

CATALOG INFORMATION

Dept and Nbr: ASL 136

Title: SOCIOLINGUISTICS OF DEAF

Full Title: Sociolinguistics of Deaf Communities

Last Reviewed: 4/2/2007

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**  
This course provides a theoretical foundation and a broad range of practical exercises and activities that explore the various dimensions of the sociolinguistics of Deaf communities. It is designed to guide aspiring and practicing interpreters toward a clear understanding of the sociolinguistic factors affecting Deaf communities and sign languages.

**Prerequisites/Corequisites:**  
Course Completion of ASL 132

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: This course provides a theoretical foundation and a broad range of practical exercises and activities that explore the various dimensions of the sociolinguistics of Deaf communities. It is designed to guide aspiring and practicing interpreters toward a clear understanding of the sociolinguistic factors affecting Deaf communities and sign languages. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of ASL 132

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

1. Describe the factors affecting the language and culture of Deaf communities in relationship to the larger, hearing communities that surround them.
2. Evaluate and describe the linguistic implications of social systems specific to Deaf people such as Deaf Education.
3. Analyze the interpreter's linguistic responsibility and discuss and describe a range of case studies demonstrating this responsibility in terms of handling stylistic variation in both English and ASL.
4. Investigate cultural diversity and linguistic variation (ethnicity, gender, education, socioeconomics, etc.) through discussion and analysis of cases specifically reflecting interpreting work.
5. Demonstrate familiarity with features of sign language discourse and analyze ASL discourse through video clips, video-logs and signed resources on the Internet.
6. Serve as cultural and linguistic mediators through introspective journaling, networking with the Deaf communities.
7. Identify the systematic linguistic oppression of Deaf people by hearing people or hearing attitudes in the wider context of oppression of cultural and linguistic minorities.

### **Topics and Scope:**

- I. Factors affecting the language and culture of Deaf communities
  - A. The historical relationship of Deaf communities to the larger,

- hearing communities that surround them
- B. Sociolinguistic factors that impact sign language and Deaf communities.
- II. Elements of a "tool box" for linguistic analysis
  - A. Personal, societal, cultural and linguistic norms, behaviors and values.
  - B. Linguistic implications of language policies in institutions such as Deaf residential schools, public schools, and universities.
  - C. Settings and situations where the exploration of cultural and linguistic differences is beneficial, e.g. workplaces, classrooms, business environments, medical situations, performance arts, conflict management situations and other contexts
  - D. Lexical choices and linguistic/cultural decisions that have an impact on translating or interpreting from ASL to English and vice versa
- III. The interpreter's role
  - A. The interpreter as a linguistic and cultural mediator
  - B. Interpreter as advocate
- IV. Professionalization in the field
  - A. A principle-centered approach for solving personal and professional problems created by issues of cultural diversity and linguistic variation
  - B. How to live with fairness, respect, open-mindedness, and human dignity as essential principles for professional, working interpreters
  - C. The concept and meaning of professional boundaries and the application of appropriate boundaries cross-linguistically as well as cross-culturally
- V. Foundation for future ASL and English discourse analyses
  - A. Features of sign language and spoken language discourse
  - B. How to analyze ASL discourse through video clips, video-logs, and signed resources on the Internet
  - C. How to analyze written and spoken English discourse
- VI. Analyzing and resolving cultural and linguistic dilemmas
  - A. Exploring and developing practical guidelines for a mindful approach to analyzing and resolving cultural and linguistic dilemmas
  - B. Applying practical tools for developing awareness and resolving dilemmas associated with working outside an individual's own culture and language
- VII. Audism
  - A. How an interpreter's experience of being able to hear has a profound impact on his/her cultural and linguistic experience
  - B. How interpreters unknowingly contribute to inadvertent oppression through personal attitudes towards the language and culture of others

### **Assignment:**

1. Reading 15-20 pages of textbook--involves in-depth analysis of one major topic or case study plus one supplementary article (5-15 pages)

- per class with accompanying essay questions for each class with follow-up written homework.
2. Development and presentation of two-three in-class presentations on individual topics taken from a variety of articles and the class textbook.
  3. Preparation for in-class discussions on various topics in the course.
  4. Application of self-assessment tools in class discussions through homework and written assignments to encourage self-reflection in the interpreting process.
  5. Analyze and discuss video clips and texts of signed and spoken languages by translation work both at home and in class.
  6. Two to three written exams on presented materials and readings, including a mid-term and final.
  7. Other homework activities and research projects including interpreter interviews, journal writing and internet research.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written reports, journals, essays and short papers

Writing  
15 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Case studies, presentations, self assessment tools

Problem solving  
20 - 25%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Presentations, analyzing videos clips and texts

Skill Demonstrations  
20 - 25%

**Exams:** All forms of formal testing, other than skill performance exams.

Written exams

Exams  
25 - 30%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Class participation

Other Category  
5 - 15%

### Representative Textbooks and Materials:

Students will purchase one textbook and read excerpts from an assortment of articles.

Textbook:

Lucas, C., R. Bayley, C. Valli, M. rose, and A. Wulf, 2001. THE

SOCIOLINGUISTICS OF SIGN LANGUAGES, ed. C. Lucas, New York: Cambridge University Press.

Articles:

Metzger, Melanie. 1995. CONSTRUCTED DIALOGUE, CONSTRUCTED ACTION IN ASL. SOCIOLINGUISTICS IN DEAF COMMUNITIES, ed by, Ceil Lucas. 255-271.

Washington, D.C.: Gallaudet University Press.

Croneberg, C. 1965. THE LINGUISTIC COMMUNITY; SIGN LANGUAGE DIALECTS.

In W. Stokoe, D. Casterline, and C. Croneberg (eds.) A DICTIONARY OF AMERICAN SIGN LANGUAGE. Silver Spring, MD: Linstok Press. 297-319.

Patrick, P. and M. Metzger. 1996. Sociolinguistic factors in sign language research. In J. Arnold et al (eds.), SOCIOLINGUISTIC VARIATION; DATA, THEORY, AND ANALYSIS. SELECTED PAPERS FROM NWAV 23 AT STANFORD. Stanford University: Center for the Study of Language and Information. 229-240.

Schilling-Estes, N. 2002. INVESTIGATING STYLISTIC VARIATION, In J.K. Chambers et al. (eds.), op. cit. 375-401.