***TENTATIVE* ASL 2- High Beginning American Sign Language CRN: 54410**

**Tuesdays and Thursdays 2:00pm-3:50pm Synchronous Remote Via Zoom**

**Reedley College (RC) Spring, 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)

**Recommended browser:** Chrome

**Class Location:** Synchronous Remote Via Zoom

**Office Hours Location:** In-person face-to-face and synchronous remote via Zoom office hours will begin 1/12/22 on Wednesdays 1:00pm-2:00pm in SOC-36 and via Zoom. This information is also available on Canvas under Announcements.

**Class Meeting Times:** Tuesdays and Thursdays 2:00pm-3:50pm January 11-May 17, 2022

# Required Texts/Materials/ Supplies:

# Our digital Textbook is an eWorkbook titled: *True+Way ASL eWorkbook, 3rd Edition*

#  *(Units 5-8)* Bryant, R., Gelineau, L., Shannon, T., Harris, R., & Marbury, N. (2019). Austin, TX: Purple Moontower. [http://truewayasl.com](http://truewayasl.com/)

# Computer or laptop device with webcam

# Consistent access to and use of Canvas and internet

# Journal notebook paper, pen and/ or pencil

**Important Deadlines & Dates:** Please check 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 with 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.

**Learning Outcomes and Objectives**

Course Objectives

Observe and practice appropriate social customs and conventions of interaction of people who are Deaf and hearing in a variety of social situations. Respond to signed questions about reading assignments. Prepare and deliver signed summaries of short stories and other reading assignments. Observe the cultural interaction of Deaf people in a variety of social situations. Watch and respond to a variety of simple signed instructions, conversations, and discussions. Ask signed questions about reading assignments. Employ various techniques to recognize, understand, and use new grammatical structures. Employ various techniques to recognize, understand, and use new vocabulary.

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 5-8 from the *True+Way ASL* digital curriculum and synchronous instruction regarding American Sign Language (ASL), Deaf Culture and Deaf Communities. Students will continue to cover topics related to diverse real-life experiences using ASL: a multi-dimensional and visual-spatial language. Emphasis will be on both increasingly detailed receptive and expressive linguistic features for a high- beginning learner of ASL using more detailed and complex question and response form, summary, conversation and presentation methods of demonstrating learning and application of expressive and receptive use of ASL. This consistently requires: intensive, collaborative and deliberate practice of American Sign Language (ASL) which involves observing, viewing, analyzing, learning, using and applying accurate: handshapes; palm orientation; location; movement, proximalization and non-manual grammatical markers, facial expressions, finger-spelling, number-spelling, eye contact and use of eyes, grammatical syntax, morphology, 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: viewings, readings, multi-media, discussions, seminars, lectures, homework lessons, assignments and presentations; as well as, individual and group activities and partner pair, group and whole class conversations. The overall goals of ASL-2 are to have students 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 world views, lived experiences, cultural norms and values. In using the *True+Way ASL* curriculum, the following course topics in culturally appropriate language functions may be introduced, modeled, practiced, applied, used in conversation, demonstrated and presented. American Sign Language 2 is a high-beginning course in American Sign Language. Students are expected to enter with proficiency in ASL-1. This course will build upon prior knowledge of ASL for communication purposes with members of the Deaf community. This course will examine vocabulary, morphology, and syntax used in the everyday language of the Deaf community. This class is taught in the target language, American Sign Language.

**Course Topics:**

 [Unit 5    Scheduling](https://docs.google.com/document/d/e/2PACX-1vRj0RhW8nPsdG-nYJZzDS-pJJlm2LFqD1iKWMFe_E67w3RRbtQfT6m4vNS7-ikIZ3Xd_h73DQkHDXFM/pub?embedded=true#id.da1r4ixksjl5)

[Unit 6    Good Times](https://docs.google.com/document/d/e/2PACX-1vRj0RhW8nPsdG-nYJZzDS-pJJlm2LFqD1iKWMFe_E67w3RRbtQfT6m4vNS7-ikIZ3Xd_h73DQkHDXFM/pub?embedded=true#id.oyiy52yju71y)

[Unit 7    All About Food!](https://docs.google.com/document/d/e/2PACX-1vRj0RhW8nPsdG-nYJZzDS-pJJlm2LFqD1iKWMFe_E67w3RRbtQfT6m4vNS7-ikIZ3Xd_h73DQkHDXFM/pub?embedded=true#id.qxbqjqo61ajc)

[Unit 8    People Among Us](https://docs.google.com/document/d/e/2PACX-1vRj0RhW8nPsdG-nYJZzDS-pJJlm2LFqD1iKWMFe_E67w3RRbtQfT6m4vNS7-ikIZ3Xd_h73DQkHDXFM/pub?embedded=true#id.8hyjzp5o5ps5)

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| --- | --- |
|  | Expected SLO Performance: 70 |
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Course Goals: Students may progress in vocabulary, grammar, conversation and culture.

1. 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.
2. 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 instructor.
3. Conversational and Communication Skills
	* 1. Demonstrate comprehension and conversation facilitating behaviors.
		2. Demonstrate comprehension and production of regulating pragmatic behaviors (i.e. attention getting techniques, turn-taking, sight lines.)
		3. Comprehend short narratives and stories in ASL as signed by the instructor, Deaf and native users of ASL and viewed on ASL videos.
		4. Demonstrate the ability to initiate, maintain and terminate a short content- specific conversation.
4. Cultural Awareness
	* 1. Analyze and critique perspectives of diverse Deaf communities in the United States, Canada and/ or the world through world views, origin stories, lived experiences, aesthetic traditions, cultural practices, values and history.
		2. Compare, contrast, and interpret differences, distinctions and commonalities among Deaf and hearing cultures.

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

**Course Policy:** Consistent weekly synchronous attendance via Zoom through weekly in-class contributions, 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 each class starts and by the assigned due dates.

**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.

# Tentative Course Schedule

***Week Unit***

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| --- | --- |
| 1 | Syllabus | Unit 5: Scheduling (Lessons 5.1- 5.6) |
| 2 | Lessons 5.1- 5.2 |
|  3 | Lessons 5.1- 5.3  |
| 4 | Lessons 5.3; 5.4; 5.5 & 5.6 |
| 5 | Review Unit 5; Unit 5 Tests|Unit 5 SOAR / Unit 6: Good Times (Lessons 6.1-6.5) |
| 6 | Lessons 6.1- 6.2 |
| 7 | Lessons 6.1; 6.2; 6.3 & 6.4 |
| 8 | Lessons 6.1-6.5 |
| 9 | Review Unit 6; Unit 6 Tests|Unit 6 SOAR |
| 10 | Unit 7: All About Food (Lessons 7.1-7.5) |
| 11 | Lessons 7.1-7.2 |
| 12 | Lessons 7.3; 7.4 & 7.5 |
| 13 | Lessons 7.1- 7.5  |
| 14 | Review Unit 7; Unit 7 Tests|Unit 7 SOAR |
| 15 | Unit 8: People Among Us (Lessons 8.1- 8.3) |
| 16 | Lessons 8.1; 8.2 & 8.3 |
| 17 | Lessons 8.1-8.3; Review Unit 8 and Unit 8 SOAR |
| 18 | **FINAL: Tuesday May 17 2:00pm-3:50pm** Unit 8 Tests |
|  |  |

**Student Engagement:** Skills and knowledge enhancement exercises include online, remote activities and homework lessons which are designed to help you gain and engage 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 and demonstrate expressively.

**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 populations and Deaf resources and 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 5-8 viewings, homework and practicing as well as those presented or discussed and must be completed 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, unit examinations 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. Any student who plagiarizes on an exam or other assignments will receive a grade of 0 points for that 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/ Synchronous Education/ 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, you are encouraged to access the DSP&S Disability Students Programs and Services office with the college campus.

**Class Contributions, Absences and Participation: 330points (18 week class sessions)**

Classroom instruction and interaction is primarily achieved using ASL. Each class meeting weekly requires participation which is critical for learning. Each class session’s learning experiences and in-class contributions through interactive discussion and activity lessons are valued at 10 points multiplied by meeting twice per week; with the exception of college observed holidays and meeting once during finals week, for a total of 330 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 students arrive late **and** leave early, a deduction of 7 points occurs for an earning of 3 points for that class session. Roll is taken after the 6th minute of each class session so there is a 5-minute grace period to allow us all to arrive/ log-in if we are having a challenging day or are running a few minutes late to be ready for class. Use this grace period wisely so that it is not a pattern. If students are repeatedly 5 minutes late during this grace period, then we may need to reassess this grace period option. Students are allowed up to three absences in this semester without any deduction of points. Upon the fourth 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, Snapshots 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 activities will be assigned and posted under Announcements in Canvas at the end of each class as part of preparation toward in-class contribution 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:** “Learning progression happens across multiple paces, places, faces and spaces.”- Christine Gough-Bise. 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 and engagement 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 study and practice 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 together.

**Unit Quizzes:** These comprehension 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 5-8:** The Final will be the Unit 8 Comprehension and Production tests. The final is cumulative assessing units 5-8 content as part of the overall unit 8 tests.

**Units 5-8 Total Grading Points = 1,236.9**

**Student Enrollment eWorkbook = 1**

**Worksheets = 399**

**Story Comprehension = 22**

**Conversation Starter Discussions = 19**

**Quizzes = 126**

**POA = 16**

**SOAR = 80**

**Unit Comprehension Tests = 179.9**

**Unit Production Tests = 64**

**Participation (tallied at end of final session of this semester): 330**

**Total Possible Points = 1,236.9**

A 90-100% 1,113.21-1,236.9

B 80%-89% 989.52-1,113.21

C 70-79% 865.83-989.52

D 60%- 69% 742.14-865.83

F 59% or below 742.13 or below

***TENTATIVE* COURSE OUTLINE ASL 2- High Beginning American Sign Language Spring, 2022**

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

Week 1 Jan 10: Syllabus, Course Outline, Introduction & Unit 5

Week 2 Jan 17: Unit 5: 5.1-5.2

No School Monday 1/17/22: Martin Luther King, Jr. Day observed (no classes held, campus closed)

Week 3 Jan 24: Lessons 5.1-5.3

Week 4 Jan 31: Lessons 5.3-5.6

**Week 5 Feb 7: Review Unit 5/ Unit 5 Tests and SOAR/ Unit 6**

Week 6 Feb 14: Unit 6: Lessons 6.1-6.2

Week 7 Feb 21: Lessons 6.1-6.4

No School Monday 2/21/22 Washington Day observance (no classes held, campus closed)

Week 8 Feb 28: Lessons 6.1-6.5

**Week 9** **Mar 7:** **Review Unit 6/ Unit 6 Tests and SOAR**

Week 10 Mar 14: Unit 7: Lessons 7.1-7.2

Week 11 Mar 21: Lessons 7.1-7.3

Week 12 Mar 28: Lessons 7.3-7.5

Week 13 Apr 4:Lessons 7.1-7.5

Spring recess 4/11- 4/15/22 (no classes held)

**Week 14 Apr 18: Review Unit 7/ Unit 7 Tests and SOAR**

Week 15 Apr 25: Unit 8: Lessons 8.1-8.2

Week 16 May 2: Lessons 8.1-8.3

**Week 17 May 9: Review Unit 8 and SOAR**

**Week 18 Tuesday May 17 2:00pm- 3:50pm: FINAL Unit 8 Comprehension and Production Tests (cumulative units 5-8)**