

**ASL 1- Beginning American Sign Language Online  
Reedley College Summer 2021**

**Welcome to American Sign Language 1!**

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**Comments**

You can reach me via Reedley College email or Canvas email. See my email address above. If you have any question or concern, please feel free to email me anytime with ASL 1 as the subject. Also, you may call me at 559-708-4536 during Monday to Friday.

**Recommended browser:** Chrome / Safari

**Class Location:** WEB/ 100% Online

**Office Location:** I do not have an office on campus and do not have scheduled office hours as an adjunct instructor; however, please email or Canvas message me and I will respond within 48 hours.

**Start Class:** 06/21/21 - **End Class:** 7/30/21

**Course Description**

This class is an introduction course into American Sign Language. Students will learn beginning sign language for communication purposes with members of the Deaf community. Students will learn vocabulary, idioms, grammar, about the Deaf culture, and the community involved in the culture. Students will also understand, examine and demonstrate understanding of appropriate behaviors for social interaction with Deaf people.

**Course Objectives**

1. Use basic structures and principles of ASL to respond to short simple sign instructions.
2. Use the basic structures and principles of ASL to ask simple questions for information.
3. Be able to converse in American Sign Language at a beginning level
4. Students will be able to use their expressive signing skills and their receptive signing skills.
5. Students will complete almost weekly quizzes
6. Students will present a comprehensive presentation produced in American Sign Language.
7. Students will complete a final exam.

**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.

**Required Text/Materials/ Supplies:**

1. Bryant, R., Gelineau, L., Shannon, T., Harris, R., & Marbury, N. (2019). *TRUE+WAY*

*ASL: Unit 1-6 student e-workbook.* Austin, TX: Purple Moontower.

<http://truewayasl.com>

2. Computer or laptop device with webcam
3. Consistent access to and use of Canvas and internet
4. Notebook, pen/ pencil

### **Course Requirements**

- Class attendance is a must through digital assignments, quizzes and
- Students are required to keep up with the course syllabus, pay attention to course due dates, and know when exams are.
- Students are required to take weekly quizzes. (10 points each)

### **Course Topics:**

- Unit 1 Welcome to the Deaf World!
- Unit 2 Academics
- Unit 3 Family and Relationship
- Unit 4 Residences and Communities
- Unit 5 Scheduling
- Unit 6 Good Times

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, conduct and 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

### **General Education Students Learning Outcomes**

As a Core Curriculum course, students completing this course will demonstrate competence in:

- Civic and Cultural Awareness - Analyzing and critiquing competing perspectives in a democratic society; comparing, contrasting, and interpreting differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices.
- Critical Thinking - Gathering, analyzing, synthesizing, evaluating and applying information.
- Personal Responsibility - Identifying and applying ethical principles and practices; demonstrating effective learning, creative thinking, and personal responsibility.
- Interpersonal Skills - Interacting collaboratively to achieve common goals.
- Written, Oral and Visual Communication - Communicating effectively, adapting to purpose, structure, audience, and medium.
- Technology Skills - Using appropriate technology to retrieve, manage, analyze, and present information.



**ASL Zone:** This course space is an ASL Zone, avoid voicing or spoken language mouthing during class time. Once any of our ASL sessions begin, please silence yourself and 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 a Deaf professor or any Deaf person is considered rude in Deaf culture. Write notes to each other if you must or SIGN! This NO VOICE rule will be enforced from the beginning until the end of the class. **Disruptive students will be asked to leave the class sessions.**

### **Why?**

Classroom (Zoom) is a good place to train and learn to practice "no voice" habit that will be applied to a cultural behavior and norm in the ASL/Deaf world outside a classroom. Hearing people who know ASL usually talk in ASL in any ASL/Deaf space or in front of any Deaf person to respect their culture and language. The use of voice is a rude or offensive behavior in Deaf space. It demonstrates an ignorance or disrespect for their culture as well as a reminder of the historical oppression. Language and culture are inseparable, integrated, and intertwined. ASL students are not just learning this language, you also learn their culture. Your role is to be an ally. For ASL is the most valued identity of their culture, the ASL natives whose language is regarded as the most precious gift of their culture share their language with you. Learning ASL in class is usually a fun and interesting experience. Students often have a positive learning experience, but also make sure the ASL instructors have a positive teaching experience also. Respect is a peaceful language across all languages and cultures.

### **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.**

**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.

**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. Quizzes, assignments, assessments and projects may cover all materials assigned from Units 1-6 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, examination and final examination. The instructor may reschedule quizzes due to class progression. NO MAKE-UPS FOR QUIZZES, OR FINAL WILL BE GIVEN.

### **Course Grading System:**

**It is your duty to know that your grade will be based on points by what you have completed and turned in. Zero points is zero, and it will greatly affect your final grade. It is also your responsibility to know what you completed and did not complete.**

### **Assignments:**

No assignment will be accepted after the due date except under circumstances I deem to be extreme or unique.

### ***TRUE+WAY ASL (TWA) e-Workbook Assignments (now you practice on your own!)***

This workbook is designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments.

### ***TWA video Assignments***

You are to record your work via CANVAS and submit your video by the due date. Late

assignments will not be accepted.

## **Quizzes:**

### **Lecture/TWA Quizzes**

Some quizzes will be announced in class (Zoom) and some will be “pop” quizzes. You may not make up any quizzes you miss – if you miss the quiz, you will get a zero. The quizzes will be based mainly on the ability to comprehend ASL and cultural information. Questions may also be drawn from the reading/viewing of the *TRUE+WAY ASL* e-workbook/video, video assignments, vocabulary, and from class discussions.

### **Reflection Paper**

Watch Deaf U Netflix. Write a typed 5-8 pages paper, double spaced, 12 point font, times new roman, discussing the movie. *Include:*

- A brief synopsis/summary
- What you thought about it
- How did what she said challenge your own experience?
- What did you think a deaf people’s life was like?
- Did it change your perspective or thoughts on the subject?
- Can you relate to it? Why or why not?
- Does it make you question anything?
- What did you think was interesting?
- Did you agree or disagree with anything?
- What did you learn from the movie and feel deeply?
- Explanation of your experience.

If you miss a reflection paper, you will get a zero. Late assignments will not be accepted. \*due dates will be announced by your professor \*as assigned throughout the semester.

**Final:** This expressive final will include comprehension and production, information from the workbook, videos shown in and out of class, vocabulary videos, class assignments, and discussions. There will be **no make-up** of the final exam except under circumstances I deem to be extreme or unique.

### **Grading Plan and Assignments Include:**

- **Weekly Quizzes (100 points)**
- **Homework (video posts, and discussion posts) 150 points**
- **ASL Project Units 1-3 (100 points)**
- **Reflection Paper (100 points)**
- **Final ASL Presentation Units 1-6 (100 points)**

## Maximum Points 550

### **Academic Dishonesty Statement:**

Students at Reedley College are entitled to their best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

### **Cheating:**

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, including the teacher edition of the textbook, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to copying from another's work supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

### **Plagiarism:**

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source(s). Plagiarism may include, but is not limited to failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

### **Consequences:**

- Cheating: Expulsion from the class, failing grade.
- Plagiarism Zero credit given for the assignment.

### **Accommodation for Disabilities.**

[www.reedleycollege.edu](http://www.reedleycollege.edu)

Reedley College values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please let me know in writing how I can accommodate my class to your needs.



### **Assignments/Exam Dates (Tentative)**

**TRUE+WAY ASL** video Assignments/ discussion posts via CANVAS \*due dates will be announced by your professor \*as assigned throughout the semester.

**ASL Project:** Assignment via CANVAS \* due dates will be announced by your professor \*as assigned throughout the semester.

**Reflection Paper:** TBA \*due dates will be announced by your professor \*as assigned throughout the semester.

**Final Exam:** TBA \*due dates will be announced by your professor \*as assigned throughout the semester.