

UNIVERSITY OF CONNECTICUT

LING 2850 – Introduction to Sociolinguistics of the Deaf Community

Fall 2020

Tuesdays/Thursdays, 3:30-4:45 PM

Instructor: Prof. Lillo-Martin

TA: Shuyan Wang

Syllabus

Additional important course information will be posted on HuskyCT and/or announced in synchronous class sessions. The schedule (last page of this syllabus) indicates the anticipated content for each week, but it is subject to change. Further details are provided on HuskyCT. Any changes will be announced on HuskyCT and in class sessions.

IMPORTANT INFORMATION REGARDING DISTANCE LEARNING FOR FALL 2020

- We will meet using Blackboard Collaborate synchronously as listed on the schedule (Tuesdays and occasional Thursdays) at 3:30 PM (Eastern Time). Dates that are listed in bold color indicate that synchronous class meetings will be held. You should plan to attend these meetings regularly. If situations prohibit you from attending for more than one week, please contact us to discuss alternative learning options.
- We will not meet as a class for about half of the scheduled meeting dates, but Prof. Lillo-Martin and Ms. Wang will be available for drop-in discussions at those times through Blackboard Collaborate.
- There are assignments for each week as listed on HuskyCT. These readings/ viewings/ listenings/ activities are important ways for you to learn the content of this course. Please keep up with them regularly. If situations prohibit you from keeping up for more than one week, please contact us to discuss alternative learning options.
- We understand that the current pandemic situation makes life more complicated and stressful. We want to give you some flexibility to accommodate the situation, while still giving you the necessary tools to learn.

Course Goals

By the end of the course, you should be able to:

- Recognize characteristics that are shared by spoken languages and sign languages and ways in which they differ (Units A-G)
- Differentiate between facts and misperceptions related to languages used by different groups (Units A-G)
- Describe how different factors (such as time, region, age, race, gender, and social status) affect the ways that languages are used (Unit B)
- Compare multilingualism in signed and spoken languages (Unit C)
- Apply your understanding of sociolinguistics to critically evaluate popular views about language (Unit D)
- Question assumptions and policies about language used in educational contexts (Unit E)
- Recommend language policies for Deaf communities that take into consideration what you learned in the course (Unit F)

Text

What is Sociolinguistics? (2nd edition, 2018). Gerard Van Herk. Wiley Blackwell publishers. Students should have access to the text for readings assigned throughout the course.

Additional Learning Materials

Additional readings, videos, audio recordings required for the course will be posted / linked on HuskyCT.

Requirements

- Students should plan to attend the synchronous class sessions and participate in polling, breakout groups, and other class activities.
- Students will be expected to complete readings, viewings, and/or listenings as indicated in the schedule.
- Each non-exam class session has an associated brief activity; some will be conducted 'in-class' (during synchronous sessions) and some will be done outside of the synchronous class time. Each activity is worth 3 points, for a total of 66 points.
- Project. The project, which is worth 12 points, should be submitted some time between Oct. 29 and Nov. 13. By Nov. 20, each student will provide a peer assessment of one other project. The project and peer assessment are described in a separate document.

Exams

- There will be two mid-term exams (worth 10 points each) and a final exam (worth 12 points). The exams will be administered through HuskyCT using the lockdown browser. More information about the lockdown browser can be found here: <https://cetl.uconn.edu/educational-technologies/huskyct-support/lockdown-browser/>
- You will be able to log on to Exam 1 and Exam 2 any time Sunday 9 AM – Tuesday 11:59 PM on the week that the exam is listed. The timing for the final exam will be announced after the finals schedule is released; the final will be open for 4 days of finals week.
- You can take up to 45 minutes once you start an exam, and 60 minutes for the final exam, but will be required to complete each exam once you open it.
- You may consult your textbooks and notes during the exams, but not other people. Sharing any information about the content of or answers to exams with fellow students constitutes academic misconduct.
- More information about exam format and content will be provided separately.

Make-up/Extra credit

A total of 110 points can be gained by completing every assignment and exam on time at full credit. This means you can miss up to 10 points without any penalty, and if you miss 20 points you will still have an A-. Additional make-up or extra credit opportunities should not be assumed.

Grading

	Total Points
• Assignments (in-class and outside of class)	66
• Exam 1	10
• Exam 2	10
• Project	12
• Final Exam	12

Total points possible

110

Grading scale

A 93-110	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Communication*Professor Lillo-Martin*

Office hours: On Collaborate Thursdays 3:30-4:30 when there is no synchronous class meeting;
Mondays 3-4 and other times by appointment

Email: diane.lillo-martin@uconn.edu

Shuyan Wang

Office hours: On Collaborate Tuesdays 10-12; and by appointment

Email: shuyan.wang@uconn.edu

Technology Requirements

In order to succeed in this course, students will need facility with the following technology:

- HuskyCT (UConn's learning management system)
 - Accessing course content, readings, announcements, etc.
 - Posting assignments
 - Viewing gradebook
 - Blackboard Collaborate
 - Lockdown browser
- MS Office or equivalent for preparing documents, slides, etc.
- Email

Shared Responsibilities for Learning

Professor Lillo-Martin and/or Ms. Wang:

- prepare materials for synchronous and asynchronous learning
- lead informative synchronous sessions
- prepare assessments (including assignments and exams) that are appropriate to the course
- provide grades/feedback on assessments within one week
- respond to email requests within 48 hours

Students:

- attend synchronous sessions and participate in learning
- complete assignments on time
- take exams following announced procedures
- communicate any exceptional circumstances that interfere with learning

Accommodations

Professor Lillo-Martin and Ms. Wang will follow all recommended accommodations and implement Universal Design principles to the fullest extent possible. If there is an accommodation you need that is not being met, please let us know.

Important Information

If you have questions, concerns or issues that are not addressed in the syllabus or in the policies linked here, please bring them to my attention as early as possible and I will work with you to address them.

Please see links at the following site for university policies:

<https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

General Education

This course can be used toward the satisfaction of General Education Requirements. It is listed in Content Area Two (Social Sciences) and Content Area Four (Diversity and Multiculturalism).

Academic Integrity ("The Student Code" <http://community.uconn.edu/the-student-code-preamble/>)

Academic Dishonesty or misconduct of any type will not be tolerated in this class. Please refer to the Student Code and <http://community.uconn.edu/academic-integrity-undergraduate-faq/> for specific guidelines.

Students with disabilities (www.csd.uconn.edu)

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Final exams (<http://dos.uconn.edu/frequently-asked-questions/>)

A student may receive permission from the Dean of Students staff to reschedule a final exam if the exams are bunched (i.e., more than 2 exams in one day) or if the student has extenuating circumstances beyond their control (e.g. religious observances). Proper documentation will be needed at the time of the meeting. Students who are sick during the finals period must be seen by Student Health Services for verification of illness. Student Health Services will provide this information to the Dean of Students Office and we will inform the instructor(s) of permission to reschedule the final. Students who are ill and see Student Health Services do not need to also visit the Dean of Students Office.

LING 2850: INTRODUCTION TO SOCIOLINGUISTICS OF DEAF COMMUNITIES							
Fall 2020							
Wk	Mnth	Date	Day	Topic	In class?	Points	
Unit A: Introductions							
1	Sept.	1	T	Introduction	YES	3	
		3	Th	What is Sociolinguistics	YES	3	
2		8	T	History of Deaf Communities in the US	YES	3	
		10	Th	"	NO	3	
Unit B: Variation							
3		15	T	Language and Variation	YES	3	
		17	Th	"	NO	3	
4		22	T	Variation in Deaf Communities	YES	3	
		24	Th	"	NO	3	
5		29	T	EXAM 1 (Units A and B)	NO	10	
Unit C: Multilingualism							
	Oct.	1	Th	Multilingualism & Language Contact	Optional	3	
6		6	T	Multilingualism in Deaf Communities	YES	3	
		8	Th	"	NO	3	
Unit D: Attitudes							
7		13	T	Language Attitudes	YES	3	
		15	Th	"	NO	3	
8		20	T	Attitudes in Deaf Communities	YES	3	
		22	Th	"	NO	3	
9		27	T	EXAM 2 (Units C and D)	NO	10	
Unit E: Education							
		29	Th	Language and Education	Optional	3	
10	Nov.	3	T	Language Education in Deaf Communities	YES	3	
		5	Th	"	NO	3	
Unit F: Policies							
11		10	T	Language Policies	YES	3	
		12	Th	"	NO	3	
12		17	T	Policies in Deaf Communities	YES	3	
		19	Th	"	NO	3	
		20		Deadline for submission of project and peer review			12
Unit G: Reflection							
13	Dec.	1	T	Sociolinguistics and Deaf Communities	YES	0	
		3	Th	"	NO	0	
				FINAL EXAM (Units E-G)			12
				Total points possible			110

UNIVERSITY OF CONNECTICUT

LING 2850 – Introduction to Sociolinguistics of the Deaf Community **Fall 2020**

Project (12 points)

The project is to be submitted between Oct. 29 and Nov. 13. By Nov. 20, each student will provide a peer assessment of one other project.

Students are encouraged to work in groups of 2 or 3 on the project, but you should work independently on your peer assessment. You should let me know by Oct. 22 if you will be working in a group. I need to know the allocation of responsibilities for group projects.

The goal of the projects is to apply your understanding of sociolinguistics to critically evaluate popular views about language.

You will select a news article, blog post, or social media post that has to do with language, and especially attitudes towards language. It might be an example of linguistic discrimination, or it might be an example of attitudes towards other languages or varieties that is consistent with linguistic perspectives. It can be about sign languages or about spoken languages or both.

The project will briefly summarize the article/post and explain the relationship between it and language attitudes. If the article/post demonstrates linguistic discrimination, the project should show why, and how a more linguistically informed perspective might be adopted. If the article/post demonstrates an attitude that is consistent with linguistic perspectives, the project should explain why, and describe the linguistic perspective that supports the attitude.

The project can take any of several different forms. The list below is illustrative. If you have a thought about a different way to present your project, please run it past me. This is an opportunity for you to work to your strengths.

- Record yourself giving a 5-minute presentation (classroom style), with slides
- Write a 4-page essay (1000 words)
- Produce an informative, engaging video (such as a PSA)
- Make a work of art that conveys the information
- Build a concept map
- Post a blog entry

The Project – Assignment link in HuskyCT provides a rubric that will be used in assessing projects. You should review the rubric to understand more about what is expected.

Your peer assessment should be constructive and helpful. It must be inoffensive. It should include something you liked about the project, and some way that it can be improved. The Project – Peer assessment link in HuskyCT provides a rubric that will be used in assessing your peer assessment. You should review the rubric to understand more about what is expected.

Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Project**

Exit

Grid View

[List View](#)

	Novice	Competent	Proficient
Addresses question	0 (0.00%) Does not address the questions	2 (22.22222%) Only partially addresses the questions	4 (44.44444%) Fully addresses the questions: summarizes the article, discusses the attitude, connects to linguistic perspective
Clarity and organization	0 (0.00%) The project is not clear or well organized	2 (22.22222%) The project has weaknesses in clarity and organization	3 (33.33333%) The project is clear and well organized
Follows instructions	0 (0.00%) The project only minimally reflects the need	1 (11.11111%) The project is too brief or too extensive	2 (22.22222%) The project is of sufficient length and depth

Name: **Project**

Exit

Preview Upload Assignment: Project - Peer assessment

You are previewing the assignment - your submission will not be saved.

ASSIGNMENT INFORMATION

Due Date

Friday, November 20, 2020

11:59 PM

Points Possible

3

[View Rubric](#)

You will be given access to one project from a fellow student. Your assessment should provide the following information:

- a brief summary of the project you are assessing
- something you liked about the project
- some way that it can be improved

ASSIGNMENT SUBMISSION

Text Submission

[Write Submission](#)

Attach Files

[Browse My Computer](#)

[Browse Content Collection](#)

*When finished, make sure to click **Submit**.*

*Optionally, click **Save as Draft** to save changes and continue working later, or click **Cancel** to quit without saving changes.*

You are previewing the assignment - your submission will not be saved.

Rubric Detail

Select *Grid View* or *List View* to change the rubric's layout. [More Help](#)

Name: **Peer Assessment**

Exit

Grid View

List View

	Competent	Proficient
Addresses the question	<div>1 (33.33333%)</div> <div>Addresses only one area</div>	<div>2 (66.66666%)</div> <div>Includes positive and negative components in the critique</div>
Follows instructions	<div>0 (0.00%)</div>	<div>1 (33.33333%)</div> <div>Is constructive in tone</div>

Name: **Peer Assessment**

Exit

Course Content

[Build Content](#)[Assessments](#)[Tools](#)[Partner Content](#)

About me



Hi - I am Dr. Lillo-Martin, the professor for Ling 2850. You will tire of seeing me onscreen, but if you want to know what I look like, here I am. I use she/her/hers pronouns.

I have been a professor in the Department of Linguistics at UConn for over 30 years. My research specialization is Sign Linguistics and Language Acquisition - and that's also the name of my lab in Oak Hall (currently unoccupied). I have conducted research on American Sign Language (ASL) and also I have worked with others on other sign languages, especially Libras, the sign language of Brazil. My current research focus is on a project called 'Family ASL'. This project studies how deaf children with hearing parents learn when their parents decide to include ASL as one of the languages of their family. We look at children between the ages of 2 and 5, and we study their parents as well! Our primary focus is on the development of ASL, and we also see how the children are developing in English, and some aspects of their cognitive development.

If you want to know more about me and my research, check out my lab website [here](#), or my work website [here](#).

See you in class!



Syllabus

Attached Files: [LING 2850 F20 Syllabus.pdf](#) (335.361 KB)

The attached syllabus contains important information about the course goals, requirements, and schedule. You should read it carefully and refer to it often.

More detailed information about the assignments for each session is provided in the folder 'Units'.



Project - Description

Attached Files:  [LING 2850 F20 Project.pdf](#) (31.062 KB)

The attachment provides a description of the course Project.

If you are uncertain about any aspect of the project, or would like feedback on your selection, please feel free to drop in on Collaborate during open discussion and/or request an appointment.



Project - Assignment

See the document 'Project' for information about what is expected from your project.

If your project cannot be uploaded here, enter an assignment response that has a link to access the project.



Project - Peer assessment

You will be given access to one project from a fellow student. Your assessment should provide the following information:

- a brief summary of the project you are assessing
- something you liked about the project
- some way that it can be improved



Information about LockDown Browser

For more information about the LockDown browser, see this site:

<https://cetl.uconn.edu/educational-technologies/huskyct-support/lockdown-browser/>

Using LockDown Browser for Tests in HuskyCT

This course requires the use of LockDown Browser for tests in HuskyCT. You will need to install the LockDown Browser software on the computer that you will be using the take the tests.

Please read the following carefully.

1. Go to the “Student Help” tab in HuskyCT to
 - a. watch a video about using LockDown Browser
 - b. access the PDF help file that is available
 - c. download the software you need to install.
2. To take a test that requires LockDown Browser, start LockDown Browser on your computer, log into HuskyCT, and navigate to the exam. The test title will indicate whether it requires LockDown Browser. Please note: any test requiring LockDown Browser cannot be taken using a regular browser. You will be directed to close your current browser and open LockDown Browser.
3. When taking an online exam, follow these guidelines:
 - Turn off all mobile devices, phones, etc.
 - Clear your desk of all external materials — books, papers, other computers, or devices [NOTE: books/notes ARE permitted in Ling 2850]
 - Remain at your desk or workstation for the duration of the test
 - LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
4. For assistance, contact UITS – HuskyTech (860-486-4357 (HELP), HelpCenter@uconn.edu)

Unit A: Introduction

Build Content

Assessments

Tools

Partner Content



Unit A Activities

<u>Month</u>	<u>Date</u>	<u>Day</u>	<u>In class?</u>	<u>Topic</u>	<u>Va</u>
Sept.	1	T	YES	Introduction	1 - I
	3	Th	YES	What is sociolinguistics?	2 - I
	8	T	YES	History of Deaf Communities in the US	
	10	Th	NO	"	



Ling2850 Week1 Tu 200901 Slides.pdf



Syllabus Quiz



Ling2850 Week1 Th 200903 Slides.pdf



Boston North End

In case the video quality during the session on 9/3/20 was not great, if you're interested you can view the video of the Boston North End speakers from American Tongues [here](#).



Readings by Padden and Humphries

Attached Files: [Padden_1980_In-Wilcox.pdf](#) (453.046 KB)
 [Padden_Humphries_1988.pdf](#) (343.443 KB)

The two readings are by prominent members of the deaf community who were among the earliest scholars to describe deaf communities in terms of a unique culture.

Padden (1980) is a chapter from a book edited by Sherman Wilcox called *American Deaf Culture: An Anthology*.

Padden & Humphries (1988) is the first chapter of a book by the authors called *Deaf in America: Voices from a Culture*.



Writing Prompt A

One of the values of Deaf people discussed by Padden (1980) is the use of American Sign Language. Select one of the vignettes in the chapter by Padden and Humphries (1988) and in about 100 words describe how this cultural value plays a role in the story. How is it different for children in non-deaf communities?



Ling2850 Week2 Tu 200908 Slides.pdf



Through Deaf Eyes (video)

This video was published in 2007, and is still an excellent introduction to deaf culture and history.

The video can be found [here](#).

Warning: It is 2 hours long. Make some popcorn and allow yourself plenty of time.



Video Questions A

The questions on the video 'Through Deaf Eyes' are presented here in quiz format.

Note that there is no time limit, and multiple attempts are allowed. Your score will reflect the highest number of points in any one attempt.

Keep in mind that this assignment is due 9/11/20, 11:59 PM.

Unit B: Variation

Build Content

Assessments

Tools

Partner Content



Unit B Activities

<u>Month</u>	<u>Date</u>	<u>Day</u>	<u>In class</u>	<u>Topic</u>	<u>Van He</u>
Sept.	15	T	YES	Language and Variation	3 - Place
	17	Th	NO	"	6 - Ethnic
	22	T	YES	Variation in Deaf Communities	
	24	Th	NO	"	
	29	T	NO	Exam - Units A and B	



Ling2850 Week3 Tu_200914_Slides.pdf



Talking Black in America

Talking Black in America is a video product of the Language and Life Project, which you can find out more about [here](#).

For this assignment, you should view six brief segments (less than 10 minutes total) from linguists about African American Language found [here](#):

Lisa Green

Renée Blake

Arthur Spears

John R. Rickford

John Baugh

Tracey Weldon



We Speak: Ciku (podcast)

We Speak is a 4-part series in the Subtitle podcast, focusing on how the way we speak is related to multiple factors, including Place and Ethnicity, and many others.

You can find the 23-minute podcast about many ways of sounding Black [here](#), and a transcript [here](#).



Writing Prompt B

There are multiple factors that contribute to the way that people sound when they use their native spoken language. Using the perspective of at least one linguist, explain in about 100 words some of the factors that differentiate the way that Ciku Theuri speaks from the way her mother speaks and the way that Nene Leeks speaks.



Hill et al. Ch 8

Attached Files:  [Hill_et_al_Ch8.pdf](#) (1.14 MB)

The attached is from a book called 'Sign Languages: Structures and Contexts' by Joseph Hill, Diane Lillo-Martin & Sandra Wood.



Ling2850 Week4 Tu 200922 Slides.pdf



Practice Quiz- Requires Respondus LockDown Browser

Availability: Item is available, but some students or groups may not have access.
The Quiz questions are based on the Hill et al. Chapter 8 reading. Make sure you've completed the reading before attempting the Quiz!



Signing Black in America

This video is part of the series from the Language & Life Project, which we encountered earlier in this unit.

The video premiered on YouTube on Sept. 9, but the video was not left up.

There will be another premiere on Sept. 17 at 7 PM, [here](#).

If you can, try to catch the showing at that time.

If you cannot watch the video during the YouTube showing on Sept. 7, you can substitute Chapters 1 and 2 of the DVD to accompany the book *The Hidden Treasure of Black ASL*, which are available on YouTube [here](#) and [here](#).



Video Questions B

These questions are applicable whether you viewed 'Signing Black in America' or 'The Hidden Treasure of Black ASL'.

LING-2850-Introduction to Sociolinguistics of the Deaf Community-SEC001-1208

Units

Unit C: Multilingualism

Unit C: Multilingualism

Build Content

Assessments

Tools

Partner Content

**Unit C Activities**

<u>Month</u>	<u>Date</u>	<u>Day</u>	<u>In class?</u>	<u>Topic</u>	<u>Van Herk reading</u>
Oct.	1	Th	Optional	Multilingualism and Language Contact	10 - Multilingualism
	6	T	YES	Multilingualism in Deaf Communities	
	8	Th	NO	"	

**Ling2850 Week5 Th 201001 Slides.pdf****Multilingualism Survey.**

This is a survey about your experience/knowledge regarding multilingualism. The questions are not graded for 'right' or 'wrong'. You will receive 3 points for completing the survey.

**Adamou et al. (2020) - Excerpts**

Attached Files: [Adamou_et_al_2020 Excerpts.pdf](#) (155.463 KB)

The attachment contains excerpts from the introductory chapter of a recent volume called Sign Multilingualism (edited by Ulrike Zeshan).

It is designed to introduce readers to the subsequent chapters of the book; for our purposes, it reviews some core ideas about multilingualism in signing communities that we discuss.



Family Language Policy Blog

This blog post, found [here](#), contains a brief description of a study being conducted by three mothers and academics (two deaf and one hearing) about how they negotiate the various languages used in their families.

There is a video in which the three scholars explain their study using International Sign, and text written in English. Be sure to read the English text; those of you who are studying ASL might find it interesting to view the IS and see what signs you recognize.



Ling2850 Week6 Tu 201006 Slides.pdf



Quinto-Pozos & Adam (2015) Excerpts

Attached Files:  [Quinto-Pozos_Adam_2015 Excerpts.pdf](#) (222.679 KB)

The attachment contains excerpts from a chapter in a book called Sociolinguistics and Deaf Communities (edited by Schembri & Lucas).

The chapter is about contact between multiple languages - sign and sign, sign and speech, etc. The excerpt focuses on various ways that languages borrow from each other when they are in contact.



Spread the Sign

Access the Spread the Sign website [here](#).

Click on the 'Categories' menu and browse the different categories of signs.

Select a category where you might expect to find a lot of similarity across languages in the signs used for some concepts due to iconicity. Look at the signs in at least 6 sign languages for 4-5 concepts in the category and see how much similarity you find. Do you think the signs are similar? Do you think the similar signs are highly iconic?

Select a category where you might expect not to find high similarity due to iconicity. Look at the signs for 4-5 concepts and see how much similarity you find. Can you identify any possible cases of borrowing - where signs are similar because the languages might be in contact or historically related? Use your knowledge of history and geography to guess which sign languages might have such relationships, and see if you can find examples of (non-iconic) similar signs.

In your response to this assignment, write down the categories and signs you looked at, whether or not you found them similar, and if they were similar, whether you thought it was more due to iconicity or contact/historical relationships. Briefly explain your observations.

Unit D: Attitudes

Build Content

Assessments

Tools

Partner Content



Unit D Activities

Month	Date	Day	In class?	Topic	Van Herk re
Oct.	13	T	YES	Language Attitudes	12 - Attitudes a
	15	Th	NO	"	
	20	T	YES	Attitudes in Deaf Communities	
	22	Th	NO	"	
	27	T	NO	Exam - Units C and D	



Language Attitudes Survey

This is a survey about your experience/knowledge regarding language attitudes. The questions are not graded for 'right' or 'wrong'. You will receive 3 points for completing the survey.



Ling2850 Week7 Tu 201013 Slides.pdf



Language Attitude Videos (Week 7)

Nicole Holliday

This is a recording of a special presentation made by Dr. Holliday as part of the 'International Year of Sound', in the Acoustical Society of America's Virtual Speaker

Series (you can find out more [here](#)). The video (with captions) is on YouTube [here](#). The presentation is 28 minutes long and followed by a Q&A session which is optional for this class.

Note that at the beginning, Dr. Holliday refers to a video clip by Key and Peele which is unfortunately cut from the recording. If you're not familiar with the skit, you can find it [here](#).

John Baugh

This is a TEDx presentation by Dr. John Baugh on "The Significance of Linguistic Profiling", which can be found on YouTube [here](#). It is 18.5 minutes long.



Writing Prompt D

Consider the discussions of linguistic profiling presented by Nicole Holliday and John Baugh. Can you think of a time when you might have been a recipient of linguistic profiling? Or when you might have (perhaps inadvertently) judged someone on the basis of their speech pattern? How can you interact with people in the future so that linguistic profiling is reduced?

Please discuss these questions in about 150 words – you should aim for at least 80 words and not more than 200 words (note: this is a wider range than in previous writing prompts, and excess length will not count against you in this assignment).



Hill et al. ch. 9

Attached Files:  [Hill_et_al_Ch9.pdf](#) (405.879 KB)

The attached is from a book called 'Sign Languages: Structures and Contexts' by Joseph Hill, Diane Lillo-Martin & Sandra Wood.



Ling2850 Week8 Tu 201020 Slides.pdf



Attitudes and Deaf Communities Videos (Week 8)

Audism

The first video is a brief explanation of 'audism' that can be found [here](#). It is under 6 minutes long.

Peter Hauser

This is a TEDx presentation by Dr. Peter Hauser, a specialist in psychology and deaf communities. The 15-minute video can be found [here](#).

Lauren Stevens

This is a TEDx presentation called "Where is Deaf identity in an aural society?" by a deaf woman who uses both spoken English and New Zealand Sign Language in various contexts. The presentation is found [here](#), and is 14.5 minutes long.



Video Questions D

Unit E: Education

Build Content

Assessments

Tools

Partner Content



Unit E Activities

<u>Month</u>	<u>Date</u>	<u>Day</u>	<u>In class?</u>	<u>Topic</u>	<u>Van Herk readir</u>
Oct.	29	Th	Optional	Language and Education	14 - Education
Nov.	3	T	YES	Language Education in Deaf Communities	
	5	Th	NO	"	

Ling2850 Week9 Th 201029 Slides.pdf**Anne Charity Hudley interview**

This is an interview with Anne Charity Hudley that was presented on 'The Ling Space' channel. You can find it on YouTube [here](#). It is just under 23 minutes long.

Dr. Charity Hudley (who is now the North Hall Endowed Chair in the Linguistics of African America at the University of California, Santa Barbara) is an expert on the relationship between language variation and Pre K-16 educational practices, as well as policies and high impact practices for underrepresented students in higher education.





[Video Questions E](#)



Ling2850 Week10 T 201103 Slides.pdf



Standley (2005) Excerpts

Attached Files:  [Standley_2005 excerpts.pdf](#) (350.627 KB)

This reading contains excerpts from a paper called "Sociolinguistic Perspectives on the Education of Deaf Children in Inclusion Placements."



Videos on Language and Education in Deaf Communities

1. This video is a 14.5 minute TEDx presentation by Nyle DiMarco on "Making Education Accessible to Deaf Children". You can find it on YouTube, signed in ASL with English interpretation and captions, [here](#).

2. This video is a blog from Don Grushkin on "The 'Mainstreaming' Experience: 'Isolated cases?'" You can find it on YouTube, signed in ASL with captions, [here](#). It is 9 minutes long.



[Writing Prompt E](#)

Both the videos by DiMarco and Grushkin compare the kind of education a deaf student might receive in a mainstream setting vs. a special school for deaf students. Suppose you were a member of a school board considering closing a deaf school, but you really wanted to understand both the reasons for keeping it and the possible benefits of closing it.

What questions would you ask DiMarco and Grushkin to help you understand this conflict better?

You should provide at least one question for DiMarco and one for Grushkin. Your questions should reflect your understanding of the relationships between language and education, as well as your understanding of their experiences described in their videos (not, for example, simply, "which do you think is better").

Appropriate responses to this prompt are likely to include roughly 50-80 words.



Peer assessment_test

Availability: Item is hidden from students.

Enabled: Statistics Tracking

Submit your answer and then review one submission.

Submission dates: November 10, 2020 02:35:00 PM to November 10, 2020 05:00:00 PM

Evaluation dates: November 10, 2020 05:00:00 PM to November 12, 2020 02:35:00 PM

[>>View/Complete Assessment](#)

Unit F: Policies

Build Content

Assessments

Tools

Partner Content



Unit F Activities

<u>Month</u>	<u>Date</u>	<u>Day</u>	<u>In class?</u>	<u>Topic</u>	<u>Van Herk reading</u>
Nov.	10	T	YES	Language Policies	13 - Language as Social Entity
	12	Th	NO	"	
	17	T	YES	Policies in Deaf Communities	
	19	Th	NO	"	

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Indigenous Languages Websites

Take a look around these websites about Indigenous languages:

2019 - [International Year of Indigenous Languages](#)

Read the About IYIL 2019 page, focusing on why the UN General Assembly would find it important to designate a Year of Indigenous Languages

[UN Declaration on the Rights of Indigenous Peoples](#)

Browse the page, and check out the FAQ on the Declaration, noting the roles of language

[Native Languages of the Americas](#)

Peruse the site, and be sure to make your way to the page with information about the Tribes and languages of Connecticut



[Indigenous Languages Assignment](#)

Answer the following questions based on the websites you reviewed.

1. What was part of the motivation for declaring the International Year of Indigenous Languages?
2. Briefly describe one of the initiatives that was part of the IYIL.
3. What role do languages play in the Declaration on the Rights of Indigenous Peoples?
4. Is the U.S. one of the countries that voted in favor of the Declaration on the Rights of Indigenous Peoples?
5. What are two of the languages that were spoken by Native Americans in the region now known as Connecticut?
6. What language was previously spoken by Native Americans in the region where you live? (This question assumes you are now living in the U.S. If you are not, or if you prefer, you can answer as if you were living in Storrs, CT.)



Hill et al. chapter 10

Attached Files:  [Hill_et_al_Ch10.pdf](#) (233.968 KB)

The attached is the third chapter I've shared with you from the book called 'Sign Languages: Structures and Contexts' by Joseph Hill, Diane Lillo-Martin & Sandra Wood.



[Writing Prompt F](#)

On the basis of all that you have learned in this class, what language planning would you recommend if you were friends with someone who just found out that their baby was deaf? Include at least two specific recommendations and justification for them. Also include at least one possible objection they might raise, and how you would respond to it.

If you like, you can frame your response as a dialog between you and your friend.

Your response should be around 150 words, but anywhere between 100 and 200 is acceptable.



Language Policies in Deaf Communities

1. Look at the [WFD Charter on Sign Language Rights for All](#).

This video is 13 and a half minutes long. It is presented in International Sign, with English voiceover and captions available.

2. Watch the short video about the case requiring the [White House to provide sign language interpreters for COVID-19 briefings](#).

It is less than 3 minutes long, in ASL, with English captions and a transcript.

3. Read this post about the publication of a book on [The Legal Recognition of Sign Languages](#).

There is a video on the same page by the editors about the motivation for the book. The video is in International Sign, and unfortunately there is no English.



[Video Questions F](#)



Ling2850 Week12_T 201117 Slides.pdf

Unit G: Reflection

Build Content

Assessments

Tools

Partner Content



Unit G Activities

<u>Month</u>	<u>Date</u>	<u>Day</u>	<u>In class?</u>	<u>Topic</u>	<u>Van Herk re</u>
Dec.	1	T	YES	Reflection on this semester	Epilogue (option
	3	Th	NO	"	



Sociolinguistics application

Watch a movie or program of your choosing. Consider the following questions:

- What languages / varieties are portrayed?
- Are there stereotypes associated with these varieties?
- Can you find language attitudes either overtly expressed or implied?
- What other connections to this course can you find?



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