Proposal for Global Independent Study Project
(Please Type)

Last Name ___________________________ First Name ___________________________ Middle Initial ___________________________

Telephone # ___________________________ Class Year ___________________________
P.O. Box # ___________________________ Student ID # ___________________________

Concentration ___________________________ Community Health; Hispanic Literature and Culture ___________________________

Intended program of Study Abroad: ___________________________ IES: Buenos Aires Advanced Spanish Honors ___________________________

Country Destination: ___________________________ Argentina ___________________________

Descriptive title of Global Independent Study Project: ___________________________ Continuing American Sign Language Studies with a Comparison Between the American Deaf Experience and Argentinian Deaf Experience ___________________________

Abbreviation of title for entry on permanent record (limit 22 characters and spaces):
Comparing Deaf Cultures ___________________________

Name of Faculty Sponsor: ___________________________ ___________________________

Center for Language Studies ___________________________ Department ___________________________ Box # ___________________________ Phone # ___________________________

For Semester ___________________________ of the academic year 2009 - 2010 ___________________________

All grades MUST be letter grades. S/NC marks are not an option.
A. PROJECT DESCRIPTION

The purpose of this course is for me to be able to study American Sign Language IV from abroad, all the while being able to tap into the Argentinean Deaf community. As an aspiring physician aiming at helping the Latino and Deaf communities, my completion of the ASL I-V classes are key to this success. My status as a junior here at Brown, allows me to complete this language track only if I am able to take this proposed ASL IV course and study it from abroad. As such I aim at improving and building upon my current knowledge of ASL expressive and receptive techniques through constant communication with my ASL professor. Through workbook assignments and readings I will be able to learn the necessary grammar, structure and forms for conveying complex thoughts and ideas. As the semester continues I will gain knowledge of advanced classifiers, allowing me to more fully convey my thoughts and storytelling techniques. The Deaf culture is one in which openness, continues dialogue and honesty are key, being able to develop my storytelling abilities will allow me to more fully immerse myself within American Deaf society. In gaining an understanding of these aforementioned language skills, I will be able to accurately and efficiently discuss more complex social, political and cultural ideas. By the same token I will be able to discuss varying social factors which lead to regional and ethnic sign variations (similar to accents across the United States, such as Boston accent compared to a New York or Tennessee accent), as well as the cultural evolution of the American Deaf community.

I described in detail what I would learn in ASL IV to better depict why doing this project in Argentina will be a unique and unparalleled experience. As previously mentioned there are very particular ASL cultural practices and rich ASL history which I have tapped into her at Brown and if given the opportunity will continue to do so from...
abroad. However, as an ASL student here at Brown and a Brown student studying in Argentina, I will have a very unique opportunity to tap into the Deaf world and Deaf culture of the Argentine Deaf population. As a Latina fluent in English and Spanish, who is also learning ASL, I can use my interest in language to research, study and interview Argentinean Deaf individuals. In Argentina, the Deaf population uses Argentinean Sign Language (ArgSL) to communicate. As a student in Argentina I will be able to go to the local library at the University of Buenos Aires, as well as surrounding libraries to read on the history of ArgSL and compare it to the history of ASL; all the while building upon the cultural similarities and differences between the two signed languages.

A key component of any signed language is social interaction and immersion into the Deaf World. As such fieldtrips are key to the learning and educational experience for a student learning a signed language. Being in Argentina will allow me to visit a Deaf school in the area, and observe how they educate their Deaf students (such as an oral heavy school in which students spend time perfecting their spoken language using oral techniques). In interviewing hearing people in the area of the Deaf school, I would also be able to survey individual’s thoughts and perceptions of the Argentine Deaf. I could draw upon these interviews and compare their responses to responses of hearing people in the United States and their perceptions on the Deaf. Visiting the school would also allow me to use the Deaf schools interpreters for me to interview some Deaf students in their native tongue. Using Spanish, I would ask the interpreter my questions and have him or her translate that into ArgSL so that the interview could be interactive.

As mentioned previously I am a Latina who is deeply dedicated and determined to become a physician that works closely with the Latino and Deaf community in the United States. As a student who is currently enrolled in ASL 0300, I have had three semesters to
learn about the Deaf World, Deaf Culture, Deaf Art/Poetry, and the list goes on. A key to this learning was the field trips and my own immersion into the Deaf World. Having access to Deaf School and literature about ArgSL, will truly allow me to put my knowledge about the Deaf World and analyze its similarities and differences with the Argentinean Deaf experience. It is only through firsthand accounts and this unique GLISP, that I would be able to truly put forth my knowledge and contextualize it within a different context.

Being able to do ASL IV abroad and incorporating components which are only available in Argentina, would be a unique and unparalleled educational experience, unavailable anywhere else. This GLISP would give me a once in a lifetime opportunity to continue to perfect my Spanish language speaking skills and Argentinean cultural understanding, all the while using my ASL knowledge and interest in the Deaf World to build upon my ASL and learn about ArgSL. As a student in Buenos Aires I can draw upon countless local resources such as archives, Deaf schools and native Deaf Argentines, which together are unavailable anywhere else in the world. As a native Spanish speaker, I will be able to use my Spanish language skills to read local resources, and delve into my passion for Deaf culture to gain a better understanding of the Argentinean Deaf experience. In completion of this GLISP I will have the necessary knowledge and social interactions to compare and contrast the American and Argentinean Deaf experience.
B. BIBLIOGRAPHY


Byron Bridges and Melanie Metzger. *DEAF TEND YOUR.* (book and videotext)


AND

Relevant materials found in local archives and libraries about ArgSL, Argentinean Deaf Culture, etc.
C. TENTATIVE COURSE DESCRIPTION AND SYLLABUS

Brown University
Center for Language Studies
Spring Semester 2010

Professor: ___________________________ E-mail: ___________________________
Days: ___________________________
Office Days/Hours: by appointment. Office Videophone: ___________________________
Classroom: ___________________________

COURSE DESCRIPTION:
Intensive use of expressive and receptive skills in complex grammatical structures, advanced classifiers, dialogues, and storytelling techniques. Discussion of American social factors that give rise to code-switching; regional and ethnic sign variations; social, political, and cultural evolution of U.S. and Argentine Deaf community. Interaction with Argentinean Deaf community in directed and non-directed activities. Prerequisite ASL 300 or placement interview.

Teaching/Learning Philosophy: A Language Learning Community
This course is grounded in the belief that learning a language is a social event. You and I will be responsible for your own learning. I will guide your inquiry into the language and culture of Deaf people, but you must take responsibility for your own success. You will also take the resources available to you and research Argentine Deaf Culture, ArgSL and interview Deaf students.

Each videochat session will have ASL interactions. Be active and engaged in these activities, and be both open to feedback and be willing to provide feedback and updates on your journey into the Argentinean Deaf World. Your avid participation in the videochat sessions (practice, completion of assignments, workbook, etc.) is an important indication of your responsibility to your own learning.

COURSE OBJECTIVES:
Upon completion of the course, the student should be able to:
1. Ability to identify the ASL linguistic rules used during conversation
2. Knowledge and ability to use the grammatical rules in ASL, particularly facial grammar
3. Produce and comprehend ASL dialogues and narratives
4. Increased awareness of issues important to the Deaf Culture and Community in the United States and Argentina.
5. Gain an increased knowledge of ArgSL and how it compares to ASL.
TENTATIVE SCHEDULE (any changed plans will be announced by the professor in advance):

Week 1 February 24-26:
- Overview the Syllabus & Intro to Non-Manual Signalers (NMS)
- Go to Local Library and learn greeting in ArgSL
- Independent Study / Independent Practice

Week 2 March 1-5
- Deaf Tend Your (NMS) & Unit 15: Exchanging Personal Info: Live Events
- Research ArgSL History (ArgSL origin)
- Independent Study / Independent Practice

Week 3 March 8-12
- NMS & Unit 15: Exchanging Personal Info: Live Events
- Research ArgSL History (Cultural norms)
- Independent Study / Independent Practice

Week 4 March 15-19
- Review of Unit 15: Exchanging Personal Info: Live Events
- Go on Deaf Field with local Deaf Individuals (i.e. Deaf Club)
- Independent Study / Independent Practice

Week 5 March 22-26
- Review (Draft) Presentation Project #1
- March 26: Live Presentation Project #1: Telling Family History**
- Independent Study / Independent Practice

Week 6 April 5-9
- Ask/Tell About Weekend Activities and Talking About Weekend Activities (Unit #17)
- Go volunteer in Deaf Community (i.e. In a Deaf School or alongside a Deaf interpreter if English is needed; for example English→Spanish→ArSL)
- Independent Study / Independent Practice

Week 7 April 12-16
- Telling About Events and Short Trips (Unit #17)
- Develop Interview Questions to be Used in Deaf Schools
- Independent Study / Independent Practice

Week 8 April 19-23
- Review for Midterm Exam
- April 23: Units: 15 & 17 Midterm Exam Via Video or Written Midterm Exam
• Independent Study / Independent Practice

**Week 9 April 26-30**
- Unit 13: Locating Things around the House
- Interview Deaf Students at local Deaf School
- Independent Study / Independent Practice

**Week 10 May 3-May 7**
- Unit 13: Locating Things around the House
- Research ArgSL Deaf Culture
- Independent Study / Independent Practice

**Week 11 May 10-14**
- Locating Things around the House
- Use Collected Research and Interviews to compare and contrast ASL with ArgSL, American and Argentinean Deaf Culture and American and Argentinean perceptions of the Deaf.
- Independent Study / Independent Practice

**Week 12 May 17-21**
- Units: 13-17 Cumulative Review (*Conversations: Language & Culture*)
- Due: **Presentation Project #2: Floor Plan Video**
- Independent Study / Independent Practice

**Week 13 May 24-28**
- Units: 13-17 Cumulative Review (*Conversations: Language & Culture*)
- **Assignment:** Prepare your final live interview about your experience with Argentinean Deaf culture and ArgSL as compared to your experience with American Deaf Culture and ASL (within 3 minutes)
- Practice / Review for the final live interview
- **May 28: Final Live Interview via videochat**

**EVALUATION METHODS (including weighting):**
*Final grade will be based on:*
- Field Trips (i.e. Deaf School) (3): 15%
- Live & Video Presentation Projects (2): 40%
- Midterm Receptive Exam 20%
- Final Interview 25%

**NOTE:** Late assignments will not be accepted.
GRADING PROCEDURE
Letter grade awarded based on grades earned.

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- Field Trip #1 (video) /5 = Mar. 19th, 2009
- Field Trip #2 (video) /5 = Apr. 21st, 2009
- Voluntary Service (video) /5 = Apr. 23rd, 2009
- Live Project #1 /20 = Feb. 19th, 2008
- Project #2 (video) /20 = Apr. 13th, 2009
- Midterm Receptive /20 = Mar. 10th, 2009
- Final Interview /25 = April 24th, 2009

ATTENDANCE VIA VIDEOCHAT & CONTINUES AND ENGAGING DIALOGUE:
Due to the visual nature of the language it is important to have our weekly videochat discussions. Participation in these weekly videochat sessions is mandatory, and participation is crucial to your success in this course. Because this is an experiential course, these sessions and your dedication to the material is key. If an emergency arises, please discuss it with me. Any more than 3 unexcused absences from the videochat sessions will result in a drop of your letter grade. There are no exceptions to this policy.

TERM ASSIGNMENTS:

Field Trips (Two ArgSL/Deaf Events):
1. You are required to attend two different ArgSL/Deaf events. Please see your instructor's approval of these events. The ArgSL/Deaf events may be found in advertisements and also in various newsletters, for example, flyers, etc.
2. You will sign on your commentary video/DVD describing thoughts/feelings/insights about the experience of a particular experience.
3. Please pick up a flyer at the event or series to indicate your attendance. Have a guest speaker, actor/actress, others to sign his/her name and title with a date of your name.
   1st video due: March 19th, 2010
   2nd video due: April 30th, 2010
   3rd video due: April 9th, 2010 (Voluntary Service)

The field paper will be evaluated based on:
- √+ = Excellent (well-thought and on time) equals to one point. (A)
- √ = Well done (on time and satisfactory) equals to .8 point. (B)
- √- = Hand in late; unsatisfactory equals to .5 point. (C)

LIVE Narrative Projects:
You will give within 7 minutes live narrative project #1, "Telling Family History" which will be videotaped, be evaluated and get a final grade on you live from the professor within two weeks.

You will give within 4 minutes video narrative presentation, "Floor Plan" which will be videotaped, be evaluated & get a final grade on your presentation project from the professor within two weeks.
Examinations:
Students signing skills will be assessed through the semester through videochat sessions and a final exit interview. These assessments will be based on what you will have learned throughout the semester. The professor will give you a review, so you will have an opportunity to practice. The criteria will be discussed via videochat. A component of the exam will include cultural comparisons and contrasts between the Argentinean Deaf experience and the American Deaf experience as well as ASL and ArgSL.

Student Textbooks and Videotapes:
You will be covering all chapters from the green book, all units from the green student textbook and 2 units (13, 15, & 17) from Vista Signing Naturally Student Workbook and Videotext (Level II) during this semester. It is strongly encouraged that you view the video for at least 15 minutes everyday. Complete the appropriate workbook activities as assigned on the topical outline and by. It is also important that you draw upon local resources to aid in the investigation of ArgSL, and the Argentinean Deaf community. Resources should focus on Argentinean Deaf Culture, ArgSL, and Argentinean Deaf schools. These will not be collected but you will be asked about the workbook activities and readings.
D. TIMELINE AND FINAL EVALUATION

The student and faculty advisor will have weekly videochat sessions using Oovoo to discuss the weekly readings, fieldtrips and relevant class material.

_The following is a tentative schedule subject to a change of dates and with time TBA, of the videochat sessions that will occur. These videochat sessions are based on the dates and assignments outlined in the syllabus._

- February 26th
- March 5th
- March 12th
- March 19th
- March 26th **Live Presentation Project #1: Telling Family History**
- April 9th
- April 16th
- April 23rd **Midterm Exam Via Video or Written Midterm Exam**
- April 20th
- May 7th
- May 14th
- May 21st **Live Presentation Project #2: Floor Plan**
- May 28th **Final Live Interview via videochat**

The final live interview using Oovoo will be a culmination of both the ASL I would have learned up to that point, as well as my educational experience in and about Argentinean Deaf culture. Throughout the semester I will learn grammar techniques and storytelling techniques which will allow me to share my experience with Deaf Argentinean individuals, in a more accurate and precise manner.

The live interview will draw upon my growth in ASL to more fully describe what I learned in Argentina about Deaf Argentines. It will focus on the interviews conducted in the Deaf Schools (Attached is a copy of a sample interview), the fieldtrips and research about ArgSL. Ultimately it will use all of the knowledge obtained throughout the GLISP to evaluate my semesters work.
SUPPLEMENT: SAMPLE INTERVIEW QUESTIONS FOR DEAF STUDENTS
(Interview Questions obtained from Deafnetwork.com)\(^1\)

Below you will find a sample of the types of questions I would ask in an interview with a student from the Deaf School.

1a. Identification: Age
O Deaf (Involved in Deaf culture and language)
O Deaf (Viewed as a medical handicap)
O Hard-of-Hearing

1b. Were you born Hard-of-hearing? If No what caused your heard-of-hearing?
O Yes
O No

1c. Were you born Deaf? If No what caused your Deafness?
O Yes
O No

2. Primary Language:
O ArgSL
O Other Signed Language (Please Specify)
O Spanish
O Other Spoken Language

3. List Any Deaf Family Relations and Age of Each (if any):

4. Primary School Attended: (may choose more than one)
O Mainstream
O Residential

5. City, State of the schools attended and grade levels attended at each.
O Mainstream
O Residential

6. If mainstream schooling, brief explanation of services provided and the number of deaf students at the school: (were the deaf students kept separated from other hearing students?)

7. If you attended both residential and mainstream, which did you prefer (if there was a preference) and why?

8. Desired Future Career/s:

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<http://deafnetwork.com/wordpress/blog/2009/04/30/deaf-culture-research-survey/>
PROJECT DESCRIPTION

This project description should be prepared by the student in consultation with the faculty advisor. Please address the following issues in order and by letter. Your proposal must be typed. Sign and submit this page with your completed proposal materials.

A. Provide a brief and cogent statement of the purpose of the study project abroad, indicating the nature and extent of the work to be pursued, and conveying a clear sense of the academic legitimacy of the project under consideration. The statement should describe previous study and experience that contributed to your perception of the problems involved in the study project abroad and qualifies you to undertake it, and suggest the ways in which this project helps you to meet your educational purposes at Brown.

Importantly, the project description will identify how, in the view of the student and faculty sponsor, the course will be significantly enhanced by tapping into local in-country resources that would clearly be unavailable in Providence. These might include local archives, museums and historical sites. They might extend to research organizations and recognized in-country experts in given disciplines. They might also involve hands-on participation in local cultural events (i.e., theater, arts, and music), interaction with local government, business and industry leaders, and access to non-governmental organizations.

Proposals that emphasize creative self-expression in one form or another must make clearly evident the intellectual purposes to be served, and indicate on the part of the student an awareness of other work that has been or is being done in the area.

B. Submit a formal bibliography for this project (authors, titles, publishers, and dates must be included). The bibliography submitted with the proposal is, of course, tentative, and may change during the course of the project. If your project will require no bibliographic research, please discuss the reasons why you feel no bibliographic research is necessary.

C. Provide a tentative syllabus of the activities and the supportive investigation and study you will undertake, indicating how you plan to schedule them over the course of the semester calendar abroad. The syllabus should include a week by week schedule of activities and should include selected weekly bibliographic readings for this project (identifying the authors, titles, publishers, dates and, where possible, page numbers). It’s understood that your weekly reading may be supplemented/revised during the course of the project as you find additional literature on-the-ground that had not heretofore been available to you, but should, at a minimum, be the equivalent of the reading identified in your project proposal.

D. Provide a timeline for periodic electronic communication with the faculty supervisor, and indicate the basis on which a final evaluation will be made. Regular communication with the faculty supervisor is strongly encouraged. If a final paper, or a series of papers, will be submitted to the sponsor, describe the topic of these papers in a paragraph or two. Indicate the approximate length of papers. If the final evaluation will be based on a project other than a written paper, please describe the project.

Signature

Date

Return the completed proposal to:

Kendall Brostuen, Director of International Programs, J. Walter Wilson Bldg., Ste. 420.1
Deadline for Fall 2009 – May 1, 2009, 5:00pm
Deadline for Spring 2010 – November 6, 2009, 5:00pm
Faculty Sponsor Statement

To assist the Screening Committee of CCC in the evaluation of this Global Independent Study Abroad proposal, please complete the following two items:

1. In view of the responsibility of the Faculty Sponsor for Assessing a proposed study, providing advice during the work, and evaluating the student's work, the committee charged with reviewing Global Independent Study Project proposals would appreciate an indication of how you see the relationship of your own thought and interests to the topic of this study.

2. What do you think are the chief educational benefits of this study project abroad, and how likely do you think it is that the student will derive these benefits from the project as envisaged?

Statement of Faculty Sponsor

This is to certify that I am willing to serve as Faculty Sponsor for the Global Independent Study as described. I understand that my responsibilities as a sponsor include the following:

1. To assist in the planning of the project, to evaluate the proposal and to affirm my satisfaction with the academic content and promise of the study.

2. To have a continuing awareness of the progress of the study.

3. To have final responsibility for evaluation of the study.

Signature of Sponsor

Department

Center for Language Studies

Return the completed proposal to:
Kendall Brostuen, Director of International Programs, J. Walter Wilson Bldg., Ste. 4201
Deadline for Fall 2009 – May 1, 2009, 5:00pm
Deadline for Spring 2010 – November 6, 2009, 5:00pm
1. I think my role throughout this GLISP will be a conglomeration of my input and ideas as well as ... explore the Deaf Argentinean community via the internet as well as local libraries in Buenos Aires. I expect that she share the information she finds so that we can work together to better understand how Argentinean Deaf culture compares to American Deaf culture. I am going to encourage and assist her to network with the local Deaf community and use webcamming as a means to keep that connection alive during and after she leaves Buenos Aires.

As explores the Deaf World in Argentina, she will be able to gain an understanding of both Deaf communities in the United States and Argentina including social, linguistic and political issues. She will also have first hand experience in understanding how these factors along with identity are avenues of membership in the Deaf community. In order to guide Nicolette into the Deaf culture and see her progress throughout this process abroad, I will hold weekly meetings with her via webcam, ascertaining that we follow the syllabus and complete all the projects, readings and work outlined.

Lastly I have taken initiative to refer to the Deaf Argentinean Association. With this resource she will be able to better establish herself in the Argentinean Deaf World and have an avenue with which to do it. Below you will find the contact information for this particular organization.

Confederación Argentina de Sordomudos
Costa Rica 5631
1414 BUENOS AIRES
2. There are countless chief educational benefits which could only obtain by doing this GLISP. A very unique benefit from the project as envisaged is the interaction between four languages which will be exposed to. In keeping in contact with me via email, we will use English, when webcamming with me she will use American Sign Language, in speaking with the local Argentinean translators she will use Spanish and in interviewing Deaf students Nicolette will see how the translator translates her Spanish into Argentinean Sign Language. This exposure to four languages, 2 spoken and 2 signed is an incomparable linguistic and stimulating opportunity she would have abroad. In being exposed first hand to ArgSL, she will be able to use the ASL that she has already learned as a means for comparing the two languages.

While immersing herself into the Argentinean Deaf World, will be able to learn about the different living styles and identities of Deaf individuals in Argentina. Do these living styles differ or compare to American living styles (i.e. What technologies do Deaf Argentines use in their daily living)? In interacting with the Deaf community she will gain a better understanding of Deaf rights in Buenos Aires and the struggles which Deaf individuals have faced to date (i.e. Do these struggles compare to the Deaf journey in the United States)?

Lastly, this unique opportunity could lead to the development of innovative research ideas which could benefit Deaf individuals around the world. Through the completion of this GLISP will continuing her signing skills and knowledge of the Deaf culture and community. This is an invaluable skill for a student who aspires to work closely with both the Deaf and Latino community in the United States. This GLISP fosters and develops this innate interest in