LESS COMMONLY TAUGHT LANGUAGES

Instruction in the less commonly taught languages is offered at Wesleyan through coursework and through the Self-Instructional Language Program (SILP), which allows students to work independently with the assistance of a native speaker and use of texts and technological resources.

Courses in languages such as American Sign Language or Hindi are offered periodically, when student academic interests and/or when courses in various departments support the study of such languages. Such courses are offered under the LANG (Language) designation, are usually yearlong courses, and may be used in preparation for study abroad and in support of academic interests.

Through SILP, students can petition to continue the study of a language offered through the Less Commonly Taught Language Program. If relevant to their academic endeavors, students can petition to study a language not in the curriculum. The application process is competitive, and priority is given to SILPs that are continuations of languages already offered at Wesleyan.

FACULTY

Emmanuel Paris-Bouvret
Director, Language Resources and Technology; Director of Language Resources and Technology; Coordinator, Less Commonly Taught Languages; Visiting Instructor in Romance Languages Literatures

VISITING FACULTY

Joseph M. Basile
BA, University of Connecticut; MA, New York University
Visiting Instructor in American Sign Language

Keith Vinci
BS, University of Connecticut; MA, Southern Connecticut State University
Visiting Instructor in American Sign Language

Leslie A. Warren
BA, University of Vermont
Visiting Instructor in American Sign Language

LANGLANG Individual Tutorial, Undergrad
Topic to be arranged in consult with the tutor.
Offering: Host
Grading: A-F

LANG101A Beginning Danish I
Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.
Offering: Host
Grading: A-F
Credits: 0.25
Gen Ed Area: HA-LANG
Prereq: None

LANG101B Beginning Hindi
This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Hindi through an online language learning platform. By the end of the semester, students will be able to converse in Hindi at an elementary level of proficiency.
Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: None
Prereq: None

LANG165 Elementary Hindi I
With more than 330 million speakers in India alone, Hindi is one of the most widely spoken languages in the world. The course will focus on the acquisition of grammar and vocabulary with an emphasis on communication skills and cultural understanding.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG, HA-LANG
Prereq: None

LANG166 Elementary Hindi II
With more than 330 million speakers in India alone, Hindi is one of the most widely spoken languages in the world. The course will focus on the acquisition of grammar and vocabulary with an emphasis on communication skills and cultural understanding.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG, HA-LANG
Prereq: LANG165

LANG190 American Sign Language I
This course introduces students to the fundamentals of American Sign Language (ASL), the principal system of manual communication among the American deaf. Not to be confused with Signed English (to which a certain amount of comparative attention is given) or with other artificially developed systems, ASL is a conceptual language and not merely encoded or fingerspelled English. As such, while to some extent influenced by English, depending on the individual signer, it presents its own grammar and structure, involving such elements as topicalization, spatial indexing, directionality, classification, syntactic body language, etc. By the end of the semester, students should have learned between 700 and 800 conceptual signs and their use. They will also have been introduced to aspects of American deaf culture--sociology, psychology, education, theater, etc.--through a variety of readings and discussions.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG, HA-LANG, HA-LANG, HA-LANG, HA-LANG
Prereq: None

LANG191 Beginning American Sign Language II
Beginning American Sign Language II will provide a continuation of the work done in LANG190. The course will cover grammatical and linguistic material in some depth, as well as teach additional vocabulary. There will also be a focus on students’ use of the language in class to improve their conversational abilities. The course will also introduce students to deaf culture and the signing community and will include ethnographic and analytical readings related to culture, linguistics, and interpretation.
Offering: Host
Grading: A-F
Credits: 1.00
Less Commonly Taught Languages

Gen Ed Area: HA-LANG, HA-LANG
Prereq: LANG190

LANG290 American Sign Language and Current Issues
During this third semester of American Sign Language (ASL) study, students will continue to focus on language acquisition while also examining the related ethics and controversies surrounding ASL, deaf culture, and disability issues in America. Several key questions will be considered: How are advances in genetic testing impacting the deaf community? What is the cause of a recent emergence of ASL in popular culture and the huge increase in university course offerings and enrollments? What is the "least restrictive environment" according to the Americans with Disabilities Act compared to day-to-day reality? Is the deaf community a cultural-linguistic minority group or a disabled population? Are cochlear implants a miracle cure, or are they a tool that is misrepresented in the media and/or an attempt at a form of cultural genocide? Why are many parents of deaf children forced to choose a faction of the ongoing oral vs. signing debate, often made to feel guilty by the advocates of the differing methods of education? Guest lectures and discussions will be conducted in a variety of modalities, such as spoken English, ASL, or simultaneous/total communication.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG, HA-LANG, HA-LANG
Prereq: LANG191 OR LANG191 OR LANG241 OR LANG242

LANG291 American Sign Language and Literacy Skills
Through this service-learning course, students will continue their language training in American Sign Language (ASL) while focusing on research and applications primarily outside of the deaf community. Combining the works of Oliver Sacks (cognitive changes from sign language acquisition), Howard Gardner (multiple intelligence theory), and Marilyn Daniels (signing for hearing children's literacy), students will participate in adding this visual and kinesthetic modality to elementary school language arts programming. The use of sign language for children with a variety of learning disabilities will also be examined and applied through the course service component.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG, HA-LANG
Prereq: LANG290 OR LANG242

LANG419 Student Forum
Offering: Host
Grading: Cr/U

LANG420 Student Forum
Offering: Host
Grading: Cr/U

LANG466 Education in the Field, Undergraduate
Offering: Host
Grading: OPT