

****THIS IS A ROUGH DRAFT AND SUBJECT TO CHANGE! PLEASE CHECK FOR UPDATES!**

American Sign Language I Syllabus

Instructor

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Course Overview

Development of conversational ASA usage includes talking about other people and activities, giving directions, and making requests. Students develop discourse skills appropriate for establishing connections with Deaf/ deaf acquaintances and handling a variety of interruptions. Through in-class discussions/demonstrations, and course readings, students are exposed to elements of Deaf culture and the Deaf Community.

Required Text

American Sign Language Phrase Book, *by Bernstein Fant, Barbara, Betty Miller, et al.*

For Hearing People Only, *by Matthew Moore*

Supplemental Text- available for purchase on Amazon or Barnes & Noble

American Sign Language Dictionary, Third Edition by Martin L.A. Sternberg

Supplemental Materials/ Websites/ Videos

4 Quarters of Silence (Amazon)

Sound and Fury (Amazon)

Switched at Birth (Netflix)

More to come....

Course Materials

Each student will be provided a copy of the required textbooks to use during the course. However, if you are interested in furthering your education or communication with Deaf/deaf or hard of hearing you can purchase the above books at: Amazon, Barnes and Noble, and always check out Ed McKay for previously-used books.

Grading

Exams and assignments

- 90%-100% - A
- 80-89% - B
- 70- 79% - C
- 60-69% - D
- 59 % and below– F

Tests are cumulative and will account for **60 to 100%** of the grade depending on the student's choice of assignments.

Expressive project = 20%

Research Paper = 20%

I am a firm believer that we learn best from our mistakes. Therefore, students looking to receive HS credit; any grade lower than 80% is expected to be corrected and returned to the instructor the following week. Those not receiving credit, are still encouraged to make corrections and return as well.

- Attendance – Students are expected to attend every session. However, sickness, vacations/ holidays, are bound to occur. If a student misses a week they will be expected to study and practice the material as much as possible.
- Late submission of assignments for students seeking HS Credit: any assignment that is past-due greater than 1 week will receive 10% off assignment for each week the assignment is late ex. 1-week: no penalty 2 weeks -10%, 3 weeks 20%, 4 weeks – 30%, etc.
- Phones are to be turned off and kept in purse or backpack during class. If phone is used during class student will receive one warning. If the student is caught again, phone will be confiscated until the end of class and a parent will have to pick it up. But, I can't imagine this being a problem! 😊

Class Environment

No-Voicing Policy:

After the approximately first two weeks this will be a “no voice” class. During class time unless I give you permission students should keep their voices off and not whisper nor rely on "exaggerated mouthing." If another student voices to you, you should respond as if you couldn't hear them and ask them (by signing) to communicate with you by signing or fingerspelling (or even writing on paper

or the board).

Course Schedule

ASLP: American Sign Language Phrasebook

FHPO: For Hearing People Only

Week	Subject	Chapter Readings/ Assignments
Week 1	Introductions, class policies,	ASLP: ch. 1 & 2, FHP: tbd
Week 2	Greetings, Salutations, Everyday expressions Manual Alphabet	ASLP: ch. 2, p. 361 FHP: tbd
Week 3	Getting Acquainted <i>Test #1</i>	ASLP: ch. 5 FHP: tbd
Week 4	Numbers, Time, Dates and Money <i>Children's Book Assingment choice due</i>	ASLP: ch. 17 FHP: tbd
Week 5	Animals and Colors	ASLP: ch. 14 FHP: tbd
Week 6	Health Emergencies & the Deaf <i>Test #2</i>	ASLP: 6 FHP: tbd
Week 7	Weather	ASLP: ch. 7 FHP: tbd
Week 8	Catch up Week	ASLP: tbd FHP: tbd
Week 9	Family <i>Test #3</i>	ASLP: ch. 8 FHP: tbd
Week 10	School	ASLP: ch. 9 FHP: tbd
Week 11	Food & Drink <i>Test #3</i>	ASLP: 10 FHP: tbd
Week 12	TBD	ASLP: tbd FHP: tbd
Week 13	Review and Practice for Program <i>Book Presentations</i> <i>Test #4</i>	ASLP: tbd FHP: tbd

Additional Assignments

Expressive Project (HS Credit- Mandatory, all others – optional but encouraged)

In order to receive HS credit, you must earn a score of 70% or better on either of these assignments to pass this course.

1. Introduce yourself, spell your first and last name, tell where you live, where you are from, and what grade you are in.
2. Show me the numbers 1-30, the number 100, and the number 1,000.
3. Pick one sentence from each lesson. You should end up with 15 sentences.
4. Copy the sentences to a new document and number them 1-15. Then sit down in-front of a camera and record yourself signing the sentences. For example, sign the number and then the sentence.

Examples will be provided in class.

You need only show me the sentence **one time**. Pay particular attention to your "yes/no" and "WH-question" expressions for each sentence (because I'll be looking for your facial expressions in addition to your vocabulary and general fluency).

If you stop once or maybe twice during the videotaping due to some technical issue or whatever I won't be concerned. But stopping between each question indicates a lack of preparation and smacks of not knowing the material well enough to simply sign the sentences without having to look each sentence up on the web. I'll request for you do it again if I think you need more preparation.

Some students write the sentences on poster paper and stick them on the wall behind the camera so they can read them while signing to the camera. That's okay, but a lot of work. Other students just print out a paper with their sentences on it and put it in front of them. They lean forward to read the sentence and then look up at the camera and sign it.

I prefer for your video to be uploaded to youtube.com. but do not make it public. If that's not available you are to send physical media (see below for acceptable formats). Email me your script so I'll have an electronic copy to edit and make notes on for your feedback.

The sentences will be evaluated by 3 "judges". 1) Deaf teacher for the deaf and Hard of Hearing 2) Hearing ASL teacher/ interpreter 3) Hard of Hearing ASL teacher/ interpreter/ Deaf and hard of hearing educator. All judges have at least a bachelor's degree in Deaf Education and have been teaching and or interpreting for a combined 50 years! Feedback should be returned to the student by December 10. This is to allow all judges enough time to evaluate each video and confer. ***You may submit this video on any of the following: or as a video file on either CD or DVD in Windows Media File format, Quicktime, or Flash.*** If your signing isn't "good enough" as judged by the evaluators, you will be given instructions for improvement and required to do the video again.

****OR****

Choose a children's story book to interpret in ASL. Keep book level short and easy, for example: The Spot books,, the Splat books, White Rabbits Color Book, Goodnight Moon, etc. Book of student's choosing will be submitted to teacher via email, text or in class by week 4. Initially, book will be "read" to the teacher approximately week 10 and teacher will provide immediate feedback. Final presentations will be in front of the class week 13. I prefer for your video to be uploaded to youtube.com. but do not make it public. If that's not available you are to send physical media (see below for acceptable formats). Email me your script so I'll have an electronic copy to edit and make notes on for your feedback.

The presentation will be videoed in order to be evaluated by 3 "judges". 1) Deaf teacher for the deaf

and Hard of Hearing 2) Hearing ASL teacher/ interpreter 3) Hard of Hearing ASL teacher/ interpreter/ Deaf and hard of hearing educator. All judges have at least a bachelor's degree in Deaf Education and have been teaching and or interpreting for a combined 50 years! Feedback should be returned to the student by December 10. This is to allow all judges enough time to evaluate each presentation and confer. If your signing isn't "good enough" as judged by the evaluators, you will be given instructions for improvement and required to do the video again. This project is a lot of fun especially for those interested in pursuing teaching or interpreting as a career.

*** I am **more than happy** to help your student with any issues or difficulties they may be having with either assignment. While I can't stay late after class (my daughter has to get to UNCSA), I am more than happy to meet with students before class (we'll work it out with the other teacher) or happy to Facetime as well!

Deaf Studies Research Paper (HS Credit- Mandatory, all others – optional but encouraged)

Using For Hearing People Only as a guide, choose a topic relating to Deaf people/ Deaf Culture.

Examples of Topics:

History of ASL	Deafness as a Disability	Cochlear Implants
ASL vs SEE	Ethics in Interpreting	ASL Poetry/ Storytelling
Baby Sign Language	Famous Deaf artists/ professionals	Language Acquisition in Deaf Children
Educational Methodologies for Deaf Children	Cued Speech	ASL as a Foreign Language
Self-Identity	Reliance on Technology	Phonics Instruction with Deaf Children
Controversies with the National Deaf Assoc.	Deaf Cultural Norms and Values	Deaf Religious Institutions/ Organizations
Deaf Culture and Cochlear Implants		

Papers are to be 3-5 pages double spaced, using current MLA citations. Topic should be submitted to instructor for approval by week 4. Students are encouraged to review each other's paper prior to final submission for constructive feedback and suggestions in content, organization, structure, grammar, and mechanics. Hardcopies are to be turned in to the instructor week 13. Feedback will be provided either by week 14 or via email. More specific info to come...

As I said before, this syllabus is in early development. I haven't taught ASL for high school credit before and its been a while since I've taught it in general, so I am still reviewing/ evaluating the assignments and course content. When the final syllabus is posted it will have the word "Final" in the upper margin. I am really looking forward to teaching again and meeting every student and their families! Have a great summer!!!!