



PST 371/LIN 695 Syllabus

Basic Linguistics of Non-manual Markers in ASL

Course Information:

Basic Linguistics of
Non-manual Markers in ASL
PST 371/LIN 695
Summer, 2012

1 credit hour
Class Location: TBD
Class Time: 1:00-4:00pm, July
23-27, 2012

Instructor:
Christina Healy
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Office Location: SLCC 3204
Office Hours: 4-5pm and by
appointment



Course Description:

This course introduces students to the theory and practice involved in analyzing non-manual markers, which are aspects of American Sign Language that are not expressed on the hands. The functions of non-manual markers are diverse, affecting the structure of ASL at the phonological, morphological/semantic, syntactic, and sociolinguistic level. This course is not available to Linguistics majors for graduate credit. Pass/fail grading basis.

Student Learning Outcomes:

- Students will become familiar with previous research findings in the linguistic field of non-manual markers in areas of phonology, morphology, syntax, and sociolinguistics.
- Students will become familiar with the methodological issues related to research of non-manual markers, including transcription approaches and technology available for analysis (ELAN).
- Students will learn how to analyze non-manual components and characteristics of facial and body features at various linguistic levels to understand their forms and some of the functions they serve.

Learning Opportunities:

- presentations by instructor of previous research findings
- in-class activities and discussion
- reading assignments
- daily reflection and response papers
- in-class student presentations
- final synthesis and application paper

Class materials:

Electronic copies of all assigned and suggested readings will be made available in Blackboard (a bibliography is included at the end of the syllabus). Sample videos of ASL data will be made available to students.

Communication:

This course will include many in-class activities and discussions. The linguistic faculty is dedicated to signing at all times during class and all students are asked to do the same. Of course, each person comes with a different background, and so communication styles differ. However, each person brings unique and valuable contributions, so everyone in the class (including the instructor) will:

person comes with a different background, and so communication styles differ. However, each person brings unique and valuable contributions, so everyone in the class (including the instructor) will:

- Respect each person and do your best to understand what he or she is saying
 - Communicate clearly and slowly if necessary, for everyone's comprehension
 - Ask for clarification right away if you do not understand what someone said.
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Attendance:

This course covers a great amount of information in a very short amount of time. Activities and class discussions are crucial for the learning process, and if you are late or do not attend class, you will not benefit from your classmates, and the class misses out on your insights. Additionally, non-manual markers interact in a variety of ways, and if you miss class you will lack information which may influence your comprehension during the next session. Students are strongly encouraged to arrive on time at the start of class and returning from breaks. If a student is unable to attend a class, it is the student's responsibility to find out what was discussed and what was assigned.

Grades:

Grades are pass/fail. Points are earned through class participation, the daily reflection and response assignments, the in-class presentations, and the final paper.

Assignments:

Daily Reflecting and Response

At the end of each day in class you will be given a few minutes to reflect on what was discussed that day and respond on the class discussion board about what you already knew and from where, what was new to you, and how it applies to your work. You are encouraged to respond to other students' reflections to deepen your own and each others' learning. Further instructions will be provided during the course.

In-Class Presentation

The first day of class, students will select a section from assigned articles to present to the class on Thursday. Each student will read the whole article, and then delve deeper into his or her assigned section, finding examples of the non-manual marker, making connections with other linguistic aspects, and applying the information to real-world interactions. Presentations on Thursday may include visual aids, class activities, or other techniques students consider valuable for their classmates to grasp the lesson. Further instructions will be provided during the course.

Final Synthesis and Application Paper

After the final day of class, students will have two weeks to reflect over the whole course and identify how the information they gained from it will influence their work. The final paper will be approximately 3-5 pages long and demonstrate understanding of how non-manual markers in ASL serve numerous functions at different linguistic levels, and how these markers are critical in each student's personal or professional life. Further instructions will be provided during the course.

Gallaudet University Academic Integrity Policy

http://www.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies/Academic_Integrity.html

Students with Disabilities

Students that require accommodations should visit the Office of Students with Disabilities (OSWD) at the beginning of the semester to request services. Faculty are not permitted to provide accommodation without the proper OSWD documentation. The Office for Students with Disabilities is located in SAC Room 1022.

Subject to change

Any changes to this syllabus or the class schedule will be announced in class and posted on Blackboard.

The student learning outcomes for this course align with the learning outcomes of the linguistics department:

Linguistics Department Learning Outcomes:

- I. Discuss and explain concepts in the foundational areas of phonology, cognitive linguistics and generative grammar.
- II. Identify generalizations in linguistic datasets and argue for them in a coherent manner, both in writing and signing.
- III. Demonstrate and apply principles governing responsible conduct of scholarly inquiry, the principles of academic honesty set forth in the Gallaudet Graduate School Policy on Academic Integrity, and the guidelines and requirements of the Institutional Review Board, where appropriate.
- IV. Formulate clear research questions related to a broad range of linguistic phenomena and develop a systematic plan for investigating them.
- V. Evaluate claims made in the sign language linguistics literature.

This chart shows how the course learning outcomes reflect those of the department and the University:

Course Learning Outcomes	Department Learning Outcomes				
	I	II	III	IV	V
Students will become familiar with previous research findings in the linguistic field of non-manual markers in areas of phonology, morphology, syntax, and sociolinguistics.	✓				
Students will become familiar with the methodological issues related to research of non-manual markers, including transcription approaches and technology available for analysis (ELAN).			✓		✓
Students will learn how to analyze non-manual components and characteristics of facial and body features at various linguistic levels to understand their forms and some of the functions they serve.	✓				✓

PST 371/LIN 695 Summer 2012 Course Schedule (subject to change)

Day	Topic	Homework Due
Before Arriving	Introductions	<ul style="list-style-type: none"> • Responses on Class Discussion Board Online
Monday, July 23 rd	Part I: Introductions and Course Overview	<ul style="list-style-type: none"> • Read: Wilbur and Patschke (1998) • Download and install ELAN (email instructor with any problems)

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	Part II: Non-Manual Marker Observation/Reception Skills	In Class: Select topics for Thursday's presentations
Tuesday, July 24 th	Part I: Affect NMMs : Hollistic expressions, non-grammatical/paralinguistic non-manual markers	<ul style="list-style-type: none"> • Skim: Ekman and Friesen (2002) • Read: Devos (2009)
	Part II: Grammatical NMMs : Compositional, time-bound, rule-governed; Introduction to FACS	<ul style="list-style-type: none"> • Start work on Thursday's presentation
Wednesday, July 25 th	Part I: Phonology/Morphology/Syntax	<ul style="list-style-type: none"> • ELAN downloaded and installed • Finish up work on presentation and practice (present tomorrow)
	Part II: Introduction to and fun with ELAN	
Thursday, July 26 th , 1pm	Part I: Mouthing and Mouth Gestures	<ul style="list-style-type: none"> • Read: Woll (2001) • Student Presentations
	Part II: Body Leans : Student Presentations	
Friday, July 27 th	Part I: Depiction Types/Adverbials Politeness Strategies	<ul style="list-style-type: none"> • Read: Dudis (2004)
	Part II: Course Review and Closing <ul style="list-style-type: none"> • What did we learn? • How will it apply? • How will it affect us and other stakeholders of the course? 	
Post-Departure	Reflection and Application	<ul style="list-style-type: none"> • Final Paper due: Aug 11th before Midnight

References and Suggested Sources

- Aarons, Debra (1994). Aspects of the syntax of American Sign Language. Unpublished dissertaton.
- Chen-Pichler, Deborah (2008). Using early ASL word order to shed light on word order variability in sign language.
- Dachkovsky, Svetlana and Wendy Sandler. (2009). Visual intonation in the prosody of a sign language. *Language and Speech*, 52(2/3). 287-314.
- Dudis, Paul G. (2004) Body partitioning and real-space blends. *Cognitive Linguistics* 15:2, 223-238.
- Ekman, P. and W. V. Friesen (2002) *Facial action coding system manual*. Palo Alto, CA: Consulting Psychologist Press.
- Hoza, Jack (2007). It's not what you sign, it's how you sign it: Politeness in American Sign Language. Gallaudet University Press, Washington, DC.
- Liddell, S. K. (1980) American Sign Language syntax. The Hague: Mouton.
- Liddell, S.K., (1978) Non-manual signs and relative clauses in American Sign Language. In: Siple, P. (Ed.), *Understanding Language through Sign Language Research*. Academic Press, New York, pp. 59-90.
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- Reilly, Judy Snitzer, Marina Mcintire, and Ursula Bellugi (2008). The acquisition of conditionals in American Sign Language: Grammaticized facial expressions. *Applied Psycholinguistics*, 11(4). pp 369-392.
- Vos, Connie de, Els van der Kooij, and Onno Crasborn (2009). Mixed signals: Combining linguistic and affective functions of eyebrows in questions in Sign Language of the Netherlands. *Language and Speech*, 52(2/3), 315-339.
- Wilbur, Ronnie B. & Cynthia G. Patschke (1998) Body leans and the marking of contrast in American Sign Language. In *Journal of Pragmatics* 30(1998), pp. 275-303.
- Woll, B., (2001) The sign that dares to speak its name: Echo phonology in British Sign Language (BSL). In: Boyes-Braem, P., Sutton-Spence R.L. (Eds.), *The Hands are the Head of the Mouth*. Signum Press, Hamburg, pp. 87-98.
- Zeshan, Ulrike (2004). Interrogative constructions in signed languages: Crosslinguistic perspectives. *Language* 80(1), 7-39.