DIS-1402: AMERICAN SIGN LANGUAGE LINGUISTICS

Cuyahoga Community College

Viewing: DIS-1402 : American Sign Language Linguistics
Board of Trustees:
2015-05-28

Academic Term:
2015-08-24

Subject Code
DIS - Deaf Interpretive Services

Course Number:
1402

Title:
American Sign Language Linguistics

Catalog Description:
Study of linguistic principles of American Sign Language (ASL) by comparing lexicon and syntax of ASL to other sign systems and English. Analysis of current research in the areas of phonology, morphology, semantics, syntax and sociolinguistic structure of ASL. Comparison of two major systems for describing signs and how they are used in the language, the Stokoe System and the Liddell/Johnson Model. Study sociolinguistic aspects of ASL as it is used among Deaf individuals. Analysis of linguistic structures within ASL.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
Departmental approval: admission to program.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 - Voice
Western (216) 987-5079 - Voice
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is, in part, based on your enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of the financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course, before financial aid funds can be applied to students’ accounts. Therefore, attendance will be recorded in the following ways:

For in-person courses, students are required to attend the course by the 15th day of the semester, or equivalent for terms shorter than 5-weeks, to be considered attending. Students who have not met all attendance requirements for an in-person course, as described herein, within the first two weeks of the semester, or equivalent, will be considered not attending and will be reported for non-attendance and dropped from the course.

For blended-learning courses, students are required to attend the course by the 15th day of the semester, or equivalent for terms shorter than 5-weeks, or submit an assignment, to be considered attending. Students who have not met all attendance requirements for a blended-learning course, as described herein, within the first two weeks of the semester, or equivalent, will be considered not attending and will be reported for non-attendance and dropped from the course.

For online courses, students are required to login in at least two (2) times per week and submit one (1) assignment per week for the first two (2) weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for an online course, as described herein, within the first two weeks of the semester, or equivalent, will be considered not attending and will be reported for non-attendance and dropped from the course.

At the conclusion of the first two weeks of a semester, or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class, wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with class work because of a prolonged absence should confer with the instructor or a counselor.

IV. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College's Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Apply grammatical and non-grammatical features of English and ASL to all writing assignments.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Distinguish between the components of language and those of communication systems.
2. Identify linguistic structures within ASL.
3. Explain the syntactic differences between ASL and English.
4. Discuss the variation and historical change that occurs in ASL.
5. Distinguish between phonology and morphology.
6. Identify phonological processes in ASL.
7. Explain the grammatical features that cause semantic differences in ASL signs.
8. Compare and contrast the Stokoe System and the Liddell/Johnson Model for the description of signs.
9. Convey how new units in ASL are created from existing units.
10. Discuss the sociolinguistic nature of ASL and its use within Deaf Culture.

Methods of Evaluation:
1. Objective and subjective written tests
2. Quizzes
3. Observation of students’ signed and written assignments

Course Content Outline:
1. Basic concepts of language
   a. Symbols used in English and ASL
   b. Difference between language and communication systems
2. Morphology of location
   a. Using three dimensional space
   b. Location has meaning
3. Classifier predicates and locative verbs
   a. Using classifiers with location, movement and orientation to form a predicate
   b. Location has meaning
4. Classifier predicates and signer perspective
   a. Perceived motion
   b. Levels of signer perspective
5. Subject object agreement
   a. Orientation
   b. Location
   c. Orientation and location
   d. Object information
   e. Reciprocals
   f. Object only
6. Pronouns and determiners
   a. Use of index finger
   b. Articulatory nature of location
7. Variation and historical change
   a. Social
   b. Ethnic
   c. Gender
   d. Age
   e. Change over time
8. Signs have parts
   a. Parameters of a sign
   b. Phonology of signs
9. Phonological processes
   a. Movement epenthesis
   b. Hold deletion
   c. Metathesis
   d. Assimilation
10. Phonology vs. morphology
    a. Smallest contrastive part of a language
    b. smallest meaningful contrastive part
11. Deriving nouns from verbs
    a. Syllable accents in English
    b. Reduplication in ASL
12. Temporal aspect
    a. Continuous time
    b. Regular time
c. Prolonged time
d. Hurried time

13. Derivational and inflectional morphology
   a. Creation of new units
   b. Added grammatical information

14. The Stokoe system
   a. Formal written description of signs
   b. Problems with detail
   c. Lack of sequence

15. Concept of sequentiality
   a. Sequence as a function of movement
   b. Articulatory features

16. Movement hold model
   a. Liddel/Johnson’s Model
   b. Hold and movement segments

17. Compounds
   a. Patterns of compounding in ASL and English
   b. Variation in signs for compounds according to the movement-hold structure

18. Representation of English symbols using ASL handshapes blended together to look like ASL signs (lexicalized fingerspelling and loan signs)
   a. Changes made during Lexicalization
   b. Borrowing signs from other cultures

19. Numerical incorporation
   a. Numbers as a separate morpheme
   b. Free and bound morphemes

20. Bilingualism and language contact
   a. Reasons for bilingualism
   b. Pidgins
   c. Creoles
   d. Mixed systems

21. Expression of tense and habitual time (i.e. every week) in ASL
   a. Time line perpendicular to signer’s body in ASL
   b. Additional movement to create habitual time

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**Resources**


