

**Kent State University - Fall 2015**

**Course: Elementary American Sign Language I (ASL 19201- XXX)**

**Course Day and Time:**

**Classroom: Credits: 4**

**Instructor: Office: Office Hours:**

**Phone: E-mail:**

**WELCOME TO ASL AT KSU!!**

**PRE-REQUISITE COURSE(S):** None

**COURSE DESCRIPTION:**

This course provides an introduction to:

- A. American Sign Language (ASL), the language used by the Deaf community in the United States and by those with whom they interact.
- B. The culture of the U.S. Deaf community.

Students will develop beginning receptive and expressive skills in ASL, involving such areas as number usage, basic time and money concepts, fingerspelling, and basic questions, statements, and negations. This class is conducted in ASL with supplemental mime, drawing, etc.

**COURSE EXPECTATIONS:**

This is an immersion class. Spoken language is not permitted during class time. If you persist in speaking in class, you may be asked to leave. See last page for more information. Colored nail polish, low cut shirts, or other visually distracting items are a form of visual noise in the signing community. If your instructor considers these items to be a visual distraction from your signing, you will be asked to alter them before returning to class.

Please be aware that this class may discuss sensitive issues in a blunt manner. This is not only to increase your vocabulary and ability to interact in a culturally appropriate manner within the Deaf community, but it is also for your safety as you interact within the community for your social visits, etc. If there is vocabulary or discussions with which you do not feel comfortable, you may excuse yourself from that class discussion, but you do so at your own volition, and you will be held responsible for understanding the missed material.

All students are expected to attend the ASL lab at least three times during the course of the semester. There may be homework assigned that must be completed in the lab. For campuses without a physical lab the instructor will explain how to complete these assignments.

## **DEPARTMENTAL, COLLEGE AND UNIVERSITY POLICIES:**

### **Notice of My Copyright and Intellectual Property Rights:**

Any intellectual property displayed or distributed to students during this course (including but not limited to PowerPoint's, notes, quizzes, examinations) by the instructor remains the intellectual property of the instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the instructor.

### **Registration Requirement:**

The official registration deadline for this course is **September 6, 2015**. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. The last day to drop before a grade of a "W" is assigned is **September 13, 2015**.

The last day to withdraw is **November 8, 2015**

### **Student Accessibility Policy:**

University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. **Please note, you must first verify your eligibility for these through Student Accessibility Services** (330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

### **Respectful Student Conduct:**

The Department of Modern and Classical Language Studies follows University regulations regarding student behavior in the classroom. It is expected that each student will be respectful to the instructor as well as to fellow classmates. Use of profanity, rudeness toward fellow students or the instructor, angry outbursts, refusal to participate in classroom activities, repeated tardiness, and leaving the classroom prior to class dismissal are just some examples of disruptive behavior. The instructor will ask the disruptive student to cease and desist and will inform the student of possible suspension and/or dismissal from the class. Guidelines pertaining to class disruptions are outlined in detail in the university policy register at 4-02.2. (<http://www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-class-disruptions>).

### **No Talking Policy:**

We insist on maintaining a signing environment AT ALL TIMES in the classroom for two reasons: First, culturally speaking, it is considered rude and insulting to talk in front of a Deaf person and not make the information passing between you and the other person accessible. Since a good number of your teachers will be Deaf and your goal is to get to know Deaf people in the community. It is imperative that you develop the habit of signing when Deaf people are present. Secondly, this is an immersion class, which means only the target language is used. Using only ASL helps you to develop both your comprehension skills and your expressive skills

quickly and effectively. Talking disrupts this process for you and others and delays language development.

If a fellow student asks you for help, feel free to help by using signs you have learned or by writing back and forth. In this way, the instructor can see what is being said and can join in to help, if need be.

All cell phones must be turned off during class.

Consequences of not following the rules of the classroom; three different warnings may be initiated by your instructor:

- 1- A “look” or a verbal prompt
- 2- Instructor informs student face to face
- 3- Asked to leave a class and it will be counted as an absence

### **Student Cheating and Plagiarism**

University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at: (<http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>) and/or ask.

### **Class Cancellations & Campus Closings:**

Announcements of class cancellations and/or campus closings will be made on the campus homepage. In the case of an emergency, weather-related or otherwise, please check the website at <http://www.kent.edu/flashalerts> for information on class cancellations and/or campus closings. Students may also subscribe to Flash *ALERTS*, Kent State’s official emergency text notification system to alert subscribers of critical information no matter what time it is or where they are in the world. Flash *ALERTS* expands the university’s ability to send critical news and information to the university community during campus emergencies. Students may sign up for Flash *ALERTS* at <http://www.kent.edu/studentlife/safety/flashalerts/>.

For personal-related class cancellation announced by the instructor - a sign will be posted on the classroom door for class as well as sent through email.

### **REQUIRED TEXTS AND SUPPLIES:**

Smith, C., Lentz, E., and Mikos, K. (2008). *Signing Naturally, Units 1-6 Student Workbook*. San Diego, CA: Dawn Sign Press. (ISBN 978-1-58121-210-5)

Students must have their own recording methods and media specified by the class instructor.

### **COURSE OBJECTIVES:**

Students will be able to:

- listing, naming and identifying;
- stating what people, places and things are like with a few details; and
- asking and answering highly predictable, formulaic questions.
- Understand and apply Deaf Cultural norms

### **CLASS ATTENDANCE AND CLASS ABSENCE:**

Success in a language course is directly related to classroom performance.

- **Class attendance is required.**

Any absences from class will adversely affect your class participation, learning, and performance used in determining final grades.

During the semester, the number of unexcused absences may not exceed:

- 1 unexcused absence for classes meeting 1 time per week
- 3 unexcused absences for classes meeting 2 times per week
- 6 unexcused absences for classes meeting 4 times per week

Students who exceed these limits will be given an SF (Stop Attendance) grade. This will initiate the “Early Alert” system through the University and the student must meet with the instructor.

If the absences persist, the students will receive an “F” as their final grade.

Legitimate reasons for excused absence include, for example, illness, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, and direct participation in university disciplinary hearings.

Appropriate documentation for each absence will be required at the next class meeting. The students are responsible for discussing planned absences for legitimate university reasons with your instructor prior to the date of the absence. Students also are responsible for obtaining missed information from peers.

- For excused absences, the student must set an appropriate date with the instructor to make-up and submit missed assignments/quizzes/exams within **FIRST DAY return to CLASS.**
- For unexcused absences, no assignments/quizzes/exams will be allowed for make-up.

#### **Class Attendance Policy:**

University policy 3-01.2 is posted at

[http://www2.kent.edu/policyreg/policydetails.cfm?customel\\_datapageid\\_1976529=2037744](http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037744)

### **LATE/MISSED ASSIGNMENTS:**

It is the student’s responsibility to confirm that the instructor has received work which has been handed in, either by hard copy or electronically. Work is expected to be handed-in on time, and to demonstrate professional, acceptable quality. Arrangements to make-up work which has been missed, due to a legitimate absence, may be made with the instructor when the student returns to class; arrangements to turn in work late will only be made under significantly extenuating circumstances, and should be approved by the instructor prior to the work’s due date

**EVALUATION OF STUDENTS/ASSIGNMENTS:**

**1. Deaf Community Project (60 possible points):**

There are several options to accomplish this project. You must do projects that total 60 possible points. Some projects have different point values, and you can do as many as you want up to 60 points possible.

<b>Point Value</b>	<b>Activity</b>	<b>Conditions</b>
<b>20 points</b>	<b>Attend a group event consisting of 25% or more Deaf adults</b>	<b>Type 2 pages, double spaced, 12 font, 1 inch margins summary of the event. Include information such as:</b> <ul style="list-style-type: none"><li>• Location, name of event if available, how long you stayed, and other meaningful information</li><li>• Names of people who attended if possible. (see separate sheet on the etiquette of requesting information from others especially in Deaf community) Please make sure you include a picture of yourself with these deaf people in the background of the place being held.</li><li>• What did you learn? Make sure you expand to include ASL aspect, Culture, etc. when explaining your experiences.</li><li>• What would you have done differently or wished would have happened.</li></ul>
<b>20 points</b>	<b>Reviewing 10 Vlogs on YouTube</b>	<b>You will need to review 10 Vlogs with each being at least 4 minutes or longer.</b> <ul style="list-style-type: none"><li>• Provide website address to each Vlog</li><li>• Type a summary the Vlog</li><li>• Explain what you have learned</li><li>• If you are able to notice any ASL markers (grammatical, etc.) that you have already learned in class, please list them and explain how it helped with the message/story.</li></ul>

<p><b>10 points</b></p>	<p><b>Research Relay Services for the Deaf</b></p>	<p>You will write a summary, double spaced, 12 font, and 1 inch margins.</p> <ul style="list-style-type: none"> <li>• List of various relay services</li> <li>• The website addresses of each</li> <li>• How is it set up?</li> <li>• What kind of services are they?</li> <li>• Who can use them?</li> <li>• Any pertinent information</li> <li>• What are your thoughts? Feedback, etc.</li> </ul>
<p><b>10 points</b></p>	<p><b>Interview a Deaf person</b></p>	<p>You will write a 2 pages summary, double spaced, 12 font, and 1 inch margins.</p> <ul style="list-style-type: none"> <li>• Name of the person interviewed</li> <li>• Picture of yourself with the person</li> <li>• Summary of what your conversation was all about</li> <li>• What did you learn? What did you like and not like?</li> <li>• What would you have wanted to learn?</li> </ul>
<p><b>10 points</b></p>	<p><b>Attending an event that has no DIRECT interaction with Deaf adults (only one event of this type is permitted)</b></p>	<p>Type 2 pages, double spaced, 12 font, 1 inch margins summary of the event. Include information such as:</p> <ul style="list-style-type: none"> <li>• Location, name of event if available, how long you stayed, and other meaningful information</li> <li>• Names of people who attended if possible. (see separate sheet on the etiquette of requesting information from others especially in Deaf community)</li> <li>• What did you learn? Make sure you expand to include ASL aspect, Culture, etc. when explaining your experiences.</li> <li>• What would you have done differently or wished would have happened.</li> </ul>
<p><b>10 points</b></p>	<p><b>Research on various topics of</b></p>	<p><b>You will need to have at least 3 sources</b></p>

	<b>interest (see instructor for approval of topics)</b>	<b>of reference when doing a research on a topic pertaining to ASL. You will submit a 3-5 minutes video clip explaining what you have learned and include the references into the video clip (use PowerPoint program, or related software).</b>
--	---	---

## 2. Interview Assignment (30 points):

**You may not interview faculty or students of KSU for this assignment.** You will need to arrange to interview at least one Deaf/Hard of hearing adult (you may discuss options for this with your instructor). **You MUST take a picture of yourself with the Deaf person you interviewed. Points will be deducted if there is no photo.** You are NOT to interview Deaf individuals who may be your clients.

When your interview is complete, write a report (more than 2 pages long, typed, 12 point font Times New Roman, double-spaced, 1 inch margins) including:

- Your name, date, course, and type of homework (using single-space).
- The name of the person you interviewed.
- The location of the interview, and the date and time (indicate start/end time).
- How you met this person and arranged for the interview.
- What you learned about the person (using your ASL I vocabulary, you can find out about the person's family, what colors and foods they like or dislike, how their home is arranged, etc.).
- Compare what you learned about the person with yourself (for example, if you have an older brother and the person you interviewed has an older brother).
- Your analysis of the experience:
  - How did you feel before the interview? After? Did your feelings change?
  - Why or why not?
  - What was easy for you? Difficult? Comfortable? Uncomfortable?
  - What did you learn about signing from this conversation?
  - How might you use this experience in your expected career?

## 3. Weekly Journal (5 points per entry/for 13 weeks/65 points total):

Information, especially language-based information, "becomes your own" the more you process it, think about it, and use it. To help with this, on the last day of class each week, during the last 10 minutes of class, you are to write a short, one to two paragraph summary of what was presented that week, your reaction to it, and any questions you might have.

**These are to be turned in at the end of that class session.**

Please utilize the following format: *(if you don't follow this format, points will be deducted).*

- Class Title
- Date
- Your Name
- Class Summary
  - What were the main points being taught this week?
  - What did you learn this week?
- Reaction
  - What did you find most difficult?
  - What did you find to be easiest?
- Any vocabulary or grammar points you found especially challenging?
- How does what you were taught today compare to English or other languages?
- How did you feel during class interested, lost, confused, frustrated, or successful?
- Any questions or comments for the instructor?

These will be returned to you one class session later, with comments.

**IMPORTANT NOTE:** Journals are documentations of what have been learned and internalized during class time, so points are only offered to students who are present in class. If you are not in class, you will have nothing to write about. Therefore, you cannot get credit for that journal.

#### **4. Homework (65 points total):**

(For example, preparing sentences/presentations for class; preparing recorded dialogues with a partner; preparing in-class presentations or projects, and answering assigned questions, etc.)

#### **5. Quizzes (20 points each, 100 points total):**

- Quiz #1 (Unit 1 & 2)
- Quiz #2 (Unit 3)
- Quiz #3 (Unit 4)
- Quiz #4 (Unit 5)
- Quiz #5 (Unit 6)

#### **6. Two article summaries (10 points each, 20 points total):**

Over the course of the semester, pick two separate articles from a list of journals that seemed particularly interesting to you. Make sure you check with your instructor of the journal that you pick before you start your article summary.

For EACH article, write at least a one page report (typed, 12 point font Times New Roman, double-spaced, 1 inch margins). However, you are to use single-space when typing your name, date, course, and type of homework.

In each report:

- List the article's title, author, the issue/month in which it appeared, and the page numbers which contained the article.
- Write a summary of the article  
For example, if it is a historical article, you would list a sequence of events, or the main points. If it is an article about a controversial topic, you would list and explain the different viewpoints involved.
- Explain why you chose this particular article.
- Find at least two items in the article which you can compare to experiences within your own life.
  - Explain the comparison (for example, if the article is about educational options for Deaf/HOH students, compare these to your own educational experiences).
  - Give examples of comparisons; give details (i.e. instead of saying just a general statement "The education described was just like mine," describe a few experiences which were the same.).
- Provide a summary paragraph discussing your feelings about the article, whether you thought the article covered/explained the topic well or not, and why, etc.
  - Explain how the information you learned might be useful in your future.

#### **7. Four video assignments (10 points each/ 40 points total):**

##### **Refer to the Video Resources provided by the instructor.**

Your instructor will give you a video source for each of these assignments. These will be available on Blackboard, through in the internet (YouTube, OICMOVIES.com etc.) or are part of your textbook DVD. For two of the video assignments you will be asked to answer comprehension questions provided by the instructor. For the other two you will need to write a summary of the video.

#### **8. Midterm and Final Exam (250 points and 300 points, respectively, 550 points total):**

Make-up Quizzes and Exams due to legitimate absences may be arranged with your instructor and may require presentation of appropriate documentation. [See Policy for Make-up Tests.](#)

#### **9. Required Lab Visits (3 required lab visits at 20 points each, 60 points total):**

ASL Lab is located at Satterfield Hall 317, on third floor.

**10. Progress Monitoring (20 possible points):** Students are **required** to do two progress monitoring videos and a written analysis of the differences between them. You will be given one picture to use for both videos. This assignment is to help you monitor your own language development. Points are given for completing the work. They are NOT graded.

**A. First Progress Video (5 pts)\*** Your instructor will tell you where to save your videos and the analysis.

Create a video recording of the progress monitoring picture

- The instructor will provide you the picture either on digital file or on print.
- Try to sign your story with little or no prep.
- The first video must be completed by the end of the second (2<sup>nd</sup>) week of class.
- The video should be a minimum of TWO (2) minutes in length.
- You describe the SAME picture for both videos.

**\*Points will not be awarded until Second Video and Analysis is completed**

### **B. Second Progress Video (5 pts)\*\***

Create a second video recording of the progress monitoring picture

- Try to sign your story with little or no prep.
- The first video must be completed by the end of the fourteenth (14<sup>th</sup>) week of class.
- The video should be a minimum of TWO (2) minutes in length.
- You will describe the SAME picture as the first (1<sup>st</sup>) video.

**\*\*Points will not be awarded until Second Video and Analysis is completed**

**C. Progress Monitoring Analysis: (10 Points)\*\*\*** View both videos #1 and #2 and compare your language abilities and usage. This must be turned in with the Second Video by the end of the fourteenth (14<sup>th</sup>) week of class. If you had not turned in your video #1, then you cannot DO the #2 and analysis.

Type a FULL PAGE summary discussing your sign including:

- What areas did you make progress in?
- What areas need improvements?
- Are you learning to move away from the English grammar?
- Did you use any descriptive classifiers?
- Were pronouns used?
- Did you utilize facial expressions (non-manual markers).
- Any new sign vocabulary used in the second video?
- Is your fingerspelling clear?
- How is your speed?
- Has your confidence increased?
- Etc.

**\*\*\*Points will not be awarded until both Videos and the Analysis are completed**

All recording media (such as for dialogues) should be picked up by the student at the end of the semester. If not picked up, the USB will be erased. See Tentative Calendar for assignments. *When making ANY RECORDED MATERIAL FOR ASL CLASSES, REMEMBER TO MAKE SURE THE LIGHTING IS APPROPRIATE (NO BACKLIGHTING), CLOTHING IS APPROPRIATE (HIGH CONTRAST), AND VISUAL FRAME IS APPROPRIATE (WE NEED*

*TO BE ABLE TO SEE YOUR HEAD, TORSO, HANDS, ANY VISUAL/SPATIAL REFERENCING, AND YOUR PARTNER, IF ANY).* It is your responsibility to make sure your recorded material is of adequate, grade-able, professional quality, just as you would make sure that any written work was legible, clean, and neat. For more information/help with recording your video content and/or obtaining equipment:

1. There are on-line tutorials
2. Go to the Student Multimedia Studio (located in the library).

**GRADING SCALE:**

*Total points may change slightly*

<b><u>Grade</u></b>	<b><u>Percent of Total Available Points</u></b>
A	94 - 100 %
A-	90 - 93 %
B+	87 - 89 %
B	84 - 86 %
B-	80 - 83 %
C+	77 - 79 %
C	74 - 76 %
C-	70 - 73 %
D+	67 - 69 %
D	64 - 66 %
F	00 - 63 %

ASSIGNMENTS	DUE DATE	POINTS RECEIVED				TOTAL POINTS
Progress Monitoring Videos/Analysis		/5	/5	/10		20
Quizzes						100
Article		/10		/10		20
Video Assignments		/10	/10	/10	/10	40
Midterm						250
Final Exam						300
Three Lab Visits		/20	/20	/20		60
Deaf Community Project						60
13 Interactive Weekly Journals						65
Interview						30

**TOTAL:** \_\_\_\_\_ / 945 Total Points

Keep in mind that the instructor reserves the right to deduct at least 10% of total grade for unexcused absences, participation efforts, etc.

## Tentative Class Schedule

<b>Dates of class</b>	<b>Unit</b>	<b>Assignment Due</b>
<b>Week 1</b>	<b>1 Introducing Oneself</b>	<b>Progress monitoring 1</b>
<b>Week 2</b>	<b>1 Introducing Oneself</b>	
<b>Week 3</b>	<b>2 Exchanging Personal Info</b>	<b>Video 1 due</b>
<b>Week 4</b>	<b>2 Exchanging Personal Info</b>	<b>Quiz Unit 1&amp;2</b>
<b>Week 5</b>	<b>3 Talking about Surroundings</b>	<b>Video 2 due</b>
<b>Week 6</b>	<b>3 Talking about Surroundings</b>	<b>Quiz Unit 3</b>
<b>Week 7</b>	<b>3 Talking about Surroundings</b>	<b>Video 3 due</b>
<b>Week 8</b>	<b>Preparation for Midterm Exam</b>	<b>Midterm Exam</b>
<b>Week 9</b>	<b>4 Telling Where You Live</b>	<b>Video 4 due</b>
<b>Week 10</b>	<b>4 Telling Where You Live</b>	<b>Quiz Unit 4</b>
<b>Week 11</b>	<b>5 Talking about Your Family</b>	<b>Deaf Community Project</b>
<b>Week 12</b>	<b>5 Talking about Your Family</b>	<b>Quiz Unit 5</b>
<b>Week 13</b>	<b>6 Telling about Activities</b>	<b>Interview Due</b>
<b>Week 14</b>	<b>6 Telling about Activities</b>	<b>Quiz Unit 6</b>
<b>Week 15</b>	<b>Preparation for Final Exam</b>	<b>Progress monitoring 2</b>
<b>FINALS WEEK</b>		<b>FINAL EXAM</b>