

American Sign Language I

Los Angeles Trade Technical College

INSTRUCTOR:	S. Aisha Corneal, MIT	EMAIL:	corneas@lattc.edu – (preferred)
PHONE:	(323) 912-2430 (vm)	OFFICE HOURS:	By Appointment
DAYS:	T/TH	TIME:	8:00 – 10:05 a.m.
COURSE:	0706	LOCATION:	E 214

REQUIRED MATERIALS:

- Textbook: *Learning American Sign Language, Second Edition – Levels I and II Beginning and Intermediate* - Tom Humphries, Carol Padden, and ISBN: 0-205-27553-2
- Sign Language Dictionary: *American Sign Language – Unabridged Edition* Author: Martin L.A. Sternberg ISBN: 0-06-273634-5
- One package (five) scantron sheets Form 882
- One (1) Composition Journal - bound with tape
- One (1) medium binder clip
- Two (2) packages of white ruled 4x6 index cards

PREREQUISITE: None

COURSE DESCRIPTION:

American Sign Language I develops skills in vocabulary and grammar of American Sign Language. Emphasis is placed on comprehension skills. This course incorporates vital aspects of the Deaf culture, history and community.

STUDENT LEARNING OUTCOMES:

The Student Will:

- 1) Demonstrate an understanding of the difference between Deaf culture and Hearing - English culture through discussion, greetings, introductions, conversation, making requests, and obtaining information, and through observations, quizzes, and presentations.
- 2) Demonstrate an understanding of Deaf culture and perspectives through discussion, quizzes, and the completion of a research paper.
- 3) Demonstrate expressive and receptive language skills through quizzes, tests, and presentations.
- 4) Complete observations, journal entries, project assignments, and class participation assignments.
- 5) Participate in settings that promote multilingual interactions and reciprocity within the Deaf community
- 6) Use ASL both within and beyond the classroom setting.
- 7) Show evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.

Students are expected to attend class on a regular basis, arrive on time, be prepared to participate in the learning process, and to submit assignments on time following outlined format, neat, and complete.

ATTENDANCE: Three times tardy equals one absence. An unexcused absence is worth the loss of five (5) points. Absence due to family emergency (i.e., death, illness) must be verified with documentation.

ASSIGNMENTS: All assignments are due on the date designated. Late assignments will not be accepted without prior approval. See *Assignments Schedule* for due dates.

MAKE-UPS: VBC Quizzes – Only two make-ups will be allowed. Lesson Quizzes – Only one make-up will be allowed. A penalty of a two (2) deduction (and no “bonus” point opportunity) for a VBC Quiz and a five (5)-point deduction for a Lesson Quiz will be assessed, unless documentation for absence is submitted.

NO MAKE-UPS/LATE ASSIGNMENTS: No make-ups or late assignments Mid-Term, Research Paper, Peer-to-Peer Presentation, Formal Presentation or Final Exam without absence documentation (i.e., obituary, note from your medical professional or school administrator).

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GRADING: Grades are based on POINTS earned on quizzes, tests, assignments, observations, and class participation.

GRADING POINT SCALE: Points Possible: 765

- A = 765 – 700
- B = 699 – 619
- C = 618 – 493
- D = 492 – 342

ASSIGNMENTS

Assignment	Comments	Possible Points
Observation Journal	Journal Check	5
	Observation Topics: 4 Observations <i>Write-up: 15 points each</i>	60
Vocabulary Builder	VB Cards [VBC] – 1 point each set	7
	VBC 7 Quizzes - 20 points each	140
Lesson Quizzes	2 Lesson Quizzes - 40 points each	80
Mid-Term	Comprehensive Review	100
Deaf Culture	Research Paper Topic	5
	Research Paper Outline	15
	Research Paper	50
Presentations	Peer to Peer Presentation	15
	Peer to Peer Presentation Critique	5
	Peer to Peer Presentation Observation Analysis	15
	Formal Presentation Steps 1 and 2 (<i>10 points each</i>)	20
	Formal Presentation	35
	Formal Presentation Critique	8
	Formal Presentation Observation Analysis	30
Final Exam	Comprehensive	150
Attendance/Participation		25
		765

NOTES:

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Explanation of Lessons and Assignments

LESSONS: *Lessons* include in classroom and assignment review of the units/lessons contained in the textbook and/or handouts. The Student will be responsible for all assignments related to the Units. Units will be reviewed in the classroom for clarification and practice opportunities. Lesson Quizzes will be comprehensive to the point of the quiz, and include information assigned or reviewed in class (including Vocabulary Builder assignments [VB]).

UNIT VOCABULARY LIST: Vocabulary of each unit in the text. Students are required to review in preparation for the unit review.

VOCABULARY BUILDER [VB]: The goal of this activity is to increase the Student's sign vocabulary beyond the information in the textbook. The VB includes vocabulary taken from the required text with use of an ASL dictionary.

VOCABULARY BUILDER CARDS [VBC]: The required dictionary is used for this assignment. Students will prepare two sets of VB Cards; one set to keep and one set to submit to the instructor. Each assigned set contains two alphabet A-B through M-N. Students will create VBC with two words of interest, however, none may be already listed on the Unit Vocabulary List.

RESEARCH PAPER: The Research Paper must focus on a Deaf/ASL related topic, and include a discussion of aspects from Deaf culture.

The Student will be provided with a Research Paper Topic (RT)/ Research Paper Outline (RO) form. The Student will complete this form and submit (with supporting documents) on assigned due dates.

The Research Paper will be 3-5 type written, double spaced pages (not including the title page, bibliography or RP Topic/Outline). The Research Paper-will include a minimum of three (3) references that must be cited within the text of the paper. Only one of the references may be from the Internet. The Student will submit the approved Research Paper Topic/Outline Form as the last page of the Research Paper.

RESEARCH PAPER FORMAT REQUIREMENTS:

1. Cover Page, Bibliography Page, Report Binder and the Research Paper Topic/Outline Form are required to complete the Research Paper.
2. A minimum three (3) and a maximum five (5) pages of research text constitute the Research Paper (not including the items listed in number 1).
3. Cover Page: Centered with: Research Paper Title, Student's Name, Class Name, Section Number, Instructor's Name, Due Date
4. Bibliography Page: Centered with the title *BIBLIOGRAPHY*. Begin each entry at left margin, single spaced with two spaces between each entry. A minimum of three (3) cited references are required – only one may be from the Internet. The bibliography appears at the end of the report, and lists all of the works consulted in the preparation of the material as well as all of the works that were actually cited in the notes. The bibliography should be in alphabetical order listed in the following academic style, footnotes are acceptable. If in doubt, consult with the Writing Center and/or Research Librarian for assistance:
 - o Book or Magazine Sources: Author (last name, first name), *book/article/magazine title*, (place of publication: publisher, year of publication), page number [if reference is being made to a specific page].issue, publisher, location and date.
 - o World Wide Web Sources: Author's name, "title of document," *title of complete work*, date of posting (if the date can not be determined, insert *N.D* for 'no date') <URL beginning <http://>> (date of access).
5. Submit the corrected RT/RO form as the last pages of the report.
6. Typed, double-spaced, 12-pt Arial font. Margins: 1.25-inch left/right and 1-inch top/bottom. Use Headers and Footers.
7. Header – each page: Left: Class Title, Section Number ; Center: Research Paper Title; Footers: Left: Student's First and Last name; Right: Page Numbers (Page __ of __)
8. Neatness, appearance, and writing skills (grammar/spelling/punctuation and organization of thoughts) strongly affects grade. Take advantage of the benefits provided by the Writing Center English tutors to review your work prior to submission.
 - **Late Research Papers will not be accepted**. Consult the Assignment Schedule for the due dates.
 - **Points will be deducted for any paper that does not follow the above guidelines .**

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OBSERVATION JOURNALS [OJ]: Students will complete four (4) observations of a **minimum of 30 minutes each**. Please note the due dates for each observation as only one Observation Journals will be accepted late. Observation submitted later than this “*grace period*” will be accepted with a penalty of 5 points, and will then be graded.

OBSERVATION JOURNAL CHECK: The Student will present his/her Observation Journal with numbered pages and the first Observation Journal entry prepared.

Late Observation Journal Submissions: A late Observation Journal will be accepted **no more than once** and accepted only on the next immediate class meeting following the original due date. Observation submitted later than this “*grace period*” will be accepted with a 5 point penalty.

Observation Journals will include no more than TWO of the same type of event. The signature of the person(s) observed and supporting documentation are required for full credit on these two elements. Supporting documentation may include (but are not limited to) event flyer, receipt, church bulletin, event ticket/playbill.

- Observe community events, and/or events where Deaf are participating and there is an Interpreter.
- Consult www.ohsoez.com for Other Possible Deaf Activities

Possible Observations

- | | |
|---|---------------------------------------|
| 1. Seminars, Symposiums, Lectures and Workshops
CSUN/NCOD, Sign Language Factory | 7. Deaf Expo/Deaf Festival |
| 2. Silent Weekends
El Camino, Pierce, Sign Language Factory | 8. GLAD Activities |
| 3. El Camino Interpreters Faire | 9. SCRID Activities |
| 4. Sign Language Club Activities | 10. Interpreted Movies/Plays |
| 5. Interpreted Church Service | 11. Public Meetings/Lectures
NAOBI |
| 6. Silent Coffee Nights | Hear Zero |

Observation Journal Format: The Student will use a **standard composition notebook** (the type bound with tape) for the Observation Journal.

1. **Front Cover:** Clearly print the Student’s first and last name, class name, college, and section number
2. **Page Numbering:** Number each page front and back, starting with the first page, from 1-30.
3. **Observation Title Pages:** On an ODD page, Center the Observation Title section on the page.
4. **Supporting Documentation:** On the EVEN page, immediately following the Observation Title Page, the Student will affix material(s) to support the observation. These materials may include a ticket stub, advertisement, bulletin, receipt, etc. from the event/observation attended.
5. **Observation Outline:** - On the *next* available ODD page, Center the Observation Outline.
6. **Observation Discussion:** May begin on the *same* page with the Observation Outline or the *immediate next* page (even or odd).
7. **Instructor’s Comments:** The instructor will make comments/responses on the next available page following the Observation Discussion – leave at least one page for comments.
8. **Observation Journal Marker:** Add a (ACCO type) binder clip to clip/hold pages that have already been reviewed. This will aid to expedite locating the most current observation.

CONFIDENTIALITY

The dialogue in the Observation Journal is a **confidential**, interactive and analytical between the Student and Instructor. You may discuss any issue, idea, or problem that affects you as a Student and future Interpreter (academic, professional, personal, etc.) from your observation and classroom experiences. It is important to be thoughtful about each of your entries. Idea –If for any reason you feel that you want more immediate feedback, feel free to hand in an *extra* DISCUSSION entry at any time. Ask anything that you would like me to answer, and I will do so, gladly.

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Observation Journal:

The Student will setup the OBSERVATION JOURNAL pages as indicated provided. Add additional lines to the Observation Outline and Observation Discussion sections.

Observation Journal sections: **Observation Title Page**, **Observation Support Documentation**, **Observation Outline**, and **Observation Discussion**

OBSERVATION TITLE PAGE: Odd Page

OBSERVATION TITLE PAGE		
OBSERVATION NUMBER: _____		
OJ Due Date:	Date Observed:	Observation Type: <i>Circle Appropriate Type:</i> Interpreter Team Deaf
Situation/Location: <i>Support documentation required</i>		Area of Focus:
Print Name of Person Observed:		Length of Observation:
Signature of Person Observed:		Date of Observation:

Complete the OBSERVATION TITLE PAGE with the following required information:

- OBSERVATION NUMBER** _____: The number of the current observation.
- OJ DUE DATE:** From the Class Assignments At-A-Glance
- DATE OBSERVATION:** When the actual observation was completed
- OBSERVATION TYPE:** Circle the appropriate type of observation - Interpreted – Team (More than one Interpreter) – Deaf
- SITUATION/LOCATION Support Documentation Required:** Where the observation took place, (i.e., Church: the name/location; Meeting: name/location, coffee house: name/location, etc. – remember to attach the support documents)
- AREA OF FOCUS:** What skill you are practicing and which was observed/studied (i.e., fingerspelling and numbers, future/past tense, ASL structure, vocabulary, use of the rhetorical, etc.)
- PRINT NAME OF PERSON OBSERVED:** Please have the person that was observed print his/her name (
- LENGTH OF OBSERVATION:** How long was the observation?
- SIGNATURE (Required):** Signature of the person observed; **DATE:** Have the signer date his/her signature.

OBSERVATION SUPPORT DOCUMENTATION: Even Page immediately following the Observation Title Page

OBSERVATION OUTLINE: Odd Page

OBSERVATION OUTLINE		
SAID	SIGNED	COMMENTS

Complete the OBSERVATION OUTLINE page with the following required information:

- SAID:** What was said by the speaker or voice interpreter. Give details in context
 - SIGNED:** What was signed by the Interpreter, Self or Deaf signer
 - COMMENTS:** What the Student understood, how the sign was made, word choice, sign production
- OBSERVATION DISCUSSION: Immediately following the Observation Outline**

OBSERVATION DISCUSSION and ANAYSIS
<i>Include an analysis of the interpreting experience/situation and issues related to skill development and the area of focus.</i>

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Complete the OBSERVATION DISCUSSION page with the following required information:

DISCUSSION and ANALYSIS: Begin the Discussion and Analysis at the end of the Observation Outline. The discussion should be relevant to the observation viewed. After watching an observation or participating in an activity, write an analysis/summary/response of what you observed, what occurred, the importance of that experience, what you learned, what you did, what the person(s) you observed did, how you felt about the observation/event and/or experience. Each entry should include an analysis of the interpreting experience/situation and issues related to skill development and the area of focus.

Observation Journal Check:

The First Entry Will Begin On Page 3

The Student will cut and paste sections in the Observation Journal. Add additional lines to the Observation Outline and Observation Discussion sections.

- Prepare Observation Journal Front Cover: Clearly print the Student's first and last name, class name, college, and section number
- Number Observation Journal pages Front and Back at the bottom outside corners from number 1 to 30
- On Page 3, Center and glue the **Observation Title Page**.
- On Page 4, Observation Support Documentation
- On Page 5, Center and glue the **Observation Outline**
- On Page 6, Center and glue the **Observation Discussion and Analysis**.
- Place binder clip on Observation Journal cover

Observation Journal Example:

OBSERVATION OUTLINE		
SAID	SIGNED	COMMENTS
<i>With this time study</i>	<i>TIME STUDY</i>	<i>DOM: Fist made a circle in ND: palm. I did not understand this sign.</i>
<i>Was dumped illegally</i>	<i>ILLEGALLY</i>	<i>DOM: L bounced against ND: palm</i>
<i>Normal day of on the job</i>	<i>NORMAL</i>	<i>DOM: N circled and tapped back of ND: palm ↓. This sign looks line the same as NATURAL, is that true?</i>
	<i>JOB</i>	<i>2H Fists tapped together at wrists. I thought that JOB was a loan Sign. I did not see this.</i>

OBSERVATION DISCUSSION and ANALYSIS
<i>Include an analysis of the interpreting experience/situation and issues related to skill development and the area of focus.</i>
<i>I attended a seminar at the DWP that was about public works. This seminar was interpreted and I sat behind the section</i>
<i>with the Deaf. The interpreter moved so fast that I could only concentrate on a few signs. When I was writing, I could not</i>
<i>also continue to look, but what I did watch, I enjoyed. There were some signs that I knew, and many that I didn't. I thought</i>
<i>that TIME was signed by pointing to your watch. Why did the Interpreter make a circle In his hand? What about JOB? I</i>
<i>I thought it was #JOB and you spell it. What sign did the Interpreter make?</i>

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Assignment Schedule - LATTC

FIRST Meeting of the week: DUE: VBC and VBC Quizzes;

SECOND Meeting of the week: ASSIGNMENTS, Journals, and Lesson Quiz, Exams

Week	Monday	Tuesday	Wednesday	Thursday	NOTES
1 (September)	1	2	3	4	
	LABOR DAY 9/1	Syllabus and Assignments		Manual Alphabet Numbers	DUE:
2	8	9	10	11	
		Manual Alphabet, Numbers, MOPS Deaf Culture, Intro		Deaf Culture (Movie)	DUE: Journal Check
3	15	16	17	18	
		(VBC A-B Due) Unit 1		VBC Rev A-B	DUE:
	22	23	24	25	
4		(VBC C-D Due) VBC Quiz A-B Unit 2		VBC Rev C-D LESSON QUIZ 1	DUE: Journal #1 TOPIC: Fingerspelling and MOPS
5 (October)	29	30	1	2	
		(VBC E-F Due) VBC Quiz C-D Unit 3		VBC Rev E-F Unit -4 Colors	DUE: Research Paper Topic
6	6	7	8	9	
		(VBC G-H Due) VBC Quiz E-F Unit 5		VBC Rev G-H Unit -6	DUE:

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FIRST Meeting of the week: *DUE: VBC and VBC Quizzes;*

SECOND Meeting of the week: *ASSIGNMENTS, Journals, and Lesson Quiz, Exams*

Week	Monday	Tuesday	Wednesday	Thursday	NOTES
7	13	14	15	16	
		(VBC I-J Due) VBC Quiz G-H Unit 7 Classifiers		VBC Rev I-J Review	DUE: Research Paper Outline; Journal #2 TOPIC: Body Language
8	20	21	22	23	
		(VBC K-L Due) VBC Quiz I-J Review		MID TERM	DUE:
9	27	28	29	30	
		(VBC M-N Due) Unit 8		VBC Rev K-L	DUE: Research Paper
10 (November)	3	4	5	6	
		VBC Quiz K-L Unit 9		VBC Rev M-N Peer-to-Peer Presentation	DUE: Journal #3 TOPIC: Classifiers
11	10	11	12	13	
	Veteran's Day	VBC Quiz M-N Unit 10			DUE: Presentation Step 1
12	17	18	19	20	
		Unit 11		Unit 12	DUE: Presentation Step 2

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Assignment Schedule - LATTC

FIRST Meeting of the week: *DUE: VBC and VBC Quizzes;*

SECOND Meeting of the week: *ASSIGNMENTS, Journals, and Lesson Quiz, Exams*

Week	Monday	Tuesday	Wednesday	Thursday	NOTES
13	24	25	26	27	
		LESSON QUIZ 2		<i>Thanksgiving</i>	DUE: Journal #4 TOPIC: Non-Manual Behaviors
14 (December)	1	2	3	4	
		Presentation		Presentation Analysis Review	DUE: Sentence Strips
15	8	9	10	11	
		Presentation		Presentation Analysis Review	DUE:
16	15	16	17	18	
				FINAL	