Special Topics: Discourse Analysis
SLNG 1391-[section #] [Synonym]
Semester Year

Professor:
Email:
Videophone:
On-campus/Virtual office:
Office hours:
Campus-Class Location:
Class Days/Times:

Course Description:
SLNG 1391 Special Topics: Discourse Analysis (3-2-3) A general introduction to the scientific study of language structure, history, and use. Topics include spoken (and signed) language; the structure of sounds/signs, words, sentences, and meanings; language in culture and society; language change over time; language acquisition and processing, and variations in the structure of ASL will be studied according to region, social class, ethnicity, age and sex. **(3-2-3)** This is a 3 credit hour course with 2 lecture hours each week and 3 laboratory or activity hours each week.

Course Rationale/Objectives
A broad understanding of the basic principles of linguistic structure and discourse analysis

1. An introductory knowledge of the basic linguistic structure of American Sign Language
2. A basic ability to analyze American Sign Language signers and English speakers in interaction and the impact of an interpreter or interpretation on the interaction.

Course prerequisites: SGNL 2302 ASL IV with a minimum grade C.

Official Course Languages
American Sign Language and English

Time zone: Central Daylight Time/Central Standard Time (Course due dates are according to this time zone.)

Required Texts/Materials

1. That's Not What I Meant: 978-0345340900
2. It's Not What You Say. It's How You Sign It: 978-1563688352
3. Digital recording device with tripod, laptop, tablet or phone with stand
4. GoReact account for video analysis & submissions

Technology Requirements/Skills

- **High speed Internet access** to ACC Gmail, ACC course Learning Management System (Blackboard, Canvas or Google Classroom) and course related materials. Internet recommended download/upload speed 20 Mbps or better (you can test your internet speed: www.speedtest.net by Ookla).
- **Laptop or desktop computer with camera** (required). Smartphones and/or tablets may be insufficient especially for quizzes/exams.
- Chrome browser (strongly recommended) or similar

Technical Requirements/Skills

- High speed Internet access to ACC Gmail, ACC course Learning Management System (Blackboard, Canvas or Google Classroom) and course related materials. Internet recommended download/upload speed 20 Mbps or better (you can test your internet speed: www.speedtest.net).
- Laptop or desktop computer with camera (required). Smartphones and/or tablets may be insufficient especially for quizzes/exams.
- Chrome browser (strongly recommended) or similar.

Minimum Technical Skills
Measure your technology skills and find tutorials to develop, review, or renew those skills in the Technical Skills Checklist. As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

- Communicate via email including sending attachments
- Able to take a screenshot
- Able to record your video assignments and exams
- Navigate the World Wide Web using a Web browser such as Google Chrome
- Use office applications such as Microsoft Office (or similar) to create documents
- Be willing to learn how to communicate using a discussion board and upload assignments to a classroom website
- Be comfortable uploading and downloading saved files
- Have easy access to the high-speed Internet
- Can navigate Blackboard or other learning management systems.

Student Tech Support
Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. Drive-up WiFi can be accessed at multiple campuses on different days/times, https://www.austincc.edu/coronavirus/drive-up-wifi .

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit http://www.austincc.edu/sts.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit http://www.austincc.edu/sts.

Program Learning Outcomes
The ASL and Interpreter training program's program learning outcomes align with the American Council on the Teaching of Foreign Languages (ACTFL) and the Texas Board for Evaluation of Interpreters (BEI). A complete list of the ASLIT's program learning outcomes can be found here.

Course and Student Learning Outcomes:
During the course of the semester, the singular goal is for students to remove biases when listening/watching discourse and to be able to analyze that discourse for signals, devices, rituals, and maxims. The student will accomplish the following:

1. Define language, linguistics, and discourse
2. Understand the terms associated with aspects of linguistics and discourse
3. Identify linguistic structures in Language (e.g., Phonology, Morphology, etc.)
4. Identify and describes parts of language (e.g., nouns, verbs, pronouns, determiners)
5. Gain an understanding of the semantics, pragmatics, & sociolinguistic variations of language

6. Analyze and be able to identify specific linguistic features, content, and intentions of people within various communication events across the 11 Parameters of Context (11 Ps)
7. Understand what discourse analysis is and the value to achieving effective interpretations
8. Be able to identify and distinguish ritual and system constraints
9. Discuss discourse as it occurs in everyday activities
10. Use ASL transcription symbols to describe discourse in ASL
11. Compare ASL and English discourse features
12. Analyze the impact of an interpreter or interpretation on the discourse between two or more people.

[Choose one for your course format]

Instructional Methodology for a Distance-learning course

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform Blackboard, online videos, e-workbook, and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course does not require real-time classes (asynchronous online learning) however students must watch all the lecture videos online, read slides/lecture notes, watch required films and complete all assignments before the assigned due dates. It is the student's responsibility to schedule their appointments with ACC-ASLIT lab and complete their ASLIT Lab assignments (see ASLIT Lab assignments section below for more details) before the due dates. In general, students are responsible for their own work.

Instructional Methodology for a Hybrid course

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform Blackboard, online videos, e-workbook, and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course does require a half of real-time classes (synchronous online learning) It is student's responsibility to schedule their appointments with ACC-ASLIT lab and complete their ASLIT Lab assignments (see ASLIT Lab assignments section below for more details) before the due dates. In general, students are responsible for their own work.

Course Grading System

1.	Weekly Interaction Analyses	30%
2.	Interaction Observations	15%
3.	Deliverables / Activities	10%
4.	Final Interaction Analysis	20%
5.	Final Interaction Review	10%
6.	Readings & summaries	15%
	TOTAL	100%

Students are to monitor their own progress. Students can check their grades in the course learning management systems (BlackBoard, Canvas, TRUE+WAY ASL, and/or Google Classroom).

Grading Scale

90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

1. Weekly Interaction Analyses
Students will conduct an 8-layer analysis & reviews/discussion of interactions throughout the semester (English & ASL interactions) in GoReact. Students are required to utilize GoReact video analysis software for analysis and/or recording purposes.

2. Interaction Observations
Students will observe interactions weekly and develop a summary.

3. Deliverables / Activities
Work on various assignments will be given weekly and may consist of in-class activities, homework, or other work to be completed in the lab or at home including, but not limited to, IRRs, CRP, Course Self Assessment, & Communication activity.

4. Readings & Summaries
Students will read textbook chapters & summarize each chapter weekly.

5. Quizzes & Tests
Planned and/or pop-quizzes and/or a final test based on the readings & activities.

Course Outline & Schedule
Week 1: Layer 1 Sociolinguistic Impacts
- Orientation
- Syllabus and Course Schedule Review
- Linguistics & Conversational Style

Week 2 & 3: Layer 2
- Registers
- Rituals
- Maxims
- Genres

Week 4 & 5: Layer 3
- Transitions
- Referencing
- Cohesions & Coherence

Week 6 & 7: Layer 4
- Discourse Functions
- Discourse Features

Week 8 & 9: Layer 5
- Powerful/less,
- In/Direct
- Gender-Marked Language

Week 10 & 11: Layer 6
- Turn-Taking
- Adjacency Pairs
- Overlap
- Interruption
- Listenership

Week 12 & 13: Layer 7
- Framing
- Footing
- Alignment (non-interpreted interactions)

Week 14 & 15 Interpreted Interactions

1. Source Attribution - identifying the source of someone speaking (pointing to someone speaking/signing) or the source of a sound (knocking, phone ringing, etc.) This can include pronoun usage such as "he said..."
2. Interaction Management - the ways in which interpreters manage the interaction such as lack of or direct eye gaze, putting one finger up to pause a message, interrupting a speaker, etc.
3. Alignment (Interpreted Interactions)- identifying where the interpreter aligns more so with one consumer or another and for what purposes, how is that accomplished, what are the results, etc.
4. Authored Statements/Presentation of Self - the amount of personal statements made by the interpreter such as seeking clarification, speaking for her/himself with respect to the interpretation or otherwise with either of the consumer groups, etc.

Week 16

Post-IRR
Cumulative Reflection Paper
Course Self Assessment
Final exam
Final Interpreted Interaction (all 8 layers PLUS Interpreted Interaction analysis) & Reviews due

Please follow this link to review policies and information specific to the ASL and Interpreter Training Department.

Participation Policy

[F2F or Hybrid classes or DLS]
Foreign language classes are very interactive and students will be required to participate regularly in class and group activities. All students will be encouraged to participate in class discussions and activities on a regular basis. Participation does not mean giving "right" answers. It means thinking about the material, sharing their thoughts, paying attention, and giving their best effort. The skills to be developed in the class depend on visual perception and memory. Use of auditory stimuli discourages this learning process for both the person talking and other students in the class. The students will experience cross-cultural interaction between Deaf and hearing people. It is important that the student recognizes this and respects the culture. Students should arrive on time and are expected to remain until the end of class and to participate as if in a F2F class including cameras on at all times (unless directed by the instructor), posture, background, lighting, turn-taking, etc.

Attendance Policy
[Hybrid or DLS 16 Week attendance policy]
Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **two** absences from class, therefore doctor's notes and other excuses are not accepted for absences. After the **third** absence, the final grade will be lowered by one letter. Upon the **fourth** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[INSERT DATE),** the student will receive an F as a final grade.

Withdrawals
It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the final withdrawal date. The final withdrawal date for this semester is **[INSERT DATE]**. The student is also strongly encouraged to keep any paperwork in case a problem arises.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

Missed Exams and Late Work
There will be no make-up of assignments, quizzes and/or tests except under circumstances I deem to be extreme or unique. Internet disruption will not be accepted as an excuse for turning in your assignments late. It is your responsibility to utilize tools such as taking screenshots that show you did complete the quiz/assignment/test or by contacting GoReact for verification and information on your progress.

Incompletes
An incomplete (grade of "I") will only be given due to extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of I also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.

2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.

3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.

4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.

5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an “F.” Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

Please follow this link to review ACC Policies