

Courses

AMERICAN SIGN LANGUAGE (ASL)

ASL 601 Communication in Gestures I (1)

This course is taught in five 3-hour sessions which provide an introduction to communicating with gestures. Students learn to describe objects, ask for and give directions, and discuss limited hypothetical issues through the use of gestures. The instructor uses gestures throughout the course.

ASL 602 Communication in Gestures II (1)

This course is taught in five 3-hour sessions which build on the skills learned in ASL 601. Students learn to paraphrase, describe floor plans, and develop a skit through the use of gestures. The instructor uses gestures throughout the course.

ASL 661 American Sign Language Curriculum (3)

This course teaches curriculum planning and specialized adaptations in teaching ASL for various types of students. The course features reading and analysis of other ASL curricula. Focus is on tailored lesson planning, material and method selection and type of evaluation tools.

ASL 695 Special Topics (1-3)

Grading System: letter grades only.

ASL 699 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

ASL 701 American Sign Language I (3)

The student will have the opportunity to learn the basic language functions found in American Sign Language (ASL) such as asking simple questions, confirming, correcting, and responding to information, apologizing, giving reasons

and opinions as well as suggesting activities. In addition, the student will learn personal, possessive, and dual pronouns, spatial referencing, negation, numbers, non-manual markers, noun-verb pairs, basic classifiers, and time signs. Comprehension skills will be emphasized throughout the course, although expressive skills will be strongly encouraged.

ASL 702 American Sign Language II (3)

This is a continuation of ASL I. The student will have the opportunity to learn the basic language functions found in American Sign Language (ASL) such as asking simple questions, explaining need, interrupting conversations, expressing uncertainty, confirming and correcting information, identifying people, giving locations and commands, offering assistance, accepting/declining offers, asking for clarification, explaining relationship, asking/telling how long and how old, contradicting opinions, solving conflicts and telling time. In addition the student will learn ordinal numbers, topic/comment structure spatial referencing, descriptive classifiers, spatial and inflecting verbs, role shifting and temporal sequencing. Both expressive and comprehension skills will be emphasized throughout the course.

Prerequisites: ASL 701 with a grade of B or better or permission of the department.

ASL 703 American Sign Language III (3)

This is a continuation of ASL II. The student will have the opportunity to learn the language functions found in American Sign Language (ASL) such as giving reasons, making requests, giving specific locations, opening conversations, asking for permission, expressing concern, telling about life events and correcting and elaborating. In addition, the student will continue to learn ordinal numbers, topic/comment structure, spatial referencing, classifiers, spatial and inflecting verbs, conditional sentences and temporal sequencing. Both expressive and comprehensive skills will be emphasized throughout the course.

Prerequisite: ASL 702 with a grade of B or better or

permission of the department.

ASL 704 American Sign Language IV (3)

This course will focus on an advanced use of classifiers, non-manual grammar, and modifiers. Use of space will also be emphasized in class. Both expressive and comprehensive skills will be emphasized throughout the course.

Prerequisite: ASL 703 with a grade of B or better or permission of the department.

ASL 705 American Sign Language V (3)

This is a continuation of ASL IV, with a focus on discourse. This course will enhance the students' abilities to recognize and use various types of discourse in ASL. This course includes introduction to types, features and goals in various types of discourse. The course also introduces the concept of discourse sequentiality (time order in a text). Also, students will recognize and understand transitions in a text. Both expressive and comprehension skills will be emphasized throughout the course.

Prerequisite: ASL 704 with a grade of B or better or permission of the department.

ASL 706 American Sign Language VI (3)

This is a continuation of ASL V, with a continuing focus on discourse and the addition of dealing with complex concepts in ASL. This course will focus on advanced discourse. It will focus on how people communicate in different discourse types: e.g., negotiating and planning an event. Students will also look at registers in ASL and advanced classifier use. Some advanced ASL stories will be analyzed and discussed in class. Both expressive and comprehension skills will be emphasized throughout the course.

Prerequisite: ASL 705 with a grade of B or better or permission of the department.

ASL 709 ASL Media Production (3)

This course introduces students to the tools and skills necessary to produce a variety of moving visual media. First, this course will cover the basics of planning and capturing moving images; second, it will explore possibilities of assembling rhetorically motivated images, and third, it will explore a number of media, such as interactive CD/DVD, WWW page design, and short documentary essays.

ASL 731 Visual-Gestural Communication (2)

This course will develop capabilities in nonverbal/visual-gestural communication that will expand functional communication of graduate students in the various

disciplines they are pursuing.

ASL 741 Methods of Second Language Teaching (3)

This course focuses on principled approaches to developing and implementing classroom methods and strategies for language teaching. It also investigates linguistic, psychological and attitudinal factors that influence student-teacher interaction in the classroom. The course examines in detail the most important teaching methodologies that have evolved over the past thirty years. Following a thorough analysis of each methodology in terms of its theoretical justification and supporting empirical research, students will endeavor to teach and learn some aspect of a second language through the implementation of each of the methodologies.

ASL 743 Curriculum Development for Second Language Instruction (3)

This course examines the philosophical and historical foundations of curriculum. It also outlines curriculum decisions confronting educators, starting with the consideration of significant human needs and ending with the implementation of curriculum innovation in the classroom. The conceptual bases for the principles and procedures are described to provide a clear, step-by-step guide for curriculum practitioners, whether they are designing curricula for individual Sign Language classes or for entire educational programs. Also, reading and analysis of other ASL curricula will be featured in this course.

Prerequisites: ASL 741.

ASL 760 Assessing Second Language Skills (3)

This course examines factors involved in developing and administering an assessment of Sign Language students' linguistic proficiency and socio-cultural competence. Topics include the role and function of assessment, assessment validity, assessment reliability, the use of measurement instruments, current approaches to assessing language learning, and an analysis of current tools for testing Sign Language skills and knowledge. Students will develop samples of assessment tools.

Prerequisite: ASL 741.

ASL 762 Seminar in Sign Language Teaching (3)

This concentration course will explore the current issues related to pedagogy of Sign Language instruction. The first part of the seminar will be devoted to incorporating culture in language classroom. The second part will be devoted to current research/studies on the language of instruction. Students will be assigned to look into issues and bring them

to class for class discussion. The third part will be left open for any current studies on second language teaching.

Prerequisites: Matriculation into the M.A. in Deaf Studies.

ASL 790 Sign Language Teaching Internship (3)

During internship, each student will be assigned to teach a Sign Language class. Each student will be required to meet with her/his supervisor (faculty with the department) on a weekly basis to discuss upcoming classes for the week. The supervisor will observe the classes that the student teaches at least 3 times. At end of the semester, the student will hand in her/his full course work, which includes lesson plans, sample quizzes and tests and her/his self-analysis.

Prerequisite: ASL 741.

ASL 795 Special Topics (1-3)

Grading System: letter grades only.

ASL 799 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

DEAF STUDIES (DST)

DST 695 Special Topics (1-3)

Grading System: letter grades only.

DST 699 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, Permission of the instructor and Special Independent Study Form.

DST 701 Deaf Cultural Studies (3)

This course will explore the Deaf World through the various theoretical lenses provided by the multidisciplinary field of Cultural Studies. Students will be asked to inquire into the diversity, complexities and commonalities of Deaf cultural experiences through ethnographic research. This course serves as a cornerstone course that provides students with the theory and content that subsequent courses will build upon.

DST 705 Sign & the Philosophy of Language (3)

This course will examine the role that manual languages and deafness have played in the evolution of philosophical ideas concerning human identity, language and the senses. Rather than being seen as marginal areas of concern, deafness and manual languages have played an important role in the history of ideas and the philosophy of language. We will explore how both hearing and Deaf thinkers, artists, and writers have viewed manual languages and deafness throughout history, with special emphasis on 17th century England, 18th and 19th century France and 20th century linguistic and literary theory. This course will provide students with a historical and intellectual background for understanding how deafness manual languages and deaf education have been constructed throughout history, and how 21st century issues of education, language and identity are informed by the evolution of philosophical perspectives.

DST 710 Literary Traditions in the Deaf Community (3)

This course is designed as a thorough exploration of the literary traditions in the Deaf community. Attention will be given to the unique face-to-face nature of signed literature and its numerous traditional forms. Students will become versed in the stylists, poetics, and cultural contexts of signed literature in its live and video-text formats.

DST 712 Enforcing Normalcy: Deaf and Disability Studies (3)

This course will introduce students to the field of Disability Studies. In this course, we will explore the historical, medical, social, political, religious, philosophical, and cultural influences that construct the categories of “normalcy,” “disability,” and “deafness.” We will inquire into the complex relation between Deaf and disability rights groups as well as examine how Deaf and disabled persons resist the coercion to be “normal” through art, film, literature and personal narrative.

DST 714 Critical Pedagogy (3)

This course focuses on the field of inquiry known as Critical Pedagogy, which examines the role that education plays in shaping and transmitting the ideology of those in power. This course also inquires into the use of education as a means of resistance and emancipation. Particular focus will be given to the disparate conditions relating to the education of those populations considered to be in the margins because of class, race, ethnicity, gender, and disability.

DST 733 Theory & Identity in Deaf Studies (3)

This course is designed to explore the various issues and

complexities inherent in d/Deaf identity constructions. By drawing on contemporary theoretical practices, including Marxism, postcolonialism, feminism, structuralism, poststructuralism, queer theory and phenomenology, students will be encouraged to engage in a critical exchange between Deaf Studies and these theoretical lenses.

DST 735 Deaf Visual Culture: Art, Theory, and Resistance (3)

This course investigates the role of vision and visual art in the Deaf Community. By drawing on theoretical approaches emerging in the field of Visual Culture, this course will explore, among other topics, Deaf visual practices, visual theory, architecture, public spaces, museums, memorials, film, video, and the emergence of the Deaf View Image Art. Students will gain a critical understanding of the role of vision and art in staking out a Deaf space within a phonocentric world.

DST 750 Seminar in Deaf Cultural Studies (3)

This course allows the opportunity to offer courses on a variety of topics of concern to Deaf Cultural Studies.

DST 780 Cultural Studies Research Project I (3)

Students who select the Cultural Studies track will take Cultural Studies Research Project I during the Fall semester of the track and Cultural Studies Research Project II during the Spring semester for a total of six credit hours. Appropriate research methodologies will be taught, with particular emphasis on ethnographic research and qualitative analysis. In addition, students will be guided in their writing and videotaped projects. By the end of the spring semester, students will submit their Cultural Studies Research Project. While there will be a mandatory written component, projects may also incorporate visual media components. If granted permission, students may create, for example, works of sign language literature, documentary films or an interactive website. All Creative Projects will have a written theoretical component.

DST 781 Cultural Studies Research Project II (3)

Students who select the Cultural Studies track will take Cultural Studies Research Project I during the Fall semester of the track and Cultural Studies Research Project II during the Spring semester for a total of six credit hours. Appropriate research methodologies will be taught, with particular emphasis on ethnographic research and qualitative analysis. In addition, students will be guided in their writing and videotaped projects. By the end of the spring semester, students will submit their Cultural Studies Research Project. While there will be a mandatory written component, projects may also incorporate visual

media components. Students may also choose to select the “Creative Project Option.” If granted permission, students may create, for example, works of sign language literature, documentary films or an interactive website. All Creative Projects will have a written theoretical component.

DST 795 Special Topics (1-3)

Grading System: letter grades only.

DST 799 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.