

# Syllabus

for course at first level

**Sign language of children**

**Barns teckenspråk**

**7.5 Higher Education**

**Credits**

**7.5 ECTS credits**

<b>Course code:</b>	LIT214
<b>Valid from:</b>	Spring 2010
<b>Date of approval:</b>	2009-10-13
<b>Department</b>	Department of Linguistics
<b>Subject</b>	Sign Language

## Decision

This syllabus has been approved by the Board of the Department of Linguistics on xxx, xx, 2009.

## Prerequisites and special admittance requirements

Basic Course in Sign Language 20 points, or  
Sign Language I, 30 credits.

## Course structure

Examination code	Name	Higher Education Credits
2140	Sign language of children	7.5

## Course content

This course gives an introduction to the sign language development of children.

## Learning outcomes

Having completed the course the student has demonstrated ability to:

- describe children's early use of gestures
- give an account of the main principles of early sign language development.

## Education

Instruction is given in sign language.

Instruction is given in the form of lectures and/or group work.

## Forms of examination

a. The course is examined through a written exam.

b. Students will receive letter grades on a seven-point scale related to the learning objectives of the course:

- A = Excellent
- B = Very Good
- C = Good
- D = Satisfactory
- E = Adequate
- Fx = Inadequate

F = Totally Inadequate

c. The assessment criteria for the course will be distributed at the beginning of the course.

d. In order to pass the course, the grade E or higher is required.

e. If students fail a course and receive the grade Fx or F on an examination, they are allowed to retake the examination up to four times, as long as the course is still provided, in order to obtain a grade of E or higher. Students who receive a grade of E or higher on an examination may not retake the examination to attain a higher grade.

If students receive the grade Fx or F on an examination twice by the same examiner, they are entitled to have a new examiner appointed to determine the grade on the examination, unless there are any specific reasons against it. Such a request should be addressed to the Board of the Department.

### **Interim**

If this course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters. However, the restrictions mentioned above still apply.

### **Limitations**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

### **Misc**

The course is identical with earlier Course unit 2 Sign language of children, 7,5 HECs given within LIT300 Sign language - Degree of Bachelor, 30 HECs (also given as single subject course: LIT302 Sign language of children, 7,5 HECs).

The course can also be taken as part LIT210 Sign language II, 30 HECs.

### **Required reading**

(subject to any change due to availability):

Ahlgren, I. 1980. "Döva barns teckenspråk". Forskning om Teckenspråk VII. Institutionen för lingvistik, Stockholms universitet. 26 pp.

Anderson, D. 2006. "Lexical Development". In Schick, B., Marschark, M. & Spencer, P. E. (eds.). *Advances in the Sign Language Development of Deaf Children*. Oxford: Oxford University Press. 138-145. 8 pp.

Bjar, L. & Liberg, C. 2003. "Språk i sammanhang". In Bjar, L. & Liberg, C. (eds.). *Barn utvecklar sitt språk*. Lund: Studentlitteratur. 17-28. 12 pp.

Eliasson, L. 2003. *Frågor i barns tidiga teckenspråk*. Magisteruppsats i teckenspråk. Institutionen för lingvistik, Stockholms universitet. 31 pp.

Emmorey, K. 2002. Chapter: "Sign language acquisition". *Language, Cognition and the Brain. Insights from Sign Language Research*. Mahwah, NJ: Lawrence Erlbaum Ass. 169-204. 36 pp.

Emmorey, K. & Reilly, J. 1998. "The development of quotation and reported action: Conveying perspective in ASL". In Clark, E. (ed.). *The Proceedings of the Twenty-ninth Annual Child Language Research Forum*. CSLI Publications. Stanford California. 81-90. 10 pp.

Eriksson, C. 2003. *Försök med testning av döva och hörselskadade barns teckenspråkförståelse*. Magisteruppsats i teckenspråk. Institutionen för lingvistik, Stockholms universitet. 89 pp.

Erting, C., Prezioso, C. & O'Grady Hynes, M. 1994. "The Interactional context of deaf-mother-infant communication". In Volterra, V. & Erting, C. J. (eds.). *From Gesture to Language in Hearing and Deaf children*. Washington DC: Gallaudet University Press. 97-106. 10 pp.

Erting, C. J. & Volterra, V. 1994. "Conclusions". In Volterra, V. & Erting, C. J. (eds.). *From Gesture to Language in Hearing and Deaf Children*. Washington DC: Gallaudet University Press. 299-303. 5 pp.

Holmström, I. 2003. *Uppmärksamhetsskapande strategier i barns teckenspråk*. Magisteruppsats i

teckenspråk. Insitutionen för lingvistik, Stockholms universitet. 50 pp.

Håkansson, G. 1998. Språkinläring hos barn. Lund: Studentlitteratur. 7-18, 51-60. 22 pp.

Malmström, S-E. & Preisler, G. 1991. Den tidiga kommunikationen hos döva barn. Rapport nr 60. Psykologiska institutionen, Stockholms universitet. 52 pp.

Padden, C. 1991. "The acquisition of fingerspelling by deaf children". In Siple, P. & Fischer, S. (eds.). *Theoretical Issues in Sign Language Research*, vol. 2, Psychology. Chicago: University of Chicago Press. 191-210. 20 pp.

Reilly, J. 2000. "Bringing affective expression into the service of language: Acquiring perspective marking in narratives". In Emmorey, K. & Lane, H. (eds.). *The Signs of Language Revisited. An Anthology to Honor Ursula Bellugi and Edward Klima*. Mahwah, NJ: Lawrence Erlbaum Ass. 415-433. 19 pp.

Reilly, J. 2006. "How faces come to serve grammar: The development of nonmanual morphology in American sign language". In Schick, B., Marschark, M. & Spencer, P. E. (eds.). *Advances in the Sign Language Development of Deaf Children*. Oxford: Oxford University Press. 262-290. 29 pp.

Reilly, J. & Bellugi, U. 1996. "Competition on the face: Affect and language in ASL motherese" *Journal of Child Language* 23:1, 219-239. 21 pp.\*

Strömquist, S. 1984. (1st ed.). *Barns språk*. Malmö: Gleerups förlag. 12-19, 37-44, 53-75, 93-100, 108-109, 126-127, 135-141, 154-158, 162-169. 70 pp.

Strömquist, S. 2003. "Barns tidiga språkutveckling". In Bjar, L. & Liberg, C. (eds.). *Barn utvecklar sitt språk*. Lund: Studentlitteratur. 57-77. 21 pp.

Uhlén, I., Bergman, B., Eriksson, C., Cecilgård, M. & Hägg, Å. 2007. *Tvåspråkighet - en jämförande studie*. *Audio-Nytt* 34:1-2, 12-14. 3 pp.\*

Volterra, V. 1981. "Gestures, signs, & words at two years: When does communication become language?" *Sign Language Studies* 33, 351-361. 11 pp.\*

Further literature comprising at most 30 pages may be added according to instructions of the teacher.

\* Not available electronically.