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                                                                    ASL 1  
                                                                   Syllabus  
                                                                   Fall 2013  
Instructor: Katherine Carlsen                                                Class hour: M-W  6:00 p.m. to 7:50 p.m.  
Office: No Office hours                                                         Email:  [katherinecarlsen@sbcglobal.net](mailto:katherinecarlsen@sbcglobal.net)   
CRN: 50336                                                                        Room: SOC 30  
  
Date/Time of Final Exam. Dec. 9, 2013 at 6 PM   
  
COURSE OBJECTIVE:  
18 weeks course: American Sign Language (ASL) is the remarkable, complex and naturally existing language used by Deaf people in North America.  ASL 1 introduces students to this visual/gestural language and the community of people that use it. You will learn the basic of visual/gestural communication and grammatical structures with emphasis on receptive and expressive skills, including intensive practice, fingerspelling and individual evaluation, every day conversational situation and basic information on Deaf culture. The course objective also will be achieved through a program of reading, lectures, presentation, activities, video tapes and conversations.  This course will encourage small and large group activities.  Using exercises meaningfully related to the conversational topics.  
  
COURSE GOALS:   
The overall goals of ASL 1 are to have you appreciate and respect (1) ASL as a living, unique and wholly naturally-occurring language, and (2) Deaf people as a community with their own set of cultural traditions and values.  In part this will be accomplished by learning the communicative purposes (functions) of Deaf people’s everyday interactions.  Using the Signing Naturally textbook and video tape, the following language functions will be introduced and practiced:  
    Unit 1    Introduction Oneself            Unit 7  More Description  
    Unit 2  Exchanging Personal Information     Unit 8  Family and Friends  
    Unit 3  Talking About Surroundings        Unit 9  More Description  
    Unit 4  Telling Where You Live        Unit 10  At Home and Daily Living  
    Unit 5  Talking About Your Family        Unit 11  Food and Food Shopping  
    Unit 6  Telling About Activities        Unit 12  Offering and Declining  
  
In addition, students will be introduced to a core vocabulary and a supplemental vocabulary, fundamental grammatical components and sentence structures, and brief historical perspective of ASL and the Deaf community.  
  
Methods of Instructions: The best way to learn a language is to actually use it.  To encourage the development of your ASL skills the students should not be using their voices unless expressly invited to do so.  Much of the classroom activities involve small and large group activities.  The instruction and activities will vary widely in format and will include props, miming, pictures, overhead projections, written instructions, etc.   
Cultural and Grammatical Readings: Culture and language are highly interwoven with each other.  To fully appreciate any language you must also have a sense of the community that uses the language.  We will explore the Deaf community by reading Deaf Culture Our Way-Fourth Edition by Roy Holcomb for book report.  You read all anecdotes from all five sections and you pick one favorite anecdote from each section. You will summarize the anecdotes and tell me what you think, like, and dislike.  You can turn in early than the date of final date. The report must turn in before the semester ends on final date at 6:00 p.m. I will not accept the attachment in my email.    
  
Student Learning Outcome:  
1.  Use the grammatical structures of ASL.  
2.  Use ASL in conversations.  
3.  Convey basic information through expressive ASL skills  
4.  Use a basic vocabulary 300 signs.  
5.  Demonstrate understanding through receptive ASL skills.  
6.  Execute and read fingerspelling.  
7.  Tell a short story and answer questions using ASL  
8.  Recognize dominant features of deaf culture and the impacts of living in a multi-  
     lingual community.   
  
Textbook & Supplies:  
1.  Learning American Sign Language by Padden  
2.  Deaf Culture Our Way by Roy K. Holcomb  
3.  American Sign Language Dictionary by Elaine Costello. (Published by Random House Webster).  There is a soft cover version for about $20.00 or a hardbound edition for about $50.00.  It is gold.  I do not recommend the smaller paperback version as it is very difficult to see the signs.  You will find it online (EBay) or at any major bookstore.  If they do not have any in stock, they will order it for you.  (Optional)  
4.  Pen or #two pencil and  1-spiral notebook (30 to 40 sheets)  
5.  Senses of Humor  
6.  Patience  
7.  Teamwork  
8.  Smile  
  
 1.  Course Policy:  
 Preparation, attendance and practice are the keys to success in this course.  A student must find sufficient time for practicing, writing homework, and assignments before class start. A student must have notes for next assignment.  
  
2.  Student Assignments:  
Skills and Knowledge Enhancement Exercises: These in-class activities are designed to help you gain natural use of ASL.  They will be assigned participation points and are graded based on your effort and cooperation.  All assignments are due at the beginning of the class as the instructor requests.  If a student doesn’t get the assignment ready, he can’t practice with other.  It is not fair to the partner, who is eager to practice and learning more.  The instructor wants to make a good use of time in the classroom with dialogue practices.  
  
  
  
Fingerspelling, Numbers and Core Vocabulary Review:  Constant review of the vocabulary and regular practice of fingerspelling and number is critical to your progress in this class.  Practice for at least 20 minutes before class starts, and at least 20 minutes before a next day.  Practicing with a partner will also help you learn visually and tactilely.   
Dialogues: In class you will be practicing dialogues.  The purpose of this exercise is to develop your grammatical and functional application of the language and give you an opportunity to get feedback on your progress.   
Helpful websites:  
<http://commtechlab.msu.edu/sites/aslweb/browser.htm>  
<http://www.aslpro.com/>   
  
3.  Assessment and Evaluation:  
Assessment techniques are often imperfect and arbitrary.  My own perspective is that any opportunity for feedback and evaluation is an opportunity for learning and growth. Which I also believe, is more important than an actual grade.  The class is structured, so that you will receive feedback continually throughout the year from which to determine your progress.  
Quizzes and exams will cover all materials assigned for reading and practicing, as well as those presented or discussed in class and must be taken during the scheduled class sessions.  A student is responsible for showing up for the classes, quizzes, midterm examination and final examination. The instructor will not announce the time for tests, and expect a student to stay in the whole class.  If the test starts before you come in for a test, you will lose the points for that test.  The instructor sometimes reschedules quizzes due to class progression. You need to notify the instructor if you will not be able to attend a quiz or exam, and note that there must be an excuse because of your absence on the day of the quiz or exam (i.e., illness, funeral, etc.)    NO MAKE-UP TEST WILL BE GIVEN WITHOUT PRIOR CONSENT OF THE INSTRUCTOR.   
  
4.  Plagiarism and Cheating Policy:  
Plagiarism/cheating is a serious academic offense that is to be avoided at all costs.  I advise you not to share answers with other students on your written work or your study questions.  A student who plagiarizes on an exam or other assignments will receive an “F” for the assignment or exam.  
  
5. Talk/Email:  
I have an e-mail; use it if you need to.  Any student, who misses an assignment with an excused absence, will be required to make up the points on his or her own time. Please contact your buddies for further information.  Please feel free to talk to the instructor after class or give me an e-mail if you have any questions or concerns.  The instructor will be very happy to answer your questions.  
  
6. NO Voice Allowed and Classroom Behavior:  
 Students are to treat the classroom and each other with respect.  Talking with your voice is not allowed!  This is to help you use your hands more.   Student shall not behave in a manner that is disruptive to the learning environment or infringes on the rights and safety of other class members. Disruptive behavior includes what is not limited to communicating in spoken English in the classroom, sleeping, goofing off, arriving late or leaving early, and disrespect directed at another student or instructor.  A student, whom disrupts the class with no respect, will be asked him/her to leave class and I will send him/her to a dean.  Cell phones must be turned off with no excuse.  If you have an emergency call, just let me know and leave classroom for a few minute.  That shows me and students your full respect.  
  
7.  Activities to Participate:   
Occasionally, the instructor will announce Deaf activities happening in Tulare County, Kings County or Fresno County.  Check at [www.dhhsc.org](http://www.dhhsc.org) for the activities.  
For Extra Points: You are encouraged to go to a few activities for learning how to communicate with Deaf people. You can earn these extra points with a long page of an activity report which is due next class. The instructor will make the decision on how many extra points are allotted or given for the different activities and movies.  50 points are limited.  
  
8.  Accommodations for students with disabilities:  
If you have a verified need for an academic accommodation for materials in alternate media(i.e., Braille, large print, electronic text, etc. per the American with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.   If you are a disabled student, be sure to identify yourself to the college and the instructor so that reasonable accommodation for learning and evaluation within the course can be made.  For assistance, contact Services for Students with Disabilities.   Services include learning skills, Adapted P.E., notepaper, interpreters, alternate media and more.  
  
9.  Class Participation:   
All classroom instruction and interaction are voice free.  Instructions are delivered in ASL only and all concepts are demonstrated.  Attendance is critical for learning and each day is valued at 10 points toward your participation grade.  This is a college level course and these points cannot be made up.  You must sign in for attendance for points.  
  
10.  Points for grades:      
    Grades:  
Book Report - 100 points    100% to 90% - A  1000 -900 points  
12 Quizzes -360 points    89% to 80%   - B    899 - 799 points  
Participation -340 points (10 pts)    79% to 70%   - C   798 - 698 points  
Midterm Exam. -100 points    69% to 60%   - D   697 - 597 points  
Your Life Story -100 points     59% to 0%     - F   596 -     0 points  
  
  
  
  
  
  
11.  Study Buddies:  I would like you to find at least three other students to exchange names and phone numbers with.  If you are going to be absent, call one of your buddies and ask him/her to take notes and get you the assignment.  The person who is absent is responsible for finding out what happened in the class when they were absent.  
  
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