NCIEC Terp Talks Learning Exercise

Keywords: prosody, discourse expansion, fingerspelling, China

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Title of Exercise: Discourse Analysis

Title of Terp Talk, if different: Family Experiences in China

Link: http://www.interpretereducation.org/tim/terptalks/item/neu:rx917z06b/

Source Language: ASL

Speaker Info:
Gender: Male
Race: Asian
Age: Adult

Duration: 22:29

Type of Task:
- Supervised
- Unsupervised
- Group
- Individual
- Student-centered
- Teacher-centered

Time Required for Activity: Varies, depending on how the task is divided; can be used as a small group activity, class activity, or individual activity.

Topics Addressed in Activity:
- Discourse analysis of prosody
- Use of space
- Discourse expansion
- Chunking of information
- Fingerspelling
- Numbers comprehension
- History and geography of China

Course Title: ASL Discourse, Advanced ASL course, ASL-English Interpreting

Audience:
- Beginner 1

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Beginner 2
✓ Intermediate 1
✓ Intermediate 2
✓ Advanced
Fluent/Professional

Learning Objectives:

• This text can illustrate or support students’ discovery and/or practice with finding discourse features in context. It can be used to focus on one or several features.
• Students will be able to define and show examples of ASL discourse features. They will do so by:
  o View the text (as often as necessary).
  o Finding specified ASL discourse features, noting GLOSS and time stamp (of said discourse feature). Example of discourse features:
    ▪ Prosody, including chunking, asides, lexical choices, pauses (filled, prosodic, or extra-linguistic), eye gaze, eye blinks, head nods, etc.
    ▪ Use of space
      • Contrastive space
      • Referential space
      • Spatial mapping
    ▪ Expansion features: Contrasting feature, faceting, reiteration, 3-D space, explain by example, scaffolding, and describe/then do.
    ▪ Comprehension of fingerspelling and numbers
• Students will be able demonstrate the ability to perform various ASL discourse features. They will do so by:
  o Shadowing chunks of text that include a variety of features.
  o Creating their own text that includes specific feature(s).
  o Finding evidence of (specified) discourse features in texts created by themselves and/or classmates.

Technical Notes

• The ability to stop, replay, and slow down delivery of materials

Description of Learning Exercise:

• What is the instructor expected to do to prepare and deliver the assignment?
  o N/A
• What must users do to successfully complete the assignment?

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- N/A
- What, if any, information needs to be shared, and with whom?
  - Know and teach discourse features
  - Be familiar with text, examples
- What activities need to be performed?
  - Set aside time to review text as often as necessary
- What, if any, supplies are required to complete the assignment?
  - N/A
- What else might users need to know or to do to enhance and successfully complete the assignment?
  - See Example of Discourse Features and Discourse Rubric, below

**Assessment:** See Features and Rubric below.
Asides
4:04
4:44

Space (time stamp approximate)
CHINA HISTORY-DEAF FAMILY :46
US GOVERNMENT 1:53
WARLORDS 2:26
JAPANESE GOV’T 2:32
TIME-FIGHT 2:44
PARALLEL 3:27
GIVE HOME 3:40
TIMELINE 3:50
WARLORDS 4:23
DIFF POLITICAL GOV’T 5:08
FIGHT (communism) 6:28
RUSSIAN-KICK-OUT 5:10
NE ARMY-FROM NE 5:30
EVACUATE 5:36
WESTERN AREA 5:43
COMMUNISM VS INVADING ARMY 5:53
“FORGET THEM” 5:49
“MOTHER ON GRANDMOTHER’S BACK” 7:38

EXPANSION FEATURES
Facet:
TAKE++/DIVIDE++ 1:49

Explain by Examples:
FAMILY 6:38

3-D:
BAYONETTE 7:48
FIRE-BURNED AREA 8:30

Describe/then do:
Baby on mother's back 7:38

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Fingerspelled words:
Some are repeated in the text, some are paired with signs

EMPEROR CIVIL WAR
THRONE MAO ZE DONG
QING DYNASTY JULY
DR. SUN YAT TSENG [DR. SUN SCALE
YAT-SHEN] HIROSHIMA
TAX CANTON
(WAR)-LORD GUANG DON[G]
ERA PROVINCE
PUPPET TOY SHAN
MEMOIR VILLIAGE
SINO-(JAPAN WAR) POND
KOREA LOTUS
COLONY BAYONETTE
DR. SUN CAVE
DR. CHIAG KAI-SHIN [KAI- WAR
SHIK] ALLIES
NATIONALIST
SOVIET

Numbers:
20 (years ago)
5000 (year history)
3rd (generation)
1980's
3 (governments)
(World War) 2
1937-45
1908
1931
1937
7
1945
(Aug) 15
1945
1 ½
1940's
(Aug) 6

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## ASL Discourse Rubric

<table>
<thead>
<tr>
<th>PROSODY</th>
<th>Not able to identify/produce most features</th>
<th>Can identify/produce some features some of the time</th>
<th>Can identify/produce most features most of the time</th>
<th>Can consistently identify/produce features effortlessly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chunking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pausing</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Eye gaze</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Blinks/nods</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Comments:*

<table>
<thead>
<tr>
<th>USE OF SPACE</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contrastive</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Referential</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Spatial mapping</td>
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</tbody>
</table>

*Comments:*

<table>
<thead>
<tr>
<th>EXPANSION FEATURES</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contrasting feature</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Faceting</td>
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<tr>
<td>Reiteration</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3-D space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain by example</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Scaffolding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe/then do</td>
<td></td>
<td></td>
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</tbody>
</table>

*Comments:*

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