

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

INTERMEDIATE AMERICAN SIGN LANGUAGE I
ASL 2010

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 06

Catalog Course Description:

A course that provides in-depth experience in conversing in American sign language, as well as the mastery of 100 widely used American sign language idioms.

Entry Level Standards:

Must be able to read and write at the college level.

Prerequisite:

ASL 1010; ASL 1020

Textbook(s) and Other Course Materials:

Signing Naturally, Student Video Text and Workbook Level 2, by Smith, Lentz, and Mikos
Seeing Voices, by Oliver Sacks
American Sign Language: A Teacher's Resource Text on Grammar and Culture, by Charlotte Baker & Dennis Cokely

I. Week/Unit/Topic Basis:

Week	Topic
1	Welcome; Greeting; Syllabus and Class Outline; Ice Breaker
2	Review Signing Naturally Level I
3-4	UNIT 13: Vocabulary; Language functions: reasons, requests, asking location, giving specific location, correct and confirm info, open conversation; Grammar: topic-comment, p.h. as reference, c. locative classifiers, y,n-q, wh-q, ordinal #' s, #' s 100-110, multiples of 100-1000; Handshape Stories
5-6	UNIT 14: Temporal Aspect; Verbs; Complaining, making suggestions and request; Recurring time signs; Role shifting; Conditional sentences
7-8	UNIT 15: Exchanging Personal Information; Life Events; Nationalities/ Countries; Genealogy; Midterm Presentations; Grammar: when clauses, sequencing, constrastive structure; Numbers: dates, addresses
9-10	UNIT 16: Describing and Identifying Things; Asking and giving meaning, definition and description; Classifiers: shapes, patterns, etc.; Non-manual markers; Foods

11-12	UNIT 17: Weekend and Activities; Expressing opinions/feelings; Temporal sequencing and review of temporal aspect
13-14	Cultural Discussions; Review
15	Final Exam Period

II. Course Objectives*:

- A. Understand progressively more challenging conversations and more complicated monologues. I, III
- B. Participate in more challenging conversations, modify the memorized material to use in new situations, sign about a variety of subjects. I, III
- C. Use simple and complex sentences, accuracy of expression, and variety in style. I
- D. Cultural sensitivity: react appropriately in common social situations, be aware of the cultural differences, increase knowledge of the deaf community's contributions. IV

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Use sign language in pairs and do group exercises to exchange information and talk about their feelings. *Communication Outcome, Personal Development Outcome*
2. Complete workbook exercises in understanding sign language. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy*
3. Collaborate in teams to practice verbal exercises and complete written exercises. *Communication Outcome, Problem Solving and Decision Making Outcome*
4. Read about the deaf culture, with some analysis of how culture is expressed through language. *Cultural Diversity and Social Adaptation Outcome*
5. Practice elements of work ethic by regularly attending class, being punctual, participating in class activities, and demonstrating good manners. *Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Mississippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Comprehend increasingly difficult dialogues. A, B, C
2. Carry on conversations on a variety of topics. A, B, C

3. Employ a basic set of vocabulary words and structures necessary for conversation on several topics. A, B, C
4. Describe the deaf culture: family life, work, the patterns of daily living that make any group of people unique. D
5. Describe some of the contributions of deaf individuals. D
6. Appreciate and respect the cultural and linguistic differences of various people. D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

There will be approximately five tests. Should you miss a test, the missed test may be negotiated by earning extra credit points should the instructor deem it necessary. A second missed test, however, will automatically be worth zero points unless there is written proof from a doctor or other qualified professional of the need to miss, then extra credit points will be negotiated. The Mmidterm will cover: Family Tree/Nationality.

B. Laboratory Expectations:

You will be required to organize and run five ASL labs throughout the semester. You will sign up for times in the beginning of the semester and will meet with a lab partner and instructor to prepare for the lab. You will be tutoring ASL I and II students.

C. Field Work:

Workbooks / Homework:

Workbooks will be checked in class randomly through the semester. You should always bring your workbook to class.

Book Report / Reaction Paper:

Based on the book *Seeing Voices*, essay format, typed, doubled spaced reaction paper to the book. Please include some comments on the contents, and at least three quotes and three pages in length, Write your personal reaction, opinions and feelings about what the author has said.

Activity Report:

All Students are required to attend at least two activities involving deaf people/children. The instructor will inform you of opportunities during the semester. A one paged journal on your feelings and your reactions is required. This should be written in first person (since you're describing your experiences), typed (double-spaced), and should focus on your experiences during the conversations. Please include mode of communication, i.e. written notes, signed, used an interpreter etc., as well as if this mode changed during the course of the semester. Things to consider (a) How did you feel during the activity, were you a minority? (b) What did you learn? (c) What made you feel in or out of your comfort zone? (d) How did this activity differ from a similar hearing activity? It is highly recommended for you to attend TSD Homecoming.

Storytelling at TSD:

You will be required to go to TSD three times throughout the semester to participate in storytelling activities and reading time with elementary school children. You will be required to fill out a state volunteer application and to be fingerprinted in order to fulfill this time at TSD. You will be partnered for this activity and you will be required to keep a journal on your experiences, including communication successes and problems.

All papers are due on the due date assigned. No late papers will be accepted. If papers are not

received by due date, the assignment grade will be zero. Any non-typed paper will automatically drop one letter grade.

D. Other Evaluation Methods:

Presentation: Each unit will have an assignment/presentation that will be presented in class by student:

- Unit 13: ABC Handshape Stories
- Unit 14: Interpreted Songs (with written gloss)
- Unit 15: Classifier Stories
- Unit 16: Food and Recipes
- Unit 17: Weekend Escapades

E. Grading Scale:

Grade Breakdown:

5 UNIT TESTS	25%
POP QUIZZES	8%
WORKBOOK CHECKS	5%
BOOK REPORT	7%
ACTIVITY REPORT	10%
ASL LAB	13%
CLASS PRESENTATIONS	10%
STORY TELLING	12%
MIDTERM	10%
FINAL	10%
TOTAL	100%

Grading Scale:

- A = 90-100
- B+ = 87-89
- B = 80-86
- C+ = 77-79
- C = 70-76
- D = 60-69
- F = 59 and below

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Class attendance is mandatory for your skill perfection. Be assured that you will be behind if you miss a class. If you have a doctor's excuse or equal excuse, please talk with the instructor. The student will be held responsible for any material missed during an absence. It will be possible to trade an absence for a "hands-on" activity, such as attending a "silent night" etc. This must be pre-approved by the instructor.

B. Speaking in Class:

This course format will incorporate the use of visual aids, conceptual visual teaching without the use of voice, partner activities without the use of voice, and some lecture with voice. The only appropriate verbal communication by students is outside of the classroom, or during

cultural discussions when the instructor allows voicing. No verbal communication is allowed during vocabulary teaching or partner activity.

C. Helpful Hints:

Some helpful hints while learning this language are:

- Try to understand the concept or main idea as is it being presented. Do not try to attach one English word to one ASL sign for both receptive and expressive modes.
- Try to visualize while learning a sign or concept verses thinking of an English word.
- Practice as much as possible with other people (Deaf and hearing-both!)
- This is a "hands-on" Language, don't be to use your body to express ideas and concepts!
- When in doubt, verify a sign with a qualified person and do not try to learn only from the book.
- Maintain proper eye contact, do not follow hands!
- When finger-spelling think in words, not letters !
- Do not use finger-spelling as a crutch! That is, do not use it to get out of those tight spots when you're unfamiliar with a sign without finding out the sign also.
- A great deal of time will be spent on non-manual markers - or the affective parameter of American Sign Language. Developing this skill, often referred to as facial expressions, body movement, etc., is critical for signing. Please practice them with signs - not just separately, and give this important area equal time.
- When speaking with deaf/hearing impaired people, if you do not understand something, ask for clarification. Deaf people know when you do not understand.
- This course uses a videotext and workbook for homework and home practice. Work in pencil because you will need to view several times before making your final answer. Bring your workbook to class. You will find it helpful to write extra vocabulary words in your book as well as putting in the word underneath the vocabulary words included in your text.
- Bring workbooks to class in order to fill in vocabulary sections as well as write down any extra words/concepts included in class.
- Extra vocabulary not included in the text will be interspersed throughout the semester. These are to be included into your vocabulary base! You will be responsible for added vocabulary!
- Extra credit opportunities will be available and will be announced as they occur throughout the semester.
- Throughout this course the class will be taught nonverbally: you will be learning visually rather than auditorially. You are encouraged to ask questions everyday through non-verbal means.

D. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.