Centre for Deaf Studies

School of Linguistic, Speech and Communication Sciences

Trinity College Dublin

Bachelor in Deaf Studies
Course Code: TR016

Junior Freshman (JF)
Student Handbook
2017/18
MISSION STATEMENT

The Centre for Deaf Studies, University of Dublin, is committed to excellence in both innovative research and teaching in the area of Deaf Studies, to the enhancement of the learning of each of its students and to an inclusive college community with equality of access for all in an ISL/English bilingual and multicultural environment. The Centre will continue to disseminate its knowledge and expertise for the benefit of the Deaf community and wider society.
Please note that all course information outlined in this handbook is relevant to the academic year 2017/18 only.

We strongly encourage you to keep this booklet carefully and refer to it during the year. The information contained in this booklet is also available at the Centre for Deaf Studies website at www.tcd.ie/slscs/cds/

We also advise that you familiarise yourself with College regulations pertaining to the Bachelor in Deaf Studies which are listed in the College Calendar 2017/18. These are also available online at www.tcd.ie

Student Information System (SITS)

All communications from College will be sent to you via your online portal which will give you access to an ‘in tray’ of your messages. You can view your timetables online, both for your teaching and for your examinations. All fee invoices/payments, student levies and commencement fees are issued online and all payments will be carried out online. You can view your personal details in the new system – some sections of which you will be able to edit yourself. Examination results will also be available online.

Bachelor in Deaf Studies

School
The Centre for Deaf Studies is a constituent member of the School of Linguistic, Speech & Communication Sciences. The Centre for Deaf Studies delivers the core content of the Bachelor in Deaf Studies programme with additional course content contributed by the Department of Clinical Speech and Language Studies (CSLS) and the Centre for Language and Communication Studies (CLCS). Students also take Broad Curriculum (BC) courses from outside the School in their JF and SF years (5 ECTS per year).

Programme Aims:
The Bachelor in Deaf Studies programme aims to:

• Deliver skill competency in Irish Sign Language to level C1 (receptive/comprehension) and B2 (productive/expression) as outlined by the Council of Europe’s Common European Framework of Reference for Languages (CEFR). The CEFR maps language competence across six broad categories ranging from A1 (beginners) to C2 (highly proficient across a range of high-level domains). The CEFR serves two major functions: (1) Reporting: it adds information about a learner’s experience and concrete evidence of achievements in their language/s. This coincides with the EU’s interest in facilitating individual mobility and relating regional and national qualifications to internationally agreed standards; (2) Pedagogical: it makes learning languages more
transparent to learners and helps develop their capacity for self-reflection and self-assessment and assume greater responsibility for learning (i.e. learner autonomy).

- Develop knowledge about the socio-cultural issues that impact on Deaf people in society through a broad range of programmes that reflect the thematic issues of relevance to the Deaf community in Ireland and internationally.

- Offer appropriate scope for professional development within the specific domains of working with the Deaf community, and, depending on specific path choice, competence as an Irish Sign Language/English interpreter or as an Irish Sign Language Teacher.

**Broad Curriculum**
In accordance to the credit regulations it is compulsory for Junior Freshman students of Deaf Studies to take a cross faculty or language course in 2017/18. Students are advised to apply online on the Broad Curriculum website http://www.tcd.ie/Broad_Curriculum/

**Student 2 Student**
From the moment you arrive in College right the way through to your end of year exams Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You’ll meet your two S2S mentors in Freshers’ Week and they’ll make sure you know other people in your course before your classes even start. They’ll keep in regular touch with you throughout your first year and invite you to events on and off campus. They’ll also give you useful information about your course and what to look out for. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that’s worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat.

S2S is supported by the Senior Tutor's Office and the Student Counselling Service. http://student2student.tcd.ie. E-mail: student2student@tcd.ie, Phone: + 353 1 896 2438

**Queries:**

- If you have a query about your JF course content, contact Ms. Carmel Grehan, Coordinator of the Junior Freshman at cgrehan@tcd.ie

- If you have a query about your degree course, you should contact Mr. Patrick Matthews at matthep@tcd.ie
• If you want to talk to someone about your progress in College generally, contact your College Tutor (as assigned by College on registration).

• If you want to query support provisions such as interpreting, note-taking, reading support, etc. contact Mr Declan Reilly, Disability Support Service at reillyde@tcd.ie;

• If you have a query or concern about a particular module (course) you should contact your lecturer directly. Lecturers contact details are provided in this handbook.

• To contact the Centre's Executive Officer, email cdsinfo@tcd.ie.

### Contacting Staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role Details</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr John Bosco CONAMA</td>
<td>Acting Co-Director of CDS Assistant Professor Director of CDS</td>
<td><a href="mailto:comamaj@tcd.ie">comamaj@tcd.ie</a></td>
</tr>
<tr>
<td>Mr Patrick. A. MATTHEWS</td>
<td>Co-ordinator Bachelor in Deaf Studies Assistant Professor SF Coordinator</td>
<td><a href="mailto:matthep@tcd.ie">matthep@tcd.ie</a></td>
</tr>
<tr>
<td>Ms Sarah SHERIDAN</td>
<td>Assistant Professor SS Coordinator</td>
<td><a href="mailto:sherids1@tcd.ie">sherids1@tcd.ie</a></td>
</tr>
<tr>
<td>Dr Sarah O'BRIEN</td>
<td>Assistant Professor, Applied Linguistics Director. Centre for English Language Learning and Teaching</td>
<td><a href="mailto:sarah.obrien@tcd.ie">sarah.obrien@tcd.ie</a></td>
</tr>
<tr>
<td>Ms Caitriona O’ BRIEN</td>
<td>PhD Candidate</td>
<td><a href="mailto:obriec40@tcd.ie">obriec40@tcd.ie</a></td>
</tr>
<tr>
<td>Ms Jennifer O'REILLY</td>
<td>Executive Officer</td>
<td><a href="mailto:cdsinfo@tcd.ie">cdsinfo@tcd.ie</a></td>
</tr>
</tbody>
</table>

Guest lecturers will support the delivery of specific courses or parts thereof.

### CDS Staff teaching JF Courses:

**Dr John Bosco CONAMA** teaches the module: *DF1003 Perspectives on Deafness and DF2031 Working with the Deaf Community*. Research interests: language policies for signed languages, social, equality and cultural policy issues affecting the Deaf community.
Mr Patrick A. MATTHEWS teaches the following modules: *DF1004 ISL 1 and DF1004 ISL 2*. Research interests: orthography of ISL, pedagogy, assessment, and linguistics of ISL, Deaf community and culture.

Ms Sarah SHERIDAN teaches on the module: *DF1009 Language Acquisition and Deafness*. Research interests: second language acquisition, intercultural communication and the intercultural nature of translation and interpreting professions.

Dr Sarah O’BRIEN teaches the module *LI237A Aspects of Written Language*. Research interests: Linguistic and Cultural Acquisition in Migrant Communities; Discourse Analysis and Representations of Speech in Text; Dual Language Education

Ms Caitriona O’ BRIEN co-teaches on the module: *DF1009 Language Acquisition and Deafness*. Research interests: applied linguistics, language acquisition, multilingualism, minority languages, language policy and sign languages, sign language users and Deaf community and culture.

**External Examiners:**

External Examiners for 2017-18 are:

<table>
<thead>
<tr>
<th>Dr. Robert ADAM</th>
<th>University College London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Jim KYLE</td>
<td>University of Bristol, England</td>
</tr>
<tr>
<td>Prof. Myriam VERMEERBERGEN</td>
<td>KU Leuven</td>
</tr>
</tbody>
</table>

**College Tutors:**

A College Tutor is assigned to students on registration. A Tutor is a member of the academic staff who is appointed to look after the general welfare and development of the students in his/her care. Whilst the Tutor may be one of your lecturers, the role of College Tutor is quite separate from the teaching role. If, during the course of the College year you are ill, you should make sure that you give any medical certificate received to your College Tutor for filing.

Tutors are a first point of contact and a source of support, both on arrival in College and at any time during your time in College. They provide CONFIDENTIAL help and advice on personal as well as academic issues or on anything that has an impact on your life. They will also, if necessary, support and defend your point of view in your relations with the College.
For example, you could contact your Tutor for help and advice on issues such as: course choices, exam results, family conflicts, bereavement, financial difficulties or taking a year out.

CDS Website:
Information about the CDS and the courses we run can be found at the CDS website. This information includes timetable information, exam schedules and style sheet for bibliographies. We also include interesting links to other websites of relevance. Visit www.tcd.ie/slscs/cds/

Blackboard
Students should check for Blackboard updates from their lectures (announcements) and check-in on module content for updates and relevant course information including assessment task detail. Class PowerPoints, notes, articles for further reading, feedback, information etc. will be uploaded onto TCD Blackboard pages on a regular basis.

Turnitin
Students are also required to submit their work via their Blackboard page or via Turnitin www.tcd.ie/CAPSL/resources/Turnitin/ as instructed by lecturers. Online submissions will go through a plagiarism-checking facility to ensure that there is no plagiarism in these submissions.

GoReact
All students must set up a GoReact account for each language and interpreting module as instructed by your lecturers. This is a small cost associated with this; see https://get.goreact.com/asl/

Attribution and Plagiarism

Academic standards in student work

ATTRIBUTION AND PLAGIARISM
All quotations from published and unpublished sources must begin and end with quotation marks and be accompanied by a full reference (see below). The following practices are unacceptable and will be treated as plagiarism:

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- close summary without acknowledgement.

No student found guilty of plagiarism will be (i) awarded a degree or diploma or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere.

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at http://tcd-ie.libguides.com/plagiarism
We ask you to take the following steps:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism. You should also familiarize yourself with the 2017-18 Calendar entry on plagiarism located on this website and the sanctions which are applied;

(ii) Complete the ‘Ready, Steady, Write’ online tutorial on plagiarism at http://tcd-ie.libguides.com/plagiarism/ready-steady-write. Completing the tutorial is compulsory for all students.

(iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration

(iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Plagiarism is a serious disciplinary offence: see also the College regulations on plagiarism printed at the end of this handbook. Please note that all instances of Plagiarism will be recorded as part of your Student Academic History.

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### Term Dates 2017/18:

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td><strong>Michaelmas Term</strong></td>
<td>25 September 2017 – 15 December 2017</td>
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<tr>
<td><strong>Hilary Term</strong></td>
<td>15 January 2018 – 6 April 2018</td>
</tr>
<tr>
<td><strong>Annual Examinations</strong></td>
<td>30 April 2018 – 25 May 2018</td>
</tr>
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</table>

No classes take place during week 7 of Michaelmas Term or Hilary Term respectively. These weeks are given over to the preparation of assignments, reading and self-access study for Junior Freshman students.

**Exam dates** that are set by the Examinations office and will be made available in Hilary Term on the Examination office’s website at www.tcd.ie/vp-cao/teo/vpteolinks.php.

Students are reminded that they need to be available to take examinations across the examination period, which runs from 30 April 2018. Language
Tests are organised by CDS, to be advised by CDS following consultation with Examinations Office.

We emphasize that it a student’s own responsibility to ensure they are familiar with deadlines for submitting coursework and it is College policy that students are responsible for knowing when their examinations take place.

Coursework deadlines will be set by lecturers and students must submit such work as directed by lecturers. Deadlines for assignments are included below.

Assignments must be handed in to Executive Officer who is located in Room 4091, 4th Floor, Arts Building by 12 noon on the dates below. Please ensure that you submit two copies of each piece of work submitted and that you have attached a copy of the coursework submission form to each piece of work. You must sign each set of assessments in with the Executive Officer. There are 2 sets of hand-in dates for some modules: this is because there are 2 pieces of coursework that need to be submitted.

Assignments must also be submitted electronically, e.g. using Blackboard or Turnitin as instructed by your lecturer.

<table>
<thead>
<tr>
<th>Code</th>
<th>Modules</th>
<th>3rd November 2017</th>
<th>15th January 2018</th>
<th>9th April 2018</th>
<th>Feedback dates</th>
<th>Annual Exams</th>
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<tr>
<td>DF1004</td>
<td>ISL 1</td>
<td></td>
<td></td>
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<tr>
<td>DF1005</td>
<td>ISL 2</td>
<td></td>
<td></td>
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<tr>
<td>DF1003</td>
<td>Perspective on Deafness (POD)</td>
<td>✓</td>
<td></td>
<td></td>
<td>16/2/18</td>
<td>✓</td>
</tr>
<tr>
<td>DF1009</td>
<td>Language Acquisition &amp; Deafness</td>
<td>✓ (1)</td>
<td>✓ (2)</td>
<td>(1) 16/2/18, (2) 27/4/18</td>
<td>✓</td>
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<td>LI237A</td>
<td>Aspects of Written Language</td>
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<td>✓ (2)</td>
<td>(1) 1/12/17, (2) 16/2/18</td>
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<td>✓</td>
<td></td>
<td>16/2/18</td>
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<tr>
<td></td>
<td>Broad Curriculum **</td>
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** Modules covered by Broad Curriculum are not administered by the Centre or the School of Linguistic, Speech and Communication Sciences. Dates for assignment work or examinations will be advised by the BC course “home” department.

Late submission of assignments will not be accepted unless medical grounds or other extenuating circumstances apply. These must be documented.
**Supplemental Assessments:**

If a student fails to pass any module the Court of Examiners may permit them to repeat the assessment required during the supplemental period.

For courses where coursework assignments must be re-submitted, students must revise their submission on the basis of feedback from their lecturer and examiners during the summer months and re-submit.

Supplemental assignments must be submitted by

**Monday 27 August 2018**

For signed language exams (i.e. ISL 1, ISL 2), a supplemental testing period is *provisionally* scheduled for the week of **27 August 2018**. Students cannot register for their Senior Freshman year unless they have successfully completed all assessment relating to their Junior Freshman year.

Supplemental examination dates for other modules (e.g. POD, Working with Deaf Community) are set by the Examinations Office and will be published online at [www.tcd.ie/vp-cao/teo/vpteolinks.php](http://www.tcd.ie/vp-cao/teo/vpteolinks.php)

**Programme Breakdown for Academic Year 2017-18**

The Bachelor in Deaf Studies is a modular based programme. It is our intention to teach the following modules in the coming academic year.

**NOTE:** Course reading identifies core texts for each of the modules. This does not comprise the entire course reading list for these courses, which will be made available with the complete course outline for each module at the first session for each respective class. The book list included here is intended as a guide for students who wish to begin reading prior to the commencement of teaching/ who wish to purchase specific books. Books, which we particularly recommend, and that you may wish to buy are marked with an asterisk [*]

<table>
<thead>
<tr>
<th>Module</th>
<th>Irish Sign Language 1 (ISL)</th>
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<tbody>
<tr>
<td>Code</td>
<td>DF1004</td>
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<tr>
<td>ECTS</td>
<td>10</td>
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<tr>
<td>Lecturer</td>
<td>Mr Patrick Matthews</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>Blended</td>
</tr>
<tr>
<td>Mandatory/Optional Unit</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>
Module Content:
This module introduces students to ISL and delivers teaching to the Common European Framework of Reference for Languages (CEFR). The aim is to bring students to level A2 receptive skills, A1 productive skills.

Learning outcomes:
On successful completion of this module, students should be able to demonstrate the following:

- **Productive language skills**: Use a series of phrases and sentences to describe in simple terms his/her family and other people, living environment, his/her educational background and present or most recent job.
- **Productive language skills (prepare a recording)**: Produce and record short messages in ISL to DVD. Produce and record a basic personal message, e.g. a thank you to someone for a favour, done, gift given, etc.
- **Interactive skills**: Request and respond to requests for information on familiar topics and activities. Manage short social conversations.
- **Receptive language skills (Digital Data)**: Demonstrate understanding of signed video/DVD clips of basic ISL signed at a moderate pace. Identify specific and main points of information on signed video/DVD clips and record it to gloss. Demonstrate understanding of announcements and short personal information.
- **Receptive language skills (Real life)**: Demonstrate understanding of phrases and common vocabulary related to areas of general personal knowledge e.g. information about his/herself, family, occupation, shopping, and residential area. Comprehend the main point/s in short, simple communication and announcements.

Assessment Details:
There are 2 parts to the assessment of this module:
(i) Portfolio (40%)
(ii) Language Test (60%)

The portfolio (40%) includes 10%, which is awarded on the condition that the student attends at least 80% of ISL classes during each term.

Recommended Reading List:
The Signs of Ireland Digital Corpus. Dublin: Centre for Deaf Studies.


Module Content:
This module builds on work completed in ISL 1. It focuses on further developing student skill within the framework of the CEFR to level B1 receptive, A2 productive.

Learning Outcomes:
On successful completion of this module, students should be able to demonstrate the following:

- **Production**: Understand individual sentences, including sentences where one or more words are finger spelled. Understand commonly used expressions related to areas of interest and relevance i.e. basic personal and family information, shopping, local geography and employment. Able to request and respond in basic ISL about information relating to familiar situations or routine matters. Describe in basic ISL terms aspects of his/her background, present environment, and ability to express his/her needs.

- **Interaction**: Able to request and respond about information on familiar topics and activities. Able to manage short social conversations.

- **Receptive exercises**: Able to understand signed video/DVD clips of basic ISL signed at a moderate pace. Able to identify specific and main points of information on signed video/DVD clips and record it to gloss. Able to understand announcements and short personal information.

- **Real life receptive**: Able to understand phrases and common vocabulary related to areas of general personal knowledge e.g. information about his/herself, family, occupation, shopping, and residential area. Able to comprehend short, simple announcements and main point/s in communication.

- **Producing a recording**: Able to produce and record short, simple notes and messages. Able to produce and record a basic personal message, e.g. a thank you to someone for a favour done, gift given, etc.

Assessment Details:
There are 2 parts to the assessment of this module:

(i) **Portfolio (40%)**
(ii) **Language Test (60%)**
The portfolio (40%) includes 10%, which is awarded on the condition that the student attends at least 80% of ISL classes during each term.

Recommended Reading List:
The Signs of Ireland digital corpus. Dublin: Centre for Deaf Studies.


Matthews, P. (2006): Around the House, Placement and 2D Tracing in Irish Sign Language (ISL) (Booklet and DVD), Dublin, Ireland, Centre for Deaf Studies, Trinity College Dublin


<table>
<thead>
<tr>
<th>Module</th>
<th>Perspectives on Deafness (POD)</th>
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<tr>
<td>Code</td>
<td>DF1003</td>
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<tr>
<td>ECTS</td>
<td>10</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr. John Bosco Conama</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>Blended</td>
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<tr>
<td>Mandatory/Optional Unit</td>
<td>Mandatory</td>
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Module Content:
This module introduces students to the range of ways in which deafness and Deaf people are categorised - by medical personnel, by hearing people, and by the Deaf community. Three major strands are covered: (1) Perspectives on Deafness: The Deaf Community, Culture and Historical Context (2) Medical, Social and Personal and (3) International Perspectives on Deafness In (1) we examine the variety of societal responses to Deafness over time. We begin with references to Deafness and Deaf people in ancient times and trace changing attitudes to Deafness, signed languages and Deafhood up until contemporary times. We also explore the notion of Deaf culture and community and consider the objective symbols and behavioural norms of this culture.

This module introduces a continuum of perspectives of Deafness, and examines the range of practical and political implications of these views. We also consider the range of implications that this can have on a Deaf person's self-image. A range of views from Deaf deafened and hard of hearing people which have been pre-recorded are shared over the course of this module. This module also considers different ways of being Deaf in the modern world.
Major organisations from the Irish Deaf community are given attention, while at the same time the relationship between the developed and the developing worlds, with special emphasis on the European experience of Deafness are considered. In a European context, data from the Leonardo da Vinci SIGNALL I and SIGNALL II projects are drawn on (www.signallproject.com).

**Learning Outcomes:**
On successful completion of this module, students should be able to:
- Describe the historical context that notions of Deafness are grounded within
- Describe the major milestones in Deaf history (e.g. establishment of Deaf education, formation of communities, the ‘Golden era’ of manualism, the rise of oralism, the Congress of Milan 1880, the introduction of oral education in Ireland and consequences thereof).
- Describe the major philosophical influences on responses to deafness (e.g. legal, religious, educational, rehabilitation, normalisation, eugenics, human rights, socio-cultural views, medical responses to deafness, Deafhood).
- Describe various models of deafness
- Situate Irish Deaf community experiences in a broader EU and global context
- Demonstrate knowledge of the main organisations for Deaf and hard of hearing people in Ireland
- Describe the minority communities within the Deaf community (e.g. Deaf Travellers, Deaf people with disabilities, Deaf-blind people, Deaf gay/lesbians, Deaf people of race, Deaf people who are members of minority religious communities in Ireland, etc.)

**Assessment Details:**
There are 3 parts to the assessment for this module:
1. Coursework (20%): 1 x 2,500 word essay in HT
2. Three online assessment quizzes (three scores to be averaged) 20%
3. Exam (60%): 3 hour exam

**Recommended Reading List**
Branson, Jan and Don Miller 2002: *Damned for their difference: the cultural construction of deaf people as "disabled" ; a sociological history.* Washington, D.C. Gallaudet,


Module | Working with the Deaf Community
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Code | DF2031
ECTS | 10
Lecturer | Dr. John Bosco Conama
Mode of Delivery | Blended
Mandatory/Optional Unit | Mandatory

**Module Content:**
This module explores the current issues that are shaped or experienced by those who are working with the Deaf community; in particular, it will focus on how these issues affect the Irish Deaf community. The module is roughly divided into two main areas: (i) a focus on general concepts relating to power, working relationships, etc., and (ii) themes and perspectives that can be identified in the various fields of working with the Deaf community.

**Learning Outcomes:**
On completion of this module, students will demonstrate an ability to:
- Classify differing perspectives on deafness and the impact this has on working relationships with/within the Deaf community
- Compare and contrast the concepts and strategies adopted by organisations / service providers to meet the needs / rights of the Deaf community.

**Assessment Details:**
There are two parts to assessment for this module:
1. 1 x 2,500 word essay (30%)
2. Three online assessment quizzes (three scores to be averaged) 20%
3. Examination (50%)

**Recommended Reading List:**


Module Language Acquisition and Deafness

<table>
<thead>
<tr>
<th>Module Code</th>
<th>DF1009</th>
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<tbody>
<tr>
<td>ECTS</td>
<td>10</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Ms Sarah Sheridan and Ms Caitríona O’ Brien</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>Traditional/Blended</td>
</tr>
<tr>
<td>Mandatory/Optional Unit</td>
<td>Mandatory</td>
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</table>

**Module Content:**
This module aims to introduce students to a range of theoretical perspectives and research in the fields of first and second language acquisition research; to describe the milestones for first language acquisition and to introduce students to critical issues relating to the language acquisition of deaf and hard of hearing children.
This module looks at the milestones for typical language acquisition for hearing children, and maps onto these the milestones for deaf children with access to ISL as a ‘mother tongue’. We contrast the situation for deaf and hard of hearing children who have ISL as a first or second language, and we discuss the implications of late acquisition of language for deaf children. The backdrop to the discussion will entail review of the major theoretical positions on language acquisition (e.g. discussion of the nature-nurture debate, the critical period hypothesis) and will draw on gesture research and data on second language acquisition and bilingualism. This course also includes reading seminars, which students will be expected to participate in fully.

**Learning outcomes:**
On successful completion of this module, students should be able to:
- Describe the ways in which theories of language and language acquisition have changed over the last century;
- Describe the milestones in language acquisition for children - hearing and Deaf;
• Describe the principal findings which have emerged from first and second language acquisition research;
• Describe the relevance of findings from first and second language acquisition research to second language teaching;
• Describe phonological development in hearing and Deaf children with respect to spoken and signed languages;
• Describe the hallmarks of the nativist and behaviourist approaches to child language acquisition and their relevance to second language acquisition;
• Describe the role of gesture in sign language acquisition;
• Describe the role of home sign for non-native signers;
• Annotate and analyse a piece of child language signing with reference to the literature.

Assessment Details:
There are two parts to the assessment for this module:

(1) 2 x 2,500 word essays (60%)
(2) 3 hour exam (40%)

Recommended Reading List (divided by term):

Michaelmas Term:
Key references:

Additional background reading:

**Hilary Term:**


Module | Aspects of Written Language
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Module Code | LI237A
ECTS | 5
Lecturers | Dr. Sarah O’Brien
Mode of Delivery | Traditional
Mandatory/Optional Unit | Mandatory

**Module Content:**
The aim of this course is to introduce students to a range of perspectives - historical, social, linguistic, discourse-analytic, and cognitive - on a pervasive and hugely important linguistic phenomenon that is often taken for granted by literate people in literate societies: written language. This module examines the phenomenon of written language from a range of perspectives. It begins by exploring the beginnings and historical development of writing, in the process considering the ways in which different writing systems (e.g., logographic scripts, syllabaries, and alphabets) represent different aspects of language. Further points of discussion are the debate around the social and individual consequences of literacy; the orthography of English; the mental processes involved in reading; written texts as coherent communicative acts; differences between the language of speech and the language of writing; and the relationship between written language and communication technologies.

**Learning Outcomes:**
On successful completion of this module, students should be able to:

- Explain the key steps in the historical emergence of writing
- Explain, with examples, how each of the major writing systems represents language structure
- Discuss the social, cognitive and linguistic significance of writing itself and of the printing press
- Analyse written texts for structures and devices of cohesion and coherence
- Explain the role of reader knowledge in interpreting written text
- Explain the linguistic differences between spoken and written language
- Discuss the nature of written language as used in several communication technologies.

**Assessment Details:**
Students are required to complete a mid-term (Week 6) group presentation with accompanying 1000 word paper (50%) and a final term essay of 2,000 words (50%).
Recommended Reading List:


Information regarding the regulations and procedures applied within the Centre are available in the General Handbook. See also the College Calendar for Regulations governing CDS courses.
Appendix

Extract from General Regulations and Information,
Calendar 2016-2017


Plagiarism

82 Plagiarism is interpreted by the University as the act of presenting the work of others as one’s own work, without acknowledgement.

Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

83 Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

Plagiarism can arise from actions such as:
(a) copying another student’s work;
(b) enlisting another person or persons to complete an assignment on the student’s behalf;
(c) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;
(d) paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students:
(i) fail to distinguish between their own ideas and those of others;
(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, work submitted which is the product of collusion with other students may be considered to be plagiarism.

84 It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner, and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:

(i) Any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or
paraphrased. Either way, an explicit citation of the work referred to should be provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism.

(ii) When taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources.

(iii) While the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one’s own work and the work of others. Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged.

85 It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

86 Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments should include, in their handbooks or other literature given to students, advice on the appropriate methodology for the kind of work that students will be expected to undertake.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the head of school, or designate, will write to the student, and the student’s tutor advising them of the concerns raised and inviting them to attend an informal meeting with the head of school, or designate, (The director of teaching and learning (undergraduate) may also attend the meeting as appropriate. As an alternative to their tutor, students may nominate a representative from the Students’ Union to accompany them to the meeting) and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for the student to attend. If the student does not in this manner agree to attend such a meeting, the head of school, or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under Conduct and College Regulations §2.

88 If the head of school, or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the head of school, or designate. If the facts of the case are in dispute, or if the head of school, or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under Conduct and College Regulations §2.

89 If the offence can be dealt with under the summary procedure, the head of school, or designate, will recommend to the Senior Lecturer one of the following penalties:

(a) that the piece of work in question receives a reduced mark, or a mark of zero; or
(b) if satisfactory completion of the piece of work is deemed essential for the student to rise with his/her year or to proceed to the award of a degree, the student may be required to re-submit the work. However the student may not receive more than the minimum pass mark applicable to the piece of work on satisfactory re-submission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Senior Lecturer may approve the penalty and notify the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under Conduct and College Regulations §2.