

Com-D 3010 American Sign Language I

This course meets Council on Education of the Deaf Standards 1.1, and 1.2.6

Instructors: Radford, King, Kelley-King, Burns

Office Hours: TBA

Phone/Video Phone:

Course Objective: Students will gain expressive and receptive conversational skills in American Sign Language and basic knowledge of Deaf history and culture.

This course is taught in an off-voice, ASL-only total immersion atmosphere.

Students are expected to respect the off-voice language policy in the classroom.

Text: Chapters and articles are posted in canvas from the following sources:

1. *For Hearing People Only*, 3rd edition by Chapters by Moore & Levitan
2. *Journal of Deaf Studies and Deaf Education* (articles)
3. Deaf Studies Digital Journal: <http://dsdj.gallaudet.edu/>
4. American Sign Language I and II Course packet
5. *A Sign Of Respect: Strategies for Effective Deaf and Hearing Interactions*
6. *Sign the Body Poetic: Essays on American Sign Language* by Baumann & Rose

Other References:

1. All ASL lessons and required readings are posted in canvas.
2. Videos of practice sentences and stories are on canvas.
3. Opportunity for immediate feedback on expressive projects and practice via video email using your webcam and live support from the instructor or lab assistant.
4. Sign Language Lab in room 002 of the Lillywhite building:
 1. Lab assistants available during lab hours
 2. ASL DVDs on a variety of ASL and Deaf Culture topics for practice
 3. Video phones providing access to members of the Deaf community from across the nation. You may make video phone calls for live interactions and discussions with Deaf people anywhere in the U.S.

Course Requirements:

1. **ASL-English Tests:** You will have approximately 5 ASL tests, one on each module/lesson. These tests require students to translate sentences from ASL into written English and answer questions about stories signed in ASL. Tests 3 and 4 include an expressive component where students will translate sentences from English into ASL.
2. **Required Reading:** You will have exams and quizzes covering the required readings in each canvas module.
3. **Final Creative ASL Project :** Students are required to prepare and present stories and a final creative project in ASL.

4. Sign Language Lab Attendance (50 points) and Lab Fee Information:

This course a lab that will provide out of class practice with native users of ASL in a laboratory setting. Students are required to attend lab one hour per week. Additional opportunities for practice are also provided during open lab drop in hours and occasional immersion, off-voice activities that are planned for students to interact with other users of the language. Most activities occur on campus but there will also be activities students can attend with the Deaf community outside of Cache Valley where there is a larger Deaf community, i.e. the Sanderson Community Center of the Deaf in South Salt Lake City. The lab is equipped with video cameras for filming ASL projects, computers for viewing ASL literature, stories, folklore, etc. and DVDs of ASL and Deaf Culture instruction. You will sign up for a lab the first week of class and labs begin the second week of class. You will interact with other students, and a lab instructor, meeting in the ASL lab at the same time every week. This is a place where you can get live interaction, and work on your individual projects. Please respect the off-voice, visual communication only policy in the ASL lab.

5. Four ASL immersion interactions with Deaf Adults (25 points each): You must meet someone who is deaf during this semester. Locally, there are Deaf Education Student Association events. You could visit the Sanderson Community Center of the Deaf in Salt Lake City or attend any other workshops, activities, or meetings locally or out of town during which you have an opportunity to have meaningful ASL conversations with Deaf adults. Interactions during which you are using spoken English or communicating through an interpreter or interactions with children do not satisfy this requirement. Write a paper describing each activity and **include the following:** date, time, place, people you met, nature of the activity, what you learned from the interaction, and your impressions of the interaction. Attendance at Silent Weekend or Winter Workshops will count for two interactions.

6. Final Exam (200 points): The final exam is comprehensive and must be taken at the scheduled time. The final exam will cover vocabulary and cultural and grammatical information that is covered in class and in the lab sessions.

The grading scale based on percentage earned of the total number of points possible.

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|----------|----|---------|----|---------|----|---------|----|
| 90 - 93 | A- | 80 - 82 | B- | 70 - 72 | C- | 60 - 62 | D- |
| 94 - 100 | A | 83 - 86 | B | 73 - 76 | C | 63 - 66 | D |
| | | 87 - 89 | B+ | 77 - 79 | C+ | 66 - 69 | D+ |

Extra credit is not available for any student. You receive the grade you earn based on test scores only.

Attendance:

You must attend all classes in order to keep up with the new vocabulary and sentence structures that will be introduced. **Makeup tests are not given.** Any test missed will result in a zero. If an emergency causes you to miss a test, you must notify your instructor to explain the situation in order for accommodations to be made.

Accommodations for Students with Disabilities:

Students with disabilities that require accommodation for this course should contact the instructor during the first week of class. The disability must be documented through the Disability Resource Center.

TOPICS COVERED IN ASL I:

ASL Conversation/Vocabulary topics:

- | Family Relationships – Learning to make introductions and discuss family
- | Questions and Time – The timeline in ASL, time-related vocabulary, the temporal aspect and rules and vocabulary associated with asking questions.
- | Classifiers, pronouns and story telling – making links between complex ASL expressions and their English equivalent.
- | Money-related ASL phrases, expressions, and vocabulary
- | Verbs, Adverbs, Adjectives in ASL
- | Expressing emotion
- | Debate techniques in ASL; responding to statements, expressing opinion and facts; discussing politics and U.S. History
- | Use of ASL to teach academic subjects
- | ASL and English literacy as a part of bilingual bicultural educational programming for deaf children

Linguistic/Culture/History/Deaf Education topics:

(As the semester progresses, some of these discussions are conducted in ASL providing students with the information and practice comprehending and expressing complex topics in American Sign Language.)

- | Introduction to ASL: Myths and Facts
- | Communicating with Deaf and Hard of Hearing people: socially/culturally appropriate behavior
- | Basic rules and grammatical structure of ASL and their English equivalents.
- | The non-verbal component of ASL
- | The Gallaudet Protest and its historical impact.
- | How Deaf children learn to read and solve story-word problems in mathematics.
- | The Deaf community: A heterogeneous community of Deaf and Hard of Hearing persons; respecting all views and perspectives
- | The Deaf Community; a brief historical perspective
- | How ASL is used by Deaf parents to facilitate language and literacy development in their children, deaf or hearing
- | Every country has its own, unique Deaf community and Signed language.
- | Deafness: A Difference or a Disability – the Deaf Community perspective
- | Educational placement of deaf children and its impact on literacy development, social development, and the Deaf Community.
- | P.L. 94-142, IDEA and its impact on American Sign Language.
- | Social differences, etiquette and protocol within Deaf culture compared to hearing culture.
- | Introduction to Deaf folklore and ASL literature

COURSE POLICIES:

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

Late Work

Late work due to procrastination will not be accepted. Late work due to legitimate emergency may be accepted. The due date and time associated with each quiz, discussion, exam and assignment are stated clearly in Canvas.

Withdrawal Policy and “I” Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

- | Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
- | A death in the immediate family,
- | Financial responsibilities requiring a student to alter a work schedule to secure employment,
- | Change in work schedule as required by an employer,
- | Other emergencies deemed appropriate by the instructor.
(<http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf>)

Communication

Students are welcome to email the instructor and make an appointment to meet. All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by and email, cell phone for text messages, or other social networking services of your choice.

- | [How to set up notification preferences in Canvas](#)
- | [How to use the Inbox for Conversations in Canvas](#)

Instructor Feedback/Communication

I will provide timely assignment feedback through comments and personal conversations on Canvas. I will be reading the Discussion Boards and replying to

messages occasionally. You will receive specific feedback on your Assignments in the form of text comments appended to your electronic submissions.

Student Feedback/Communication

I welcome all feedback on the course. My preferred method of communication with individual students is via email. I will respond to email **within two week days** (Monday – Friday). If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Canvas will track

communication between students and teachers providing date and time stamps. Please state the nature of the emergency, and when you expect to turn in the coursework.

Course Etiquette

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity. Your instructors maintain a strict, off-voice, ASL only atmosphere in class so that students can learn through a total immersion approach. Please leave your voices at the door and come to class ready to communicate in a visual language only. If you arrive to class early, take the opportunity to chat with your classmates in ASL. Refrain from using verbal communication in class or lab. This will facilitate your learning of ASL more effectively.

Instructor Responsibilities

- | Treat all students with courtesy and respect.
- | Be open to constructive input from students in the course.
- | Ensure that opportunities to participate are shared equally by all students in the class.

Student Responsibilities

- | Be prepared for class activities.
- | Participate.

UNIVERSITY POLICIES:

Honor Pledge

As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students."

Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Academic Dishonesty

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University's Student Code:

Acts of academic dishonesty include but are not limited to:

- | Cheating using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any

other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”;

- Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;

- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- | Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- | Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Full details for USU Academic Policies and Procedures can be found at:

- | [Student Conduct](#)
- | [Student Code](#)
- | [Academic Integrity](#)
- | [USU Academic Policies and Procedures](#)

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- | Location in Room 101 of the University Inn.
- | Phone Numbers
 - 435-797-2444 voice
- | <http://www.usu.edu/drc/>

Disability Related Resources for Current Students

- | [DRC Student Handbook](#)
- | [Deaf and Hard of Hearing Student Handbook](#)

- | [Disability Related Scholarships](#)
- | [Campus Resources](#)
- | [Documentation Guidelines](#)
- | [Online Resources for Students with Disabilities](#)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact

- | Moises Diaz, Director of Multicultural Student Services (435) 797- 1733
<mailto:moises.diaz@usu.edu>;
- | James Morales, Vice President of Student Services (435) 797- 1712
james.morales@usu.edu;
- | Ann Austin, Vice Provost for Faculty Development and Diversity,
<mailto:ann.austin@usu.edu>;
- | Maure Smith, GLBTA Services, <mailto:maure.smith@usu.edu>;
- | Steven Russell, Student Advocate (435) 797-1720
<mailto:s.r.@aggiemail.usu.edu>.
- | You can learn about your student rights by
visiting: <http://www.usu.edu/student-services/studentcode>.

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code:
<http://www.usu.edu/student-services/pdf/StudentCode.pdf> -
[page=3](http://www.usu.edu/student-services/pdf/StudentCode.pdf) (Article VII. Grievances, pages 27-36).