments, class discussions, and your own observations. While the final exam is not cumulative, information from one unit may carry over to the next, so you need to be sure you understand all of the major concepts we’ve covered. The test will be online and will consist of a mixture of true/false, multiple choice, matching, short answer, and essay questions. **Be advised that failure to use appropriate APA citations constitutes plagiarism, and you will be penalized according to the Departmental policy.** This is especially important to remember when answering essay and short answer questions.

Because I know that sometimes there are technical difficulties with submitting tests, you will see that there are two attempts possible for each test. The second attempt is only to be used if you were unable to save or submit the answers for your first test. Email me BEFORE you start your second attempt to let me know the issue, or you will not get credit for the second attempt. **No make-up tests will be allowed except in the case of a documented emergency.**

2. Receptive project and analysis (75 points)

You will work in groups of 2-3 to analyze a 2 minute ASL video segment. The goal of this project is to help you analyze and understand an ASL story by watching it multiple times and discussing sections that you don’t understand with fellow classmates. This project will also help you realize the difference between a gloss (which is a representation of ASL) and an English translation of the story. That is one of the necessary steps towards interpretation – being able to see how concepts are presented in ASL, and how they would be translated into appropriate, grammatical English. You will also need to identify specific linguistic features that are present in your story. Your rough draft will be worth 25 points; the final will be worth 50 points. Specific criteria will be posted in BlazeView. **Projects will not be accepted late.**

3. Expressive project and analysis (100 points)

You will need to create an ASL story that you will record in sign language and upload online so I can access it. The goal of this project is to help you improve your ASL production, and to include production of the linguistic concepts discussed during this course. You will also be completing a self-analysis of your production, which is a valuable tool that you should use often as a beginning interpreter (and even as you become more experienced). Your rough draft will be worth 25 points; the final expressive part will be worth 50 points; your self-analysis will be worth 25 points. Specific criteria will be posted in BlazeView. **Projects will not be accepted late.**

4. Homework (100 points)

Each homework assignment will be worth 10 points, for a total of 100 points throughout the semester. A majority of the homework assignments will be from the text book, although there may be alternate assignments given. Unless otherwise noted, all assignments are due on **MONDAY by 8:00am**. Assignments received after that time **will be given a zero (0)**. If you are having problems completing an assignment for whatever reason, please talk with me before the due date so that we can work something out. *I do not accept computer or technology issues as excuses for late or missing work.* Therefore, make sure that you allow sufficient time to upload and submit your assignments before the due date and time so that they are not marked as late.

5. Discussion Board (100 points)

Each week we will engage in online discussions on various aspects of the readings and topics for that week. You should use the online discussions to ask clarifying questions which I or your fellow classmates will respond to. Part of your grade will depend on these interactive discussions, so make sure you read your classmates' posts and respond thoughtfully. Simply responding to another students' post with a "yes/no" or "I agree/disagree" type of answer will not be sufficient to earn you full participation credit for the week. I expect thoughtful, substantive questions and answers, and a lively back-and-forth discussion between you and your fellow students. I will try to make the topics conducive to this type of exchange, but if you have other ideas for topics that would generate more discussion, please feel free to post these, as well.

6. Quizzes (40 points)

At the end of each module you will have a quiz on the readings. The quizzes are designed to highlight the important elements within each module, and will guide you as you prepare for your midterm and final exams. They will consist of a mixture of true/false, multiple choice, matching, short answer, and essay questions. **Be advised that failure to use appropriate APA citations constitutes plagiarism, and you will be penalized according to the Departmental policy.** This is especially important to remember when answering essay and short answer questions.

Because I know that sometimes there are technical difficulties with submitting quizzes, you will see that it lists two attempts possible for each quiz. The second attempt is **ONLY** to be used if you were unable to save or submit the answers for your first quiz. Email me **BEFORE** you start your second attempt to let me know of the issue, or you will not get credit for the second attempt. **No make-up quizzes will be allowed.**

7. Extra Credit

You have the opportunity to earn up to 15 points of extra credit. Attend up to three deaf events (silent dinners, deaf clubs, etc.) during the semester and write a 1 page paper (double spaced) on what you did at the event and what you learned (i.e. new signs, Deaf culture, interpreting). Each paper should be completed within a week of the event so that everything is fresh in your mind.

Your grade in this course will be determined based on a point system. Each activity, assignment, test, etc. is assigned a point value. It is your responsibility to keep up with your grades. If you see a mistake on BlazeView, inform the instructor immediately and your grade may be reconsidered. Requests for reconsideration are only warranted for mistakes on the instructor's part, or in special circumstances when the instructor has asked a student to resubmit an assignment. **No requests for reconsideration will be granted more than two weeks after the grades have been posted.**

Attendance Policy

The University 20% absence policy regarding attendance will be strictly adhered to during the course. Attendance –from the VSU catalog:

The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.

Because this is an online class, attendance will be measured by participation in online classroom discussions in BlazeView and GoReact. This includes watching the asynchronous sessions by the due date and responding to any questions, discussion topics, or email requests made during the session.

Professionalism

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that

future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code

In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

Dewar College of Education & Human Services Policy on Plagiarism

Department of Middle, Secondary, Reading, and Deaf Education Statement on Academic Integrity

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

Description of Academic Dishonesty

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a

couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

Student Success Center

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.