

Com-D 3910 American Sign Language II

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

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Email: Jan.kelleyking@usu.edu

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.

Required Text: *An Introduction to American Deaf Culture* by Tom Humphries

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

- *For Hearing People Only*, 3rd edition by Chapters by Moore & Levitan
- *Journal of Deaf Studies and Deaf Education* (articles)
- *Deaf Studies Digital Journal*: <http://dsdj.gallaudet.edu/>
- *Sign the Body Poetic*: Essays on American Sign Language by Baumann & Rose

Other References:

- All ASL lessons and required readings are posted in canvas.
- Videos of practice sentences and stories are on canvas.
- Opportunity for immediate feedback on expressive projects and practice via video email using your webcam and live support from the instructor or lab assistant.
- Sign Language Lab in room 002 of the Lillywhite building:
 - Lab assistants available during lab hours
 - ASL DVDs on a variety of ASL and Deaf Culture topics for practice
 - 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.

Description of Course Requirements

ASL Lab Attendance : You are required to sign up for a regular lab session and attend the lab at that time, one hour, once per week. Sign Language Lab attendance is required. You MUST attend the same lab session each week. Labs cannot be made up. In addition to your required lab session, the lab will be open for extra help during posted hours. Lab attendance for extra help is optional.

Group Presentation

You will work with your ASL lab group to research a topic within the field of deafness. During lab meetings, your group will discuss this topic and prepare a final presentation of information to the class. Each group will have 40 minutes to present their topic. It is expected that you will use all resources available to you, i.e. journal articles, books,

internet resources and interviews. You will be required to cite several sources of information and you must conduct at least two interviews with Deaf adults to get their insight about your topic. You will receive additional information about this requirement.

Research / Reflection Paper

Each person in the lab group must write a reflection paper about the topic the group has researched during the semester. In your paper, be sure to appropriately cite your sources of information. In addition to the research, you must include a reflection describing what you learned. Describe anything you learned that was particularly new or interesting or even perplexing. Reflect on the process of preparing a group presentation in your second language. Describe any shift in perceptions you had about the topic, ASL or deafness in general as a result of this research project. **Your papers are due on the day your group presents.**

Expressive ASL Projects

You will be required to sign stories during the semester. Other expressive exercises include the spontaneous translation of sentences, quotes and stories that incorporate ASL structure, idiom-like expressions, unique number systems, lexicalized fingerspelling, and conceptually accurate signs.

ASL Grammatical Structure and ASL History Exam: This exam will cover the grammatical structure of ASL, as well as cultural and historical information covered in lectures, the text and other required readings.

Receptive and Expressive Pop Quizzes: Students will occasionally be quizzed over material that has been covered in class. Sometimes the quizzes will require students to translate sentences from ASL to English or from English to ASL. Sometimes the quizzes will include questions from material previously covered. Sometimes students will be called upon to translate phrases and quotes from English into ASL.

Receptive/Expressive Tests covering Idiom-like expressions, conceptually accurate signing, unique number systems, and lexicalized fingerspelling: Students will translate ASL sentences into written English and from written English into ASL.

Discussions and Quizzes from required reading assignments

Information from the book, articles that the instructor will provide, and course reserves will be assigned for reading and discussion during lab sessions and/or class time. ALL discussions will be in ASL.

Projects:

Personal Experience Story

Deaf Humor Story

Story with Idiom-like Expressions

Group Project Presentation

ASL Poetry presentation

Five Off-voice Interactions with Deaf Adults or Off-voice Campus Activities with USU students (10 points each): You must use ASL outside of class in interactions with Deaf Adults. Locally, there are Deaf Education Student Association events weekly. They will count for one interaction. If you attend Silent Weekend, that will count for three interactions. If you attend Winter Workshops, that will count for two interactions. You may also arrange your own interaction, but it must be an off-voice, ASL interaction with a Deaf adult. 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, and what you learned from the interaction.

Attendance

You must attend all classes in order to keep up with the new vocabulary and sentence structures that will be introduced. **Makeup tests and make up quizzes are not given.** Except in case of emergency, any test missed will result in a zero. Expressive projects must be video taped during your assigned lab time. Any late projects will result in a 10 point deduction per day that it is late.

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.

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.

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.

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 II:

- History of Deaf Education and its impact on ASL
- Unique Number Systems in ASL
- 100 Idioms and Idiom-like phrases
- Lexicalized Fingerspelling
- Basic Linguistics of ASL
- History of ASL
- ASL Literature and Poetry
- ASL and Deaf Folklore
- Current Topics in the Deaf Community

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](#)

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.

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 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

(Article VII. Grievances, pages 27-36).