***TENTATIVE*ASL 1- Beginning American Sign Language CRN: 51976**

**Mondays/ Wednesdays 9:00am-10:50am Face-to-Face/ In-Person**

**Reedley College (RC) Fall, 2022**

**Instructor:** Christine Gough-Bise MA; NAD-V; NIC-Master

**Gender preferred pronouns:** She, Her, Hers

**Email:** christine.bise@reedleycollege.edu

**Reedley College Phone Number:** 559-638-3641 (For urgent needs and if email is not available)

**Class Location:** AGR-2

**Office Days and Hours:** Feel free to email or Canvas message me.

**Class Meeting Times:**Mondays/ Wednesdays 9:00am-10:50am August 8- December 9, 2022

**Required Texts/Materials/ Supplies:**

1.        Purple Moontower. (2022). TRUE+WAY ASL Teacher and Student eTextbook. (3rd ed.). Purple Moontower. Units 1-4  [http://truewayasl.com](https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Ftruewayasl.com%2F&data=05%7C01%7Cchristine.bise%40reedleycollege.edu%7C89aa9c731fb642fd050708da52ed633a%7C82cf0ca31c1c4685a3045b45ed171ea8%7C1%7C0%7C637913476771506037%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BBJ5VqMvRYGYU8JugJRSngMEiveHynIav9qHNNTSDck%3D&reserved=0)

2.        Computer or laptop device with webcam

3.        Consistent access to and use of Canvas and internet

4.        Journal notebook paper, pen/ pencil

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

**Instructor Response Time:** I check email and Canvas messages daily Monday-Friday and plan to respond within 48 hours of receiving your messages. Sometimes, I may also respond on weekends. So, please plan ahead in working and exploring through your studies, lessons and assignments so that you may formulate your observations, comments, questions and curiosities with as much advance notice as possible and/ or record them in your journal and share during class sessions.

**I.               Course Outcomes**

1.   Produce the basic structures and principles of ASL to respond to short, simple sign instructions.

2.   Produce the basic structures and principles of ASL to ask simple questions for information.

3.   Demonstrate the ability to engage in spontaneous but limited conversations and discussions using ASL at a level expected for beginning signers.

4.   Compare and contrast the basic aspects of Deaf Culture and Hearing Culture.

**Course Description:** This course is an interactive study of Units 1-4 from the *True+Way ASL*curriculum and online distance education 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 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, number-spelling, eye contact and use of eyes, grammatical syntax, semantics and pragmatics. This also encourages an understanding of information on and discussion of Deaf Cultural Norms. The course learning outcomes may be achieved through a series of: discussions, readings, lectures, homework lessons, viewings and presentations; as well as, individual and group activities, multi-media and partner pair conversations. The overall goals of ASL-1 are to have you appreciate and respect ASL as a living, distinctive and naturally-occurring language, and to respect Deaf people as a community who have a unique set of cultural experiences, norms and values. In using the *True+Way ASL* curriculum, the following course topics in culturally appropriate language functions may be introduced, modeled, practiced, used in conversation, demonstrated and presented.

**Course Topics:**

 [Unit 1    Welcome to the Deaf World!](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2Fe%2F2PACX-1vRW-k3n72229WTH9lEbhWZKl1cvl8tbmMS4b4Ofw8vzlVKaMraNRgSfx2Jp_j5_-ECPKV_HbMB3Mxaa%2Fpub%3Fembedded%3Dtrue%23id.c8ebt7d9ursg&data=05%7C01%7Cchristine.bise%40reedleycollege.edu%7C89aa9c731fb642fd050708da52ed633a%7C82cf0ca31c1c4685a3045b45ed171ea8%7C1%7C0%7C637913476771506037%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=wiJ6Ju15DB3slT3Cknu2X%2FdcrCdZ82XWdGfn%2BwBOXjw%3D&reserved=0)

[Unit 2    Academics](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2Fe%2F2PACX-1vRW-k3n72229WTH9lEbhWZKl1cvl8tbmMS4b4Ofw8vzlVKaMraNRgSfx2Jp_j5_-ECPKV_HbMB3Mxaa%2Fpub%3Fembedded%3Dtrue%23id.x629uh5kiqr&data=05%7C01%7Cchristine.bise%40reedleycollege.edu%7C89aa9c731fb642fd050708da52ed633a%7C82cf0ca31c1c4685a3045b45ed171ea8%7C1%7C0%7C637913476771506037%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=EFrkRTCJLHWSaht31lxOTEZr1QJDTqm0ydgrmG8Qss8%3D&reserved=0)

[Unit 3    Family and Relationships](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2Fe%2F2PACX-1vRW-k3n72229WTH9lEbhWZKl1cvl8tbmMS4b4Ofw8vzlVKaMraNRgSfx2Jp_j5_-ECPKV_HbMB3Mxaa%2Fpub%3Fembedded%3Dtrue%23id.9ul9px8sddt7&data=05%7C01%7Cchristine.bise%40reedleycollege.edu%7C89aa9c731fb642fd050708da52ed633a%7C82cf0ca31c1c4685a3045b45ed171ea8%7C1%7C0%7C637913476771506037%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=zJ4e%2F1%2FdSihNqDeLt4JAddap%2FqYQv3xTSevaxF4zFcw%3D&reserved=0)

[Unit 4    Residences and Communities](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2Fe%2F2PACX-1vRW-k3n72229WTH9lEbhWZKl1cvl8tbmMS4b4Ofw8vzlVKaMraNRgSfx2Jp_j5_-ECPKV_HbMB3Mxaa%2Fpub%3Fembedded%3Dtrue%23id.6h1czjeeclx2&data=05%7C01%7Cchristine.bise%40reedleycollege.edu%7C89aa9c731fb642fd050708da52ed633a%7C82cf0ca31c1c4685a3045b45ed171ea8%7C1%7C0%7C637913476771506037%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=8qmFB4x%2BVt7AeyYDh%2BggfwC%2Bx%2BG4pFZ3%2Fsidz2FtEjs%3D&reserved=0)

**Course Rationale/Objectives:**

The purpose of this course is designed to help you develop the study skills you need to learn a language and to review and practice what you are learning in your language class. This may include lectures, small group  activities,  use  of  electronic  media,  participating in online  ASL homework labs, and possible virtual online experiences and events. You will be encouraged  to practice your receptive and expressive skills so that you can have an ongoing positive interactive  experience with your language course. Students are expected to consistently participate in class by being well prepared to participate in weekly discussions, activities, and lessons. The grammatical explanations will be kept to a minimum and students will be required to work in pairs and small groups.  Active participation in group work is required for the success of the class.

ASL 1: Student Learning Outcomes: At the end of this course, the students should be able to:

a.      Progress in Vocabulary Development

* + 1. Recognize and produce vocabulary items in each unit.
		2. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lecture, and videos.

b.      Grammatical Features

* + 1. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
		2. Identify grammatical features within short dialogues in ASL as directed by the professor.

c.      Conversational and Communication Skills

* + 1. Demonstrate comprehension and conversation facilitating behaviors.
		2. Demonstrate comprehension and production of regulating behaviors (i.e. attention getting techniques, turn taking signals, and others)
		3. Comprehend short narratives and stories in ASL as signed by the professor, Deaf users of ASL, or viewed on ASL videos.
		4. Demonstrate the ability to create, conductand terminate a short content- specific conversation.

d.       Cultural Awareness

* + 1. Analyze and critique competing perspectives of diverse Deaf Communities in the United States, Canada and/ or the world, ideas, aesthetic traditions, and cultural practices, and its  history.
		2. Compare, contrast, and interpret differences and commonalities among Deaf and hearing culture

**ASL Zone:**This course space is an ASL Zone so most often, we will communicate using the target language of ASL. During ASL Zone, “voices off” time, please try to avoid voicing or spoken language mouthing during class time; instead, try to use as much ASL as you are learning. When any of our ASL sessions begin, please sign with your class peers and instructor to the best of your ability applying what you have learned from what has been assigned. Talking without signing in the presence of any Deaf person is considered rude in Deaf culture. As needed, write notes to each other. It is preferred for you to sign. But using notes as an alternative is appropriate. For most classes, this voices off rule will be enforced from the beginning until the end of the class. It is natural to laugh so feel free to laugh out loud. Disruptive students will be asked to leave the class sessions. Below is a Tentative Course Schedule, please wait for the Assignments to be officially assigned and follow the due dates in Canvas.

# Tentative Course Schedule\*

***Week Unit***

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| 1 | Syllabus | Unit 1: Welcome to the Deaf World Getting Started 1.1  |
| 2 | Unit 1.1-1.2 |
|  3 | Unit 1.3- 1.4  |
| 4 | Unit 1.4- 1.5; Unit 1 SOAR |
| 5 | Review Unit 1 and Unit 1 Tests/ Begin Unit 2: Academics 2.1 |
| 6 | Unit 2.2- 2.3  |
| 7 | Unit 2.4- 2.5; Unit 2 SOAR/ Review Unit 2 |
| 8 | Unit 2 SOAR/ Review Unit 2 and Unit 2 Tests |
| 9 | Unit 3: Family and Relationships 3.1-3.2 |
| 10 | Unit 3: Family and Relationships 3.2-3.3 |
| 11 | Unit 3.3-3.4; Unit 3 SOAR/ Review Unit 3 |
| 12 | Review Unit 3 and Unit 3 Tests |
| 13 | Unit 4: Residences and Communities 4.1 |
| 14 | Unit 4.2-4.3 |
| 15 | Unit 4.3-4.4 |
| 16 | Unit 4 SOAR/ Review Unit 4 |
| 17 | Review Unit 4 Tests/ Prepare and Practice for Final |
| 18 | **FINAL: Wednesday December 7 9:00am-10:50am** |

**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. 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 class space activities involve partner pair, small and large group activities. The instruction and activities will vary widely in format and will include homework lessons, ASL, props, miming, pictures, visual projections, written instructions, etc. **ASL-1 is cumulatively building on each previous lesson and unit.**

**Student Learning Objectives and Outcomes:**

Vocabulary Development **:**Given a set of targeted vocabulary, syntactic and pragmatic items drawn from Units 1-4 of the True+WayASL Electronic/ digital text book and 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 highly 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 videos, etc.

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 short content-specific conversations.

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Cultural Awareness: Students are encouraged to attend virtual and/ or physical social functions/events at which members of the Deaf community are present while observing and following all social distancing and observing and following federal, state and local laws and mandates and protocols. (Optional but HIGHLY encouraged), Throughout the course, Deaf culture will be shared through viewings, readings and discussions.

**Course Policy:**Consistent weekly online attendance through weekly participation, 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, completing homework and assignments before class starts.

**Late Work Is Not Accepted:**Students are given reasonable amount of time in assignment and lesson preparation, study and practice in advance and need to submit all assignments by the due dates in Canvas. Late work is generally not accepted unless there is an extenuating circumstance by which extra credit assignments may be offered to all students.

**Student Learning:**Skills and Knowledge Enhancement Exercises include online, remote activities and homework lessons which are designed to help you gain natural use of ASL. These activities will be assigned participation points. All assignments are due at the specified due dates in Canvas.

**Finger-spelling, Number-spelling and Core Vocabulary Review:**Constant review of the vocabulary and regular practice of fingerspelling and numbers is critical to your progress in this course. 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 (visually) and expressively (tactilely).

**Dialogues:** In this course, you may be frequently practicing 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 from your peers and your instructor.

**Cultural and Grammatical Readings:** Culture and language coexist. To fully appreciate any language and culture, you must also have a sense of the communities who use the language. We may explore diverse Deaf communities by discussing various readings and/ or viewings on  Deaf Communities/Deafness/Deaf population/Deaf services.

**Assessment and Evaluation:**Any opportunity for feedback and evaluation is an opportunity for learning and growth. This course is structured so that you will receive feedback continually throughout the semester, and from this feedback you can determine your progress.

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Quizzes, assignments, assessments and projects may cover all materials assigned from Units 1-4 viewings, homework and practicing as well as those presented or discussed and must be taken during the scheduled due dates. Students are responsible for regularly participating in classes. Students are also responsible for attending and being prepared for all quizzes, midterm examination and final examination. The instructor may reschedule quizzes due to class progression. NO MAKE-UPS FOR QUIZZES, MID-TERM OR FINAL WILL BE GIVEN UNLESS THERE IS AN EXTENUATING CIRCUMSTANCE.

**Plagiarism and Course 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 assignments 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 as soon as you are reasonably able or before/ after the due date. 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.

**Class Space/ Online Space 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.

**Accommodations 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 with the college campus.

**Class Contributions, Absences and Participation: 340 points**

Classroom instruction and interaction is primarily achieved using ASL. Each class meeting weekly requires participation which is critical for learning. Each class’s learning experience through interactive discussion and activity lessons are valued at 10 points multiplied by each class session meeting; with the exception of college observed holidays for a total of 340 points (10 points per class session) toward your overall participation grade. This is a college level course so lack of participation may result in deduction of points. Students are highly encouraged to check Canvas daily regarding individual student’s attendance record and report to the instructor in a timely manner any discrepancy of that record.

* Students earn the full 10 points if they are in full attendance participating in each class session.
* If students arrive late or leave early, a deduction of 5 points occurs for an earning of 5 points for that class session.
* If a student arrives late and leaves early, a deduction of 7 points occurs for an earning of 3 points for that class session.
* Students are allowed up to two absences in this semester without any deduction of points. Upon the third absence, deduction of points will begin.

**Assignments/ Assessments:**These include participating in class activities, enrollment of the eWorkbook Modules, viewing, reading and practicing of each lesson, Conversation Starter Discussions, Worksheets, Snapshot and Comprehension Quizzes, Peer Observation Assessment (POA), Story Comprehension, Student Self-Assessment Rubric (SOAR) and Unit Production and Comprehension Tests.

**Assignments throughout the semester:**Assignments from our digital text may be assigned weekly in Canvas. These assignments will be assigned as we progress as a class through each lesson to avoid working ahead and to promote collaboration, focused time with each lesson and student equity in progress. The assignments count toward overall course grade per category as titled under Grades in Canvas. Additional warm-up activities will be assigned and posted on Canvas at the end of each class as part of in-class work as we move through the material so that we can practice in conversations using the assigned content for each future class.

**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 graded and is regularly assigned weekly on Canvas as a way to encourage and promote learning outside of the class space so that you may be ready to apply, practice and demonstrate what you have learned from homework during class activities, discussions and interactions. Consistent completion and practice of homework may promote overall significant, individual student success toward learning course content and achieving the course objectives and optimal completion of assessment assignments. All homework is directly tied to what we learn in this course and what may be assessed as part of any assessment. Homework is due every week after it has been assigned from the prior class week so that students can prepare to apply it to future assignments and assessments. Due dates will be posted in advance in Canvas. This means that students are highly encouraged and expected to have experienced progressive and consistent completion and practice of the homework lessons so that students may continue to progressively prepare and contribute to each next class session and to each other and not work ahead as we move forward learning future lessons.

**Unit Quizzes:**There are two types of quizzes: Snapshots and Comprehension. These quizzes are outlined throughout each unit. Please check under Assignments for each itemized quiz points total.

**Unit Tests:** There are two types of tests: Comprehension and Production. These tests are outlined at the end of each unit. Please check under Assignments for each itemized quiz points total.

**Final Comprehension and Production Units 1-4:**The Final will be the Unit 4 Comprehension and Production tests. The final is cumulative assessing units 1-4 content as part of the overall unit 4 tests.

**Units 1-4 Total Grading Points = 1,326**

**Student Enrollment eWorkbook = 1**

**Conversation Starter with Discussions = 21**

**Worksheets = 340**

**Snapshot Quizzes = 107**

**Comprehensions Quizzes = 150**

**POA = 16**

**Story Comprehension = 29**

**SOAR = 80**

**Unit Comprehension Tests = 166**

**Unit Production Tests = 76**

**Participation (tallied at end of final session of this semester): 340**

**Total Possible Points = 1,326**

A 90-100% 1,194-1,326

B 80%-89% 1,061-1,194

C 70-79% 929-1,061

D 60%- 69% 796-929

F 59% or below 795 or below

***TENTATIVE* COURSE OUTLINE ASL 1- Beginning American Sign Language Fall, 2022**

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

Week 1 Aug 8-10: Syllabus, Course Outline, Introduction & Unit 1: Module Lesson 1.1

Week 2 Aug 15-17: Unit 1: Module Lessons 1.1-1.2

Week 3 Aug 22-24: Unit 1: Module Lessons 1.3-1.4

Week 4 Aug 29-31: Unit 1: Module Lessons 1.4-1.5; Unit 1 SOAR

**Week 5 Sept 7: Unit 1 Review and Tests**

Week 6 Sept 12-14 Unit 2: Module Lessons 2.1-2.2

Week 7 Sept 19-21: Unit 2: Module Lessons Unit 2.3-2.4

Week 8 Sept 26-28: Unit 2: Module Lessons Unit 2.4-2.5

**Week 9 Oct 3-5: Unit 2 Review and Tests**

Week 10 Oct 10-12: Unit 3: Module Lessons 3.1-3.2

Week 11 Oct 17-19: Unit 3: Module Lessons 3.3- 3.4

Week 12 Oct 24-26: Unit 3: Module Lesson 3.4

**Week 13 Oct 31-Nov 2: Unit 3 Review and Tests**

**Week 14 Nov 7-9:** Unit 4: Module Lessons 4.1-4.2

Week 15 Nov 14-16: Unit 4: Module Lessons 4.2-4.3

Week 16 Nov 21-23: Unit 4: Module Lessons 4.3-4.4

Week 17 Nov 28-30: **Unit 4 Review and Tests**

**Week 18 Dec 7 Wednesday 9:00am-10:50am: FINAL Unit 4 Comprehension and Production Tests (cumulative units 1-4).**

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