COURSE OUTLINE

ASL-2: High-Beginning American Sign Language

Spring, 2018

Instructor: Christine Gough-Bise         Email: christine.bise@reedleycollege.edu

Phone:   (559) 940-4760                          Room: LFS-B

Class Meeting Times: 6:00pm- 7:50pm TTH

REQUIRED TEXT/WORKBOOK WITH DVD AND SUPPLIES:

1.  *Signing Naturally Units 7-12* text/workbook with DVD by Lentz, Mikos, and Smith

2.  Pen or Pencil/ Paper and/ or device to take notes.

3. Notebook Journal for journaling, notes, assignments and activities..

**Important Deadlines & Dates: Please see Reedley College website**

COURSE DESCRIPTION:

This course is an interactive study of Units 7-12 from the *Signing Naturally* curriculum and in-class instruction regarding American Sign Language (ASL), Deaf Culture and Deaf Communities. Students will cover topics related to diverse real-life experiences using ASL- a multi-dimensional and visual-spatial language. Emphasis will be on both receptive and expressive linguistic features for a high-beginning learner of ASL using question and answer, conversation and presentation parameters using ASL. This requires: intensive, collaborative and consistent practice of American Sign Language (ASL) which involves observing, analyzing, learning and using accurate: handshapes; palm orientation; location; movement and non-manual grammatical markers, facial expressions, finger-spelling, eye contact and use of eyes, grammatical syntax, semantics and pragmatics. This also encourages an understanding and appreciation of information on and discussion of Deaf Culture, Sign Language Peoples and diverse Deaf Communities. The course learning outcomes may be achieved through a series of: observations, discussions, readings, lectures, viewings and presentations; as well as, individual and group activities, multi-media, DVDs and class, group and partner pair conversations. The overall goals of ASL-2 are to have you appreciate and respect ASL as a living, distinctive and naturally-occurring language, and to respect Sign Language Peoples as People of the Eye who have unique and diverse backgrounds and experiences. People who are Deaf often have shared common experiences and naturally are a part of the Deaf community because of their unique set of cultural experiences, norms and values. In using both the *Signing Naturally* text workbook which includes two DVDs, the following course topics in culturally appropriate language functions may be: introduced, modeled, practiced, reviewed, used in conversation- both in reception and production, demonstrated, presented, visually listened to and comprehended.

COURSE TOPICS:

The course will cover the following topics:

Unit 7 Describing People and Things                      Unit 10 Giving Opinions About Others

Unit 8 Making Requests and Asking for Advice    Unit 11 Discussing Plans and Goals

Unit 9 Describing Places                                         Unit 12 Storytelling and Fables

METHODS OF INSTRUCTION:

An effective way to learn a language is to be acculturated in the language and culture through naturally using it in daily conversations with native users of the language and culture while also using it with people with diverse backgrounds and experiences who use the language. To encourage the development of your ASL linguistic and Deaf cultural knowledge and skills, students are highly encouraged to use visual ways to communicate; rather than using their voices, unless invited to do so. This class is **highly interactive** so most of the classroom activities involve partner pair, small and large group activities. The instruction and activities will vary widely in format and will include ASL, power point, props, miming, pictures, visual projections, written instructions, etc. **ASL-2 is cumulatively building on each previous lesson and unit.**

STUDENT LEARNING OUTCOMES/COURSE OBJECTIVES

Vocabulary Development

Given a set of targeted vocabulary, syntactic and pragmatic items drawn from Units 7-12 of the Signing Naturally text workbook and DVD videos, students are encouraged to demonstrate comprehensive mastery in both reception and production of targeted: vocabulary, facial affect, facial grammar, syntactic and pragmatic items by engaging in regular class-room natural conversations and discussions, class activities, demonstrations, presentations and consistent maintenance of assignment, assessment and homework completion.

Grammatical Features

Students are encouraged to demonstrate comprehensive mastery of target, content-specific commands, questions, complex statements and storytelling features in ASL.

Students will be exposed to short dialogues in ASL as modeled and guided by instructor and other language role models via DVDs and via possible outside sources and resources.

Conversational Skills

Students are encouraged to demonstrate comprehension and conversation facilitating behaviors.

Students will learn pragmatic features of ASL and Deaf Cultural behaviors by demonstrating and being exposed to: culturally appropriate attention-getting and interrupting behaviors, turn-taking features, maintaining and shifting topics through descriptions, making requests, asking for advice, giving opinions, discussions and through use of figurative language to include: storytelling and fables. Students are encouraged to demonstrate the ability to initiate, maintain, shift and terminate a short and lengthier content-specific conversation and discussion.

Cultural Awareness

Students are encouraged to attend Deaf Community related social functions and events at which signing ASL-using members of the Deaf community are present. Students are highly encouraged to consult with the instructor to ensure that it may be considered an appropriate event for the purposes of ASL-2. (Optional but HIGHLY encouraged)

Throughout the course, Deaf culture will be modeled and shared through viewings, readings and discussions.

COURSE POLICY:

Consistent attendance, active participation, frequent preparation, engagement and practice of class activities and lessons during class and of assigned homework outside of class are the keys to success in this course. Students are highly encouraged to find sufficient time for analyzing, practicing, collaborating, inquiring about, completing and reviewing homework and assignments before each class begins. Cell phones may pose as a distraction so please do not use them during class. If you have an emergency or urgent matter that requires your time-sensitive attention to your cell phone, please inform the instructor prior to class and take it outside of class to address your personal matter before returning to class.

STUDENT LEARNING:

Skills and Knowledge Enhancement Exercises:

These in-class activities are designed to help you gain natural comprehension and use of ASL. These activities will be assigned participation points. Participation points are earned based on your full or partial contribution to class which is evaluated based on your attendance in class or your absence. Contributions to: the full class earns full points per each class fully attended and the partial class earns partial points per each class partially attended. Assignments and assessments are also due by the due dates at the beginning of class. There are no make-up assignments or assessments offered; however, there **may be** extra credit offered from time to time throughout the course to make-up some missed points from missed assignments or assessments. All assignments and assessments are due on the due dates assigned at the beginning of the class as the instructor requests through Canvas and as listed on the course outline.

Fingerspelling, Numbers, Core Vocabulary, Grammar and Cultural Review:

Consistent Review and Practice: Students are expected to consistently review outside of class, vocabulary and regularly practice fingerspelling and numbers as this is critical to your progress in this class. Practice for at least 2 hours before each class session and at least 2 hours after new material has been learned. Practicing intermittently every week may help you recall and utilize language features that you have learned and explore where you may need to improve while validating what you may have mastered. Practicing with multiple users of the language may also help you learn receptively (visually or tactilely) and expressively (signing production).

Dialogues: For each class, students are expected to attend prepared by completing assigned homework  by the due date so that they may frequently practice during class through watching and using ASL by engaging in dialogues, conversations and discussions. The purpose of these exercises is to support your development of grammatical and functional/ pragmatic application of American Sign Language and give you an opportunity to get feedback on your progress from your peers and your instructor.

Cultural and Grammatical Readings: Culture and language coexist. To fully appreciate any language, you must also have an understanding and acknowledgement of diverse communities who use the language. We may explore global Deaf communities by discussing various readings and/ or viewings from diverse Sign Language Peoples of the World and Deaf Communities to include: culture, language, identity, condition, deafness, access and opportunities.

ASSESSMENT AND EVALUATION:

Any opportunity for feedback and evaluation is an opportunity for learning and growth. The class is structured so that you will receive informal and formal feedback continually throughout the semester, and from this feedback you can determine your progress.

Quizzes and exams may cover all materials assigned from Units 7-12 of the Signing Naturally text/ workbook and DVD readings, viewings, homework and practice; as well as, those presented or discussed in class and must be taken during the scheduled class sessions. Students are responsible for regularly attending classes. Students are also responsible for attending and being prepared for all quizzes, midterm and final assessments. The instructor may reschedule quizzes due to class progression. NO MAKE-UPS FOR QUIZZES, MID-TERM OR FINAL WILL BE GIVEN.

PLAGIARISM AND CHEATING POLICY:

Plagiarism/cheating is a serious academic offense that is not tolerated. A student who plagiarizes on an exam or other assignments will receive a grade of 0 points for the assignment or exam. Further follow-up will be handled in accordance with the college’s policies and procedures.

COMMUNICATION/EMAIL:

Any student who misses partial or full class and/ or assignment is highly encouraged and expected to contact fellow classmates for further information. If you have any questions or concerns, please send an e-mail to the instructor or communicate with the instructor at break or before/ after class. Instructor cannot be expected to reteach due to your absence; however, the homework and conversations with fellow classmates may help support what you may have missed.

CLASSROOM BEHAVIOR:

Students are asked to treat the instructor and each other will respect. Using ASL further promotes your progress in becoming more familiar with using ASL. Students should not behave in a manner that is disruptive to the learning environment or infringes on the rights and safety of other class members.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES:

If you have a verified need for an academic accommodation per the Americans With Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please communicate with the instructor as soon as possible. If you are a student with a disability and/ or have questions regarding people with disabilities and services this office may provide, you are encouraged to access the DSP&S Disability Students Programs and Services office.

GRADING PLAN/ASSIGNMENTS (TOTAL = 750 points):

**Assessments: Assignments/ Participation/ Quizzes / Mid-Term / Final:**

**Assignment #1 (5 points):** Syllabus Review & 5 questions Due 1/16. See Canvas

**Assignment #2 (5 points):** Create 5 questions that would be culturally appropriate to ask of someone you were to meet for the first time using ASL. You will be assigned a partner for this in-class assignment. Due 1/18. See Canvas

**In-Class Participation (340 points):**

Classroom instruction and interaction is primarily achieved by watching and using ASL. Participation during each class is critical for learning so regular attendance is expected so that participation and progress may be evaluated. Each class session is valued at 10 points toward your overall participation grade. This is a college level course so lack of participation through partial or no attendance may result in deduction of points. Participation: 340 points for 34 class sessions. Students will earn 10 participation points per entire class session that the student has participated in for 34 class sessions this semester. There are 34 class sessions this semester, not including the final. Students are required to attend the final as part of the final assessment grading so points will be earned by attending and viewing the work of fellow class mates. If a student shows up late **or** leaves early, that student could have only participated in partial class session activities, experiences and lessons so one will earn 7 points instead of 10 points. If a student arrives late **and** leaves early, the student will earn 3 points. If the student is absent, the student earns 0 points. **The final is on Tuesday May 15 and you are required to attend the full final period as part of the overall presentation/ observation rubric grade.** *NO CLASSES: March 27 & 29.*

**Quiz Unit Lesson Assignments (250 points):** There are 6 units in the student workbook which cover Units 7-12. Each unit has several homework lessons and assignments. The assignments are titled: *Assignments* so you will need to attend class prepared having completed the homework and with those assignments. Please ensure that you read the directions ahead of time to allow yourself at least 1-2 days to prepare to bring, practice and/ or rehearse whatever may be requested and/ or needed for that assigned assignment. **There will be a total of 25** ***assignment quizzes* worth 10 points each for a total of 250 points.** Homework lessons are assigned at the end of each class and will be posted on Canvas. The *Assignments* are listed in those homework lessons and will serve as your in-class quizzes. Since homework is assigned based on class progression, assignment quizzes will be assigned accordingly with 2 classes prior notice. Please see Canvas for the dates of each of those assignments based on when the homework attached to that assignment is assigned. If you miss the quiz due to being late or absent, there aren’t any make-ups offered. The Unit Lesson Assignments are on the following pages: 25, 63, 81, 92, 102, 123, 131, 141, 147, 183, 215, 227, 245, 309, 357, 363, 372, 383, 387, 397, 415, 431, 442, 444 and 447.

**Mid-Term (50 points):** Interview with a Partner

You will be assigned to work with a partner to complete the interview process from pages 290-295 in Lesson 10.9  of the student workbook. On the day of the mid-term, you will be assigned whether you will be Interviewer 1 or 2. **50 points Due: Tuesday April 17 6:00pm-7:50pm**

**Final Exam Project (100 points)**: Fable Re-telling and Viewing

Sometime after the midterm, each student will be assigned a fable to re-tell to an assigned small group. The fable you are assigned must be re-told in about the same amount of time that the storyteller in the DVD originally tells it. This will encourage you to implement as much detail and ASL features into your fable. The final encourages interaction by both re-telling a fable and viewing the re-telling of fellow classmates’ fables. As a result, this requires full participation of which can be neutrally evaluated by amount of attendance. The final will be done on the final date assigned by the college. If you arrive late **or** leave early, 10 points will automatically be deducted from your Final assignment. If you arrive late **and** leave early, 20 points will automatically be deducted from your Final assignment. **100 points Due: Tuesday May 15 6:00pm-7:50pm**

**Grading Points:**

**Assignment #1: 5**

**Assignment #2: 5**

**Participation: 340**

**Quiz Unit Lesson Assignments: 250**

**Mid-Term: 50**

**Final: 100**

**Total Possible Points = 750** A 90-100% 675-750; B 80%-89% 600-674

C 70-79% 525-599; D 60%- 69% 450-524; F 59% or below 449 or below

COURSE OUTLINE

ASL-2: High- Beginning American Sign Language

Spring, 2018

**ASL-2 is continually and cumulatively building on ASL-1 and each ASL-2 previous lesson and unit.**

January 9 & 11: Syllabus/ Course Outline, Introduction, Getting to Know You & ASL-1 Review

January 16 & 18: Continue review; Assignments 1 & 2 Due; Begin Unit 7

January 23 & 25: Continue Unit 7

January 30 & February 1: Continue Unit 7; May begin Unit 8

February 6 & 8: Continue building on Unit 7; Begin Unit 8

February 13 & 15: Continue Unit 8

February 20 & 22: Continue Unit 8; May begin Unit 9

February 27 & March 1: Continue building on Units 7-8; Begin Unit 9

March 6 & 8: Continue Unit 9

March 13 & 15: Continue Unit 9; May begin Unit 10

March 20 & 22: Continue building on Units 7-9; Begin Unit 10

**NO CLASS: March 27 & 29 Spring Break**

April 3 & 5: Continue Unit 10

April 10 & 12: Continue Unit 10: May begin Unit 11

**Mid-Term: Tuesday April 17 6:00pm-7:50pm**

April 17 & 19: Continue building on Units 7-10; Begin Unit 11

April 24 & 26: Continue Unit 11

May 1 & 3: Continue building on Units 7-11; Begin Unit 12

May 8 & 10:Continue Unit 12

May 15: Final Due