

# Syllabus

## *Course Description*

Course Title	Italian Sign Language A1.1
Course Code	17341
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Degree Course	Bachelor in Communication Sciences and Culture
Other Degree Courses (Loaned)	
Lecturers	Dott. Emanuela Ghelardini, Emanuela.Ghelardini@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/44366">https://www.unibz.it/en/faculties/education/academic-staff/person/44366</a>
Teaching Assistant	
Semester	First semester
Course Year/s	all
CP	2
Teaching Hours	20
Lab Hours	0
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	In this introductory course, participants will develop elementary knowledge of the communicative and grammatical aspects of sign language and its use in educational contexts.
Course Topics	<p>Deafness and LIS. Model and practical applications.</p> <p>What is "Deafness": essential notions, physiological and neurological; essentials about deafness and deaf culture. Design of educational pedagogical processes considering various factors such as:</p> <ol style="list-style-type: none"> <li>1. the time of onset</li> </ol>

	<p>2. the time of diagnosis</p> <p>3. the degree of deafness</p> <p>4. the age at which the pupil was prosthethised (or implanted)</p> <p>5. the family</p> <p>6. the speech therapy and educational method</p> <p>Interventions, Psychology and Reactions</p> <p>Comparing Italian language and Italian sign language (grammatical structure)</p> <p>Manual gymnastics</p> <p>Approach and understanding of L.I.S. in simple form</p> <p>Dactylology and facial and lip expressions</p> <p>Basics: forms of greetings, thanks, conversations</p> <p>Specific identification of the person and the child</p>
<b>Keywords</b>	Accessibility, sensory disabilities, LIS
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	<p>Lectures</p> <p>Practical exercises</p> <p>Simulations between trainees, assisted dialogues</p> <p>Discussion of practical cases of school inclusion of hearing-impaired/deaf pupils</p> <p>Individual study modules and group work/application work</p> <p>Games for visual and manual stimulation</p> <p>Reading passages and L.I.S. reproduction</p> <p>Video projection and comprehension</p>

	Distribution of teaching materials (handouts and documentation sheets)
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Participants will learn</p> <ul style="list-style-type: none"> <li>- to understand and use simple sentences and expressions related to everyday life in sign language;</li> <li>- to introduce themselves and others in simple situations in sign language and ask questions about other people;</li> <li>- to exchange simple information when sign language is used by the interlocutor both slowly and in a very articulate manner;</li> <li>- to use sign language in educational contexts.</li> </ul> <p>The expected learning outcomes must relate to the Dublin descriptors</p> <p><b>Disciplinary skills</b> To know the culture and language of the deaf community and to acquire the technical and structural skills of visual communication gestural communication</p> <p><b>Knowledge and understanding</b> Giving participants the tools to be able to carry out their work professionally and autonomously in the presence of deaf people and children in the school context, fostering their inclusion in school;</p> <p><b>Ability to apply knowledge and understanding</b> Acquisition of theoretical and practical information on the various aspects of deafness that are fundamental for a better understanding of the complex problems encountered by the deaf pupil and for the development of relevant and challenging teaching strategies;</p> <p><b>Transversal/soft skills</b> Deepening the visual gestural communication modalities (VGC) Through practical exercises and expressive games, course participants will be able to rediscover and enhance visual-gestural communication modes by learning the rules of application and use in interaction;</p>

	<p>Autonomy of judgement</p> <p>Building in the participants basic skills to be able to promote and improve the school inclusion of hearing-impaired/deaf pupils and the ability to evaluate communication strategies in the school environment.</p> <p>Communication skills</p> <p>The training aims to introduce the participants to the knowledge of the visual-gestural language, and to provide the essential physiological and neurological notions in the field of deafness and deaf culture</p> <p>Learning skills</p> <p>Development of observation, language and attention.</p> <p>The didactic activity for students learning sign language proceeds on methodological and didactic strategies that "bring into play" mirror neurons. Thus the new signs originate from a process called visual cognitism: visuomanual signs, arise from the genesis of mind-perception interaction: I see, think, understand, act sign, a code that conveys the content expressed above all in form.</p>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Intermediate assessment + supplementary oral-gestual interview as a review of the experience and/or course content;</li> <li>- oral visual-gestural interview to verify the acquisition of sign language and/or course content; and -project work (individual thesis)</li> </ul>
<b>Evaluation Criteria</b>	<p>Awarding of a single final grade.</p> <p>Examples of grading criteria: sign capacity and understanding of the needs and compensatory strategies for a deaf or hard of hearing pupil.</p>
<b>Required Readings</b>	<p>Tovato S., Folchi A., Baj C., Santoro M, Anselmo G. "INSEGNARE E IMPARARE LA LIS. Attività e materiali per il docente, lo studente e l'autoapprendimento", Erickson (2020).</p>

<b>Supplementary Readings</b>	Caselli M.C., Corazza S. "LIS. Studi, esperienze e ricerche sulla lingua dei segni in Italia", Edizioni del Cerro (1997).
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Reduced inequalities