# SYLLABUS

ASL 1- Beginning American Sign Language

Reedley College (RC) Summer, 2019

Instructor: Christine Gough-Bise

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Text/ Phone: (559) 940-4760

Recommended browser: Chrome

Room: AGR-15

Class Meeting Times: 06/24/2019-06/28/2019 Monday-Friday 9:00am-11:50am

07/01/2019-08/01/2019 Monday-Thursday 9:00am-11:50am

**NO CLASS Thursday July 4, Monday July 8**

## REQUIRED TEXT/WORKBOOK WITH DVD AND SUPPLIES:

**Required Text Workbook with DVD/ Online Video Library, Access Information and Supplies:**

1. Signing Naturally Units 1-6 **text/workbook with DVD and/ or online code** by Smith, Lentz and Mikos. (Please see the back of the workbook for the DVDs and online code and the contact information to include phone number and website for the publisher.) You can use either the DVD or online Video Library code or both because they both have the same information.

**PLEASE NOTE:** If you access a used copy of the workbook text, make sure you are also accessing it with a DVD and/ or online code. The workbook text and DVD or online code go together and need to be accessed together to complete most homework lessons. Students are encouraged to check the Fresno City College Library On-Reserve desk as they also may have desk copies available for to access on reserve.

2. Access to internet

3. Access to Device/ desktop

4. Pen, pencil and/ or device to take notes and to complete activities and assignments.

5. Journal notebook or notepad on your device to keep your organized questions, thoughts, ideas, observations, comments and notes.

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

## COURSE DESCRIPTION:

This course is an interactive study of Units 1-6 from the Signing Naturally curriculum to include workbook and DVDs/ online video library materials regarding American Sign Language (ASL), American Deaf Culture and Deaf Communities. Through assigned homework lessons, 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 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 completing assigned homework assignments, 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 course also encourages an understanding of information about and discussion of Deaf Culture. The course learning outcomes may be achieved through a series of: discussions via discussion board, readings, lectures, viewings and demonstrations; as well as, individual and group activities, multi-media, DVDs and online, group and partner pair conversations. The overall goals of ASL-1 are for students to acknowledge, appreciate and respect ASL as a living, distinctive and naturally-occurring language, and to respect Deaf people as a diverse community who have a unique set of cultural experiences, norms and values. In consistently using both the Signing Naturally text workbook which includes the DVD and/ or Online Video Library code, the following course topics in culturally appropriate language functions may be introduced, modeled, practiced, used in conversation, demonstrated and presented.

## COURSE TOPICS:

The course will cover the following topics:

* Unit 1 Getting to Know You
* Unit 2 Exchanging Personal Information
* Unit 3 Discussing Living Situations
* Unit 4 Talking about Family
* Unit 5 Talking about Activities
* Unit 6 Storytelling

## METHODS OF INSTRUCTION:

An effective way to learn and gain appreciation for any language and culture is to be acculturated in the language and culture through naturally using it in daily conversations. 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 course is **highly interactive** so most of the activities involve consistent completion of the assigned homework lessons, connecting with instructor on a weekly basis and with fellow classmates in partner pair and/ or small and large group communication experiences and activities. The instruction and activities heavily depend on students’ consistent progress in and completion of: readings, viewings, experiences, writings and practicing of each assigned homework lesson which vary widely in format and may include ASL, props, miming, pictures, visual projections, written instructions, etc. Completing each assigned homework lesson in a timely manner and allowing yourself to experience the homework lessons is not a matter of perfection, it is a matter of your individual progress. **ASL-1 is cumulatively building on each previous lesson and unit.**

**Course Objectives**

1. Engage in watching and responding to basic and short, simple sign instruction, conversations, and discussions.

2. Fingerspell proper nouns.

3. Understand and use basic numeral incorporation for calendar, clock, age, and money.

4. Recognize and use basic ASL classifiers.

5. Apply basic grammatical structures and concepts in basic signing situations.

6. Read and understand a selection of written texts on familiar topics.

7. Recognize, understand, and appreciate cultural differences between Deaf and hearing cultures.

8. Engage in conversation applying basic American Sign Language skills. Students should be able to talk about themselves, family and hobbies.

### Vocabulary Development

Given a set of targeted vocabulary, syntactic and pragmatic items drawn from Units 1-6 of the Signing Naturally text workbook and DVD videos, students are encouraged to demonstrate comprehensive mastery of vocabulary, syntactic and pragmatic items in natural conversations, class activities and presentations.

### Grammatical Features

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

Students will be exposed to short dialogue in ASL as modeled and guided by instructor and other language role models via DVDs and/ or Online Video Library.

Conversational Skills

Students are encouraged to demonstrate comprehension and conversation facilitating behaviors. Students will learn pragmatic features of ASL and Deaf Cultural behaviors by being exposed to and demonstrating: attention getting techniques, turn-taking signals, maintaining and shifting topics. Students are encouraged to demonstrate the ability to initiate, maintain and terminate a short content-specific conversation.

### Cultural Awareness

Students are encouraged to attend social functions/events at which members of the Deaf community are present. (Optional but HIGHLY encouraged)

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

## COURSE POLICY:

Consistent attendance, participation, preparation, engagement and practice of class activities and completion of assigned homework are the keys to success in this course. Students are highly encouraged to find sufficient time for analyzing, practicing, collaborating, inquiring, completing homework and assignments by the time assignments are due.

## STUDENT LEARNING:

### Skills and Knowledge Homework Lessons and Exercises:

The completion of assigned homework is required. These lessons and exercises are designed to help you gain natural use of ASL in both reception (understanding it) and production (signing it). Homework is not graded; however, the homework lessons are your building blocks which are essential toward your successful progression in demonstrating your learning of ASL through your assigned quizzes and projects. All assignments are due by the stated due dates in Canvas.

### Fingerspelling, Numbers and Core Vocabulary Review:

Constant review of the vocabulary and regular practice of fingerspelling and numbers is critical to your progress in this class. Practice by doing the homework lessons 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 a partner may also help you learn receptively (comprehension) and expressively (signing).

### Dialogues:

As part of the homework, you will be frequently practicing dialogues. Find time to connect with your instructor and your peers to practice dialogues. The purpose of these exercises is to support your development of grammatical and functional/ pragmatic application of the language and give you an opportunity to get feedback on your progress

### Cultural and Grammatical Readings: Culture and language coexist.

To fully appreciate any language and culture, it is important to experience learning about and communicating with the native communities who use the language and live the culture. We may explore the Deaf community by discussing various readings and/ or viewings on the Deaf Community/Deafness/Deaf population/Deaf services.

## ASSESSMENT AND EVALUATION:

Any opportunity for feedback and evaluation is an opportunity for learning and growth. The course is structured so that you may receive feedback continually throughout the semester from your own recognition of errors, progression and mastery and from the assigned homework lessons with answers in the back of the book, from your peers and instructor. From this feedback you may determine your progress. A very important tool is to follow the instructions throughout the workbook as each exercise guides you through each lesson.

**PLEASE NOTE:** There are several lessons that state that the answers are provided in class; however, there may not always be opportunity to do that so focus on the practice by completing the lessons and using the answers from the back of the book for those lessons. Also, this curriculum was designed more for a face-to-face course.

Quizzes, assignments, assessments and projects may cover all materials assigned from Units 1-6 of the Signing Naturally text/ workbook and DVD or Online Video Library readings, viewings, homework and practicing as well as those presented or discussed as part of this course and must be taken during the scheduled sessions. Students are responsible for individual time management and regularly maintaining completion of homework lessons. Students are also responsible for meeting deadlines and being prepared for all quizzes, assessments and final examination. NO MAKE-UPS FOR QUIZZES 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 discussions 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. Instructor cannot be expected to reteach due to students’ absence; however, the homework and conversations with fellow classmates may help support what you may have missed.

### CLASSROOM BEHAVIOR:

Students are expected to treat the instructor and each other with respect. Using ASL further promotes student’s 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 fellow 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 that this office may provide, you are encouraged to access the DSP&S Disability Students Programs and Services office.

**Assignments/ Assessments:** Making connections

#### Assignments throughout the semester:

Assignments from the tab titled *Assignments* in the student workbook will be assigned throughout the semester as part of in-class extension work. These assignments will be assigned as we progress as a class through each lesson. The assignments count toward overall participation contributions under the participation points. Additional activities will be assigned as part of in-class work as we move through the material.

#### Homework/ Extension Work:

The purpose of homework is to continuously extend the learning outside of the classroom in various spaces across time with multiple people and touch points. Homework is not graded; however, is regularly assigned at the end of each class and on Canvas as a way to encourage and promote learning outside of the classroom. Consistent completion of homework may promote overall significant student success toward learning classroom material. All homework is directly tied to what we learn in class and what may be assessed as part of any assessment. Homework is due the very next class session after it has been assigned from the prior class session. This means that students are highly encouraged and expected to have experienced progressive and consistent completion of the homework lessons so that students may continue to progressively prepare and contribute to each next class session as we move forward learning future lessons.

#### Quizzes:

There will be a total of 2 cumulative quizzes this semester at 50 points each.

CLASS CONTRIBUTION PARTICPATION/ABSENCES: **Participation: 210 points (21/23 class sessions)**

Classroom instruction and interaction is primarily achieved using ASL. Attendance is critical for learning and each class session is valued at 10 points toward your participation grade. This is a college level course so lack of participation through attendance may result in deduction of points.

Students will earn 10 participation points per entire class session that the student has participated in out of 21 counted class sessions. There are a total of 23 class sessions this semester to include the final class session. Students have up to 2 absences before participation points begin deduction. Participation points will begin deduction at the 3rd absence. If a student shows up late **or** leaves early, that student could have only contributed and 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 5 points. Students are responsible for communicating with the instructor at the beginning or at the end of each class period for the period of which the student may leave early and/ or have arrived late so that the instructor may change the Attendance record in Canvas from an absence to the updated attendance record. Students are highly encouraged to check Canvas weekly regarding individual student’s attendance record and report to the instructor in a timely manner any discrepancy of that record. The Final is on Thursday August 1 and students are required to attend the full final period as part of the overall presentation/ observation rubric grade.

#### Through Deaf Eyes

**PBS documentary viewing and group discussion/review questions:** After we view the documentary as a class, during class within small groups, you will discuss important questions and share observations and experiences regarding American Deaf Culture, ASL and your individual, unique culture(s), language(s) and experiences. During the viewing of the film, students will note his/ her observations and curiosities while answering questions on a worksheet provided by the instructor. (Film viewing and notes on worksheet = 25 points; Class discussion = 25 points.) **Total 50 points Due: Monday July 15**

#### Famous Person who is Deaf ASL Presentation & Observation:

Research any famous Deaf person of your choice from anywhere in the world and share introductory information about this person by presenting in ASL a 1-2 minute presentation to the class using what you have learned in ASL-1. Provide a minimum of 5 visual aids to support and enhance your presentation to include using an electronic presentation format. Examples of electronic presentation formats may include Power point or Prezi. A rubric will also be provided. Information to include: First and last name of person; Still living or deceased; Born when/ where; If Died when/ where; From where; Currently lives where; Why he/ she is famous and any additional information/ details as it relates to the presentation and as time allows. **100 points Due: Wednesday July 31**

#### Final Exam Project Units 1-6 Story Sharing & Observing Project:

Using ASL, the lessons and language elements learned in Unit 6, demonstrate your learning of Units 1-6 sharing your childhood story about you and your family and/ or friends of your choice following the Narrative Structure outline on p. 360 in Lesson 6:17 of Unit 6. This project will be presented in front of the class either live or via video using an electronic presentation format to support and enhance your delivery. Students may choose to either present live or via a video. Students presenting live or via video need to still attend the class to observe fellow students on the day of the final or points will be deducted accordingly. A rubric will be provided later this semester. The presentation will be timed at a minimum of 3 minutes and maximum of 4 minutes so rehearsing several times ahead of time over a period of time is expected and may support your overall presentation delivery and meeting timing requirements. Part of this overall final rubric grade includes that you stay for the full class period to observe fellow students’ presentations. If you arrive late or leave early, 10 points will be deducted. If you arrive late and leave early, 20 points will be deducted. **100 points Due: Thursday August 1**

### GRADING PLAN/ASSIGNMENTS: Quizzes / Assignments/ Final: Total 600 points

**Thursday July 11: Quiz #1 Units 1-3 (50 points)**

**Monday July 15: Documentary Viewing & Group discussion (50 points)**

**Wednesday July 31: Quiz #2 Units 1-6 (50 points)**

**Wednesday July 31: Famous Deaf person ASL presentation/ observation (100 points)**

**Thursday August 1: Final ASL Presentation/ Observation Project Units 1-6 (100 points)**

**Thursday August 1: Participation tallied total (210 points)**

**Assignments #1-4 as posted on Canvas due in class: (40 points)**

**Total Possible Points = 600**

A 90-100% 540-600

B 80%-89% 480-539

C 70-79% 420-479

D 60%- 69% 360-419

F 59% or below 359 or below

## COURSE OUTLINE

ASL 1- Beginning American Sign Language

Reedley College (RC) Summer, 2019

**ASL is cumulatively building on each previous lesson and unit.**

## First Week: Pre-Unit & Unit 1

June 24-28: Syllabus, Course Outline, Introduction, Practice & Review Unit 1 Lessons 1:1-1:12

## Second Week: Unit 2

July1-3: Practice & Review Units 1-2; Unit 2: Lessons 2:1-2:12

## Third Week: Unit 3

July 9-11: Practice & Review Units 1-3; Unit 3: Lessons 3:1-3:16

**Thursday July 11: Quiz #1 Units 1-3 (50 points)**

## Fourth Week: Unit 4

July 15-18: Practice & Review Units 1-4; Unit 4: Lessons 4:1-4:15

**Monday July 15: Documentary Viewing & Group discussion (50 points)**

## Fifth Week: Unit 5

July 22-25: Practice & Review Units 1-5; Unit 5: Lessons 5.1-5.9

## Sixth Week: Unit 6

July 29-August 1: Practice & Review Units 1-6; Unit 6: Lessons 6:1-6:17

**Wednesday July 31: Quiz #2 Units 1-6 (50 points)**

**Wednesday July 31: Famous Deaf person ASL presentation/ observation (100 points)**

**Thursday August 1: Final ASL Presentation/ Observation Project Units 1-6 (100 points)**