

American Sign Language 1

Course Syllabus

Fall 2008

Instructor:

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Office hours: by appointment only

Course:

American Sign Language 1

Section: 0761

Room E-216

Mon and Wed- 10:10 A.M. to 12:00 P.M.

Required Two Textbooks:

Learning American Sign Language Level I-II
2nd Edition

Tom Humphries/Carol Padden

Published: Pearson Education 2004

ISBN 0-205-27553-2

2nd textbook:

American Sign Language Dictionary

Martin L.A. Sternberg, 3rd Edition

Published: HarperCollins 1998

ISBN 0-06-273634-5

Please read this syllabus ***carefully***. It outlines all activities and assignments for 16 weeks. You are required to understand and follow it. See me if you have any questions.

Prerequisite: None

Course Description:

Student will learn basic ASL communication. Course includes sign vocabulary, fingerspelling, numbers and expressive and receptive signing activities as well as history of ASL and becoming knowledgeable of aspects of Deaf Culture which an integral part of meaningful language use. ASL 1 is designed to give students a good basis for signed communication.

The curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing what is learning by engaging you into various interactive activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with other classmates and me. Our classes are conducted in ASL from the very first day. You are immersed in the language for eight hours a week to maximize your language learning. I will use gestures, signs, drawings, and act out situations to get the point across. Your job is to keep trying. This may sound a bit daunting at first, but trust me it works!

Course Objective:

You will be able to complete the first 6 units plus the cumulative review in **Learning American Sign Language Level I and II** and teacher-prepared materials

* Produce signs, be able to express yourself about 20% of conversation time and be able to receptive about 80% of conversation time, and demonstration conversational dialogues including the following situations:

Topic To Be Covered:

Unit 1: Introductions and Personal Information

Unit 2: Learning ASL

Unit 3: Politeness

Unit 4: Descriptions

Unit 5: Requests

Unit 6: Expressing Yourself

Unit 7: More Descriptions

Unit 8: Family and Friends

Unit 9: More Descriptions

Unit 10: At Home and Daily Living

Unit 11: Food and Food Shopping

Unit 12: Offering and Declining

Material Required:

1. Learning American Sign Language: Beginning and Intermediate levels
2. Videotapes (various subject related Deaf)
3. Handouts

Assignments And Activities (including but not limited to):

1. Reading (Deaf news, deaf authors,)
2. Worksheets
3. Research (Deaf cultural, professional, life, experience, school)
4. Tests(Expressive and Receptive)
5. Projects (individual and group)
6. 4 Deaf Community reports, Events/interpreted events
7. Journals
8. Games
9. Presentations (solo or group) create stories in ASL
10. Book report (Deaf cultural, club, history, employment, sports,)

Learning Techniques Used:

This curriculum focuses on interpersonal communications to achieve communication competence called the “Functional-notional” approach to second language learning. It emphasizes introducing language in context

and reinforcement through various interactions activities that are interactive. You will be an active learner in this class and must be prepared to sign with the instructor and with your peers during class and lab time.

Grading:

Grades will include following:

Chapter quizzes, Homework, book Report, Projects, Reflective/Response Papers, Semester Expressive Test, and Participation in class, midterm and final exams

Extra Credit Criteria:

I accept extra credit assignments this semester worth 10 extra credit points each. Assignments may be turned in anytime before the end of 16 weeks.

Six quizzes, each worth 100 points

Midterm examination, worth 100 points

Final examination, worth 100 points

Four projects include: book report, skill demonstration, expressive/receptive tests, and presentation, each worth 50 points

Attendance: 20 points deducted for each absence in excess of two (in some cases absences may be made up.)

Total number of points, possible: 1000

Scale for computing final grade:

A= 900 to 1000

B= 800 to 899

C= 700 to 799

D= 600 to 699

F= below 600

All make-up test/quizzes will be scheduled with your instructor. If you fail to arrive at a scheduled time, the test/quiz will then be taken over your own time or need an appointment to meet instructor. If you fail to arrive for the second scheduling, you will be receiving a "0" for the test/quiz.

All make-up work is due second day after your return from the absence or it will not be accepted and will be given a "0". In case of absence due to emergency, or illness, see me about making an exception.

Extra Credit Criteria:

I accept a maximum of four extra credit assignments per semester worth 10 extra credit points each. Assignments may be turned in anytime before the end of the semester.

Experience a **D/Deaf** event and write a 1-2 page reflective paper on your experience. Be sure your paper is appropriately headed "Extra Credit".

Option 1:

Report on an interaction between yourself and someone from the **D/Deaf** community.

1. Describe the situation, date, time of the interaction
2. Describe your response concerning communication
3. Describe strategies used by yourself or the **D/Deaf** person to facilitate effective communications.

Option 2:

Report on your attendance to a **D/Deaf Cultural Event**

1. Describe the situation, date, time of the event
2. Describe your reaction to the event
3. Describe language sample: new concepts, classifiers, communication techniques used.

Successful Students:

Learn to plan your time to best suit your body clock, work and family schedule. The standard formula for college coursework is that every one hour of class time will result in two to three hours of homework, so a three- unit class will involve an average of about six or more hours of homework (reading, research, practicing, studying etc.) per week. When planning your schedule, think about the times of day that are best for you to read, write or study.

Videotape Portfolio:

This is the most beneficial way of receiving feedback on your skills and progress. The portfolio has two parts: (1) to provide you with immediate feedback on your signing skills while you watch yourself, and (2) to monitor your progress in class. You will be given handouts for identifying what scenarios you will need to make using ASL while being videotaped. You will do two scenarios and/ or sign-copying videos twice during the semester. Videotaping can be done anywhere. The Lab in the Natural Science building is on the first floor, room number 14.

As a part of your portfolio, you will maintain a log of your self-evaluations and your peers' evaluations of your signing on the tapes. I will review each student's videotape during the class time throughout the semester if time permits. Consider your portfolio your "trial and error" time, an excellent opportunity to take risks. You will eventually appreciate your learning process.

Attendance:

It is mandatory to attend class, as with any other class. As indicated in your class schedules, attendance will be taken. By California law, the Records Office will receive your daily attendance record. It is expected that students arrive on time ready for class to begin.

Classroom Conduct:

The following are important considerations to help make the class a good learning environment for everyone. Please:

- Be ready to start class at the appropriate time.
- **Turn off all beepers, cell phones, and watch alarms that make noise before coming into class;** they are a serious distraction in college classes and cannot be tolerated.
- Instruct relatives or friends to call campus security in case of an emergency. Security will look up the class in the system and then send someone to the class.
- Avoid side conversations and whispering, because this is disruptive and distracting to other students. Many students have made huge personal sacrifices to come to college, don't disrupt their class. I will ask students who are engaging in side conversations to leave the class if they persist in annoying those around them.
- Plan to conduct yourself in a professional manner because college is a professional environment; it's just like a job. Please be sensitive to what might offend or distract

others (like sending text messages, grooming yourself, or use of potentially offensive language).

Use of Classroom:

Communicating in Class: I encourage you to communicate with me and to work out difficult questions or problems. I am always approachable, so please do not feel or assume that I am “too busy” to talk with you. If I am too busy at that particular moment, I will tell you and offer an alternative time. I may advise tutoring if you need extensive assistance. Let me know if you are going to miss a class or if you are having trouble completing an assignment. I am available by e-mail and to schedule an individual office appointment for you.

Definition and Consequences of Cheating and Plagiarism:

A. Definition:

1. Cheating: Acquiring answers during an examination that are not one’s own through deceit, fraud or duress.
2. Plagiarism: To take and use as one’s own the writings or ideas of another person without providing the appropriate citation to the source.

B. Consequences:

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

Reasonable Accommodation:

The Disabled Student Services and programs provides specialized counseling and advisement; priority registration; interpreters for the deaf’ test accommodation, mobility assistance, and other services. For more information, please call the TDD access line (213) 763-5375. Office hours are Monday through Thursdays, 8:30 a.m. – 4:30 p.m., Friday, 8:30 a.m. – 1:30 p.m. This schedule is subject to modification and revision depending on the needs of the class.

Week One	Orientation/Introduction/Overview Syllabus Introduced yourself,
Week Two	Introduction: Unit 1 and 2, ASL worksheet level 1
Week Three	discuss project, skill demonstration, book report and videotaping. Group practice Vocabulary
Week Four	ASL workbooks Level 1, practice group Discuss Hearing People Only, Deaf Cultural skill demonstration Video showing

Week Five	Work on ASL worksheets Level 1, Unit 2 Video, group practice Voc.
Week Six	Reaction paper due (Deaf events), discuss project due. ASL Grammar, Unit 3, Voc. Group practice
Week Seven	Skill Demonstration, practice signs, review Unit 1 and 3 for quiz #1
Week Eight	Quiz #2 for Unit 4 and 6 and vocabulary
Week Nine	Unit 7 & 9, more vocabulary, Video taping narrative ASL work books, Video tape narrative due
Week Ten	Reaction Paper due #2 Deaf Events . Skill demonstration, vocabulary
Week Eleven	Unit 10 & 11, practice group, video, Deaf Culture vocabulary.
Week Twelve	Quiz 8 and 9 and vocabulary Book Report due
Week Thirteen	Due project, reaction Paper, video tape due
Week fourteen	Continue working on ASL worksheet level 1, practice fingerspelling/numbers concept signs
Week Fifteen	TBA Video tape, do more reflective papers/journals, Material handout, participate group practice ASL dialogue,
Week Sixteen	all assignments due, project due, research paper due, book report due, journals due, cumulative 1-13 sign final exam week, have a great winter see you next year, 2009

Holidays: September 1, 2008 (labor's day)
November 10, 2008 (Veteran's Day)
November 27-30, 2008 (Thanksgiving week)

Last Day drop "W" November 21, 2008
Last Day of Semester December 20, 2008
Final Exam week: December 14-20, 2008