

Reedley College

ASL 2

Syllabus

Spring 2014

Instructor: Katherine Carlsen

Office: No Office hours

CRN: 52388

Class hour: M & W 6: 00 PM to 7:50 PM

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Room: SOC 35

Date/Time of Final Exam. **Wed, May 22, 2014 at 6:00 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 2 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 2 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 Learning American Sign Language and video tape, the following language functions will be introduced and practiced:

- Unit 13 More Ways to Express Yourself
- Unit 14 Experiences and Current Activity
- Unit 15 Future and Obligations
- Unit 16 Directions and Instructions
- Unit 17 Suggestions and Advice
- Unit 18 Attitudes and Opinions
- Unit 19 Recreational Activities
- Unit 20 Travel - Places and experiences
- Unit 21 Occupations and Professions
- Unit 22 The Body, Health and Emergencies
- Unit 23 Current Events
- Unit 24 How Things Are Done

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.

Student Learning Outcome

1. Given a statement or question about a concrete object, students will be able to respond using appropriate signs and classifiers. Students will use appropriate facial expression for negative and positive answers. Students will demonstrate competency by producing adequate responses with little interference in communication.
2. Given the opportunity to tell a personal story, student will be able to use integrative syntax, expanded vocabulary and idioms to produce a coherent message. As spontaneous tangents emerge from the story, students will be able to use the conversations of breaking into a dialogue and understand finger spelled name and abbreviations at a normal rate of delivery.
3. Given the task to recognize specific cultural traditions and circumstances of the deaf community, students will be able to describe culture-specific customs, explain how misunderstanding arises across cultures, and identify pervasive values of deaf culture in writing, oral presentations, or discussions. Students will demonstrate competency by producing adequate responses with little interference in communication.

Textbook & Supplies:

1. Learning American Sign Language Level I & II by Tom Humphries and Carol Padden
2. 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)
3. Pen or #two pencil, a 1-spiral notebook (30 to 40 sheets)
4. Senses of Humor
5. Patience
6. Teamwork
7. 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.

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 and history by reading **any book relating deafness from any library** for a book report. If you did not read Deaf Culture Our Way, I encourage you to read it. You will write a report on the book that you read. Summarize the story with your opinion. If you turn in the report late, you will lose 20 points. You can turn in early than the date. Please write down where you find the book or information.

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 use your cell phone, you will miss out my teaching and information. If you have an emergency call, just let me know and leave classroom for a few minute. You must ask me for a permission to show photos to other students from a cell phone first. 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, www.fresnodeafevents.com or flyers from an instructor. 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. 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. Lack of participation or using your voice results in lost daily points.

10. Points for grades:

		<u>Grades:</u>
Book Report	-100 points	100% to 90% - A 940 - 840 points
10 Quizzes	-300 points	89% to 80% - B 739 - 639 points
Participation	-340 points (10 pts)	79% to 70% - C 638 - 538 points
Midterm Exam.	-100 points	69% to 60% - D 537 - 437 points
Presentation	-100 points	59% to 0% - F 436 - 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 absent person is responsible to find out what happened in the class.

Name _____ Phone _____

Name _____ Phone _____

Name _____ Phone _____

*** I encourage you to do homework with video tape. You are responsible for keeping all papers, quizzes, tests in one notebook. I might ask you for the specific papers that I might miss.

Reedley College
Course Outline
Spring 2014

January 13	Intro to class; Activity to introduce yourself
January 15	Unit 13
January 20	NO CLASS
January 22	Unit 13 Dialogues
January 27	Conversation with questions
January 29	QUIZ; Unit 14
February 3	Unit 14 Dialogues
February 5	Conversation with questions
February 10	QUIZ; Unit 15
February 12	Unit 15 Dialogues & Conversation with questions
February 17	NO CLASS
February 24	QUIZ; Unit 16
February 26	Unit 16 Dialogues
March 3	Conversation with questions
March 5	QUIZ; Unit 17
March 10	Unit 17 Dialogues
March 12	Conversation with questions
March 17	QUIZ; Unit 18
March 19	Unit 18 Dialogues
March 24	Conversation with questions
March 26	QUIZ; Unit 19
March 31	Unit 19 Dialogues
April 2	Conversation with questions
April 7	QUIZ; Unit 20
April 9	Unit 20 Dialogues
April 14	Spring Break
April 16	Spring Break
April 21	Conversation with questions
April 23	QUIZ; Unit 21 & 22
April 28	Unit 21 & 22 Dialogues
April 30	Conversation with questions
May 5	QUIZ; Unit 23 & 24
May 7	Unit 23 & 24 Dialogues
May 12	Conversation with questions; Write life story about yourself
May 14	QUIZ; Write life story about yourself; Practice
May 19	Life Story practice; Final
May 21	Final (All students must show up)

****Course Outline might be changing due to class progression.**

ASL 2
Final Examination Story

Picking a lot of signs from each unit to tell a life about yourself. 100 words from Unit 7 to Unit 12 and words you learned from the board. If you have a less 100 words, You will lose points. You must make a copy for teacher before you start signing.

Unit 13 More Ways to Express Yourself

Unit 14 Experiences and Current Activity

Unit 15 Future Plans and Obligations

Unit 16 Directions and Instructions (From Reedley College to Police Station)

Unit 17 Suggestions and Advice

Unit 18 Attitudes and Opinions

Unit 19 Recreation Activities

Unit 20 Travel - Places and experiences

Unit 21 Occupations and Professions (Your future job and tell me why you want to do this.)

Unit 22 The Body, Health and Emergencies

Unit 23 Current Events

Unit 24 How Things Are Done

Your goal after ASL 2 class

Were you satisfied learning ASL 2?