



Become Exceptional



AMERICAN SIGN LANGUAGE 3

Title: **ASL 123 A**
Time: **Daily 9:30**
Room: **D 274 A**
Item #: **1419**
Quarter: **Winter 2013**

Instructor: **Rick Mangan**
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Office Location: **A 245 G** (Mailbox: R 230)
Office Hours: **Check MyBC**

COURSE DESCRIPTION: **ASL 123** is a five credit, transferable, college level, language course. It is the third quarter of the first year study of **American Sign Language (ASL)** and the community of people who use it. In the study of this as a second language you will learn or review fundamental issues of basic human language, grammar and communication. You will discover issues unique to the Deaf community in America, and learn that this beautiful, natural, rich language cannot be separated from the community that developed it. Above all, this is a class that requires your attendance, involvement, practice and commitment if you plan to succeed.

REQUIRED TEXTS: *To be brought to class daily



* **SIGNING NATURALLY UNITS 7-12.** Smith, Lentz, Mikos (2008) Dawn Sign Press

Deaf in America, Voices from a Culture. Padden & Humphries. Harvard University Press

* **1001 Signs for ASL Students, Volume 2** (ASL 122 & 3 Course Packet & DVD)

WEB RESOURCES: Many of your class guidelines, assignments, homework, and handouts are accessible to you only through the internet. You will need to check frequently to find the resources you need. You can find these important materials in MyBC:

Winter Quarter: January 2nd – March 20th

No Class on Monday, January 20th

No Class Monday, February 18th

**Check MyBC everyday for Weather Alerts *
Instructor Absences, and other Vital information!**

*More info at: <https://bellevuecollege.edu/publicsafety/status/>

Your first Assignment is hidden in this document. You will find your instructions as you read through your syllabus.



ASL 123 REALITY CHECKLIST

READING

Be ready to commit to your class reading!

Because our classroom will be striving for a voiceless environment, your access to information about Deaf culture, ASL Grammar, and tools for learning ASL as a second language will depend upon your reading proficiency. Reading is a vital part of your success in this class; this is *not* a light reading class.



SCHEDULE *Stay on top of the class schedule!*

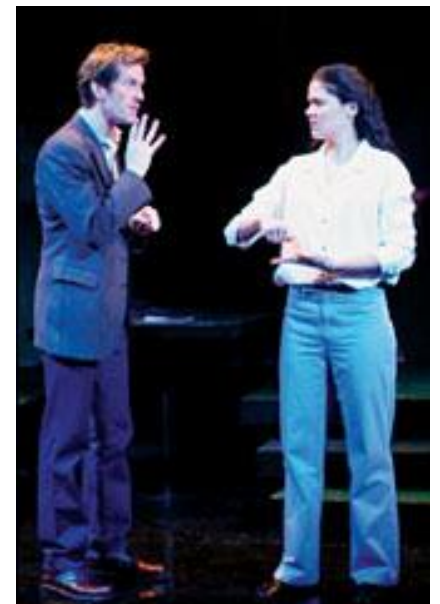
Don't let major assignments, quizzes, and homework assignments sneak up on you. The schedule may change through the quarter, if you miss class, you may miss a schedule change.

SIGNING/CULTURE/CONFIDENCE

You're in ASL 3 now! My expectations for you are now quite high. If you haven't already, you should quickly develop the confidence in your ability to communicate manually/visually and your knowledge of social etiquette to approach and engage Deaf people in a meaningful conversation without undue apprehension.

DEAF-WORLD! You are earning college credit for learning the language of the DEAF-WORLD... you cannot expect to do that without contact with Deaf Folks. Your culture contact requirements are designed to encourage you to venture out into the DEAF-WORLD, but only YOU can make it happen for yourself. It's time to step out into the world of ASL users...you cannot master a language by limiting your exposure to the language to the time you spend sitting in the classroom. Your success in this class depends not only upon your experience with ASL, but also upon your experience with Deaf people.

ASL: If you want to *learn it*, you have to *earn it*. Use it every day, and get to know the people who call it their own.



Syllabus assignment: Write me a short paper answering the questions that you find on the next pages.

COURSE OUTCOMES:

In the course of this class the student will develop and improve basic knowledge of grammatical constructs, rules, and functions of American Sign Language through usage, responses, translations and application in classroom conversation, receptive exams and expressive assignments.

At the end of this course the students will be able to...

- ② Demonstrate knowledge of basic concepts, rules and functions of American sign language learned in **ASL 121 and 122** through application of these principles in a consistent, practical manner.
- ② Demonstrate their improved skills by expressing themselves correctly and understandably in fluid American Sign Language using proper rhythm and movement inherent in the language through practical application, expressive assignments, and receptive exams.
- ② Identify, explain and illustrate issues of diversity and fundamental aspects of Deaf culture, as well as demonstrate knowledge of key terms and issues concerning the education and employment of deaf people through a variety of methods.
- ② Demonstrate direct knowledge of the deaf community through expressive assignments and written work.
- ② Apply knowledge and comprehension of fundamental ASL language functions and various grammatical concepts and structures, and demonstrate knowledge through usage in class and through expressive assignments.
- ② Recognize and understand correct use of ASL through daily practice of core vocabulary by correct responses, translations and application in classroom conversation, core-vocabulary video tapes, receptive exams and expressive assignments.
- ② Identify, explain and illustrate the various uses and functions of American Sign Language Classifiers through discussion, usage, expressive assignments, and exams.
- ② Demonstrate knowledge of signed concepts, sentences and stories by translating them into written or spoken English.
- ② Demonstrate ability to understand English concepts, sentences and stories and translate them into understandable American Sign Language through classroom work, expressive assignments and receptive exams.
- ② Start your Syllabus assignment paper with the following sentences:
"Everything I need to know about this class is right here in my syllabus! I can look up the answer just as easily as I can ask my instructor."

I strongly suggest that you make every effort to arrange to gather outside of class to practice elements of the language and Deaf culture introduced in class. Students who use the language in a natural setting outside of the classroom improve their receptive and expressive skills much more quickly than those who do not.

Fact: "A" students join study groups.

GRADING: Your grade is a numerical reflection of the effort and dedication that you invest toward your learning of this subject and your ability to apply what you have learned. You are the only person responsible for your grade. The sum of all of your work points comprises this numerical value that is your grade. As per BCC policy, you will receive a letter grade after the completion of the quarter. This letter grade is assigned as an equivalent to your total earned numerical points. You must have no less than 60% of all possible points to receive a passing grade in this class.

There are a total of **1000** points possible for this quarter. Your grade will be a fraction of that number. You must achieve a minimum of a C grade to transfer to the next level of ASL.

Grading:	
A	96%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	65%
D	60%

Points for this class will be earned in the following areas:	
Class Participation	300
Receptive Skills	200
Signing Naturally	200
Culture/Grammar	100
Term Paper	100
Culture Contact	100
Total:	1000

Discussion board assigned.

On your syllabus assignment paper, tell me what grade you got in ASL 122 and what grade you expect to get in ASL 123. What percentage do you need to get that grade?

Attendance: Your attendance is required if you are to succeed in any sign language class.



Because the language is visual and manual, your eyes, body and mind must be present throughout class or you cannot learn. If for any reason you miss a class, it is your responsibility to contact a classmate and find out what was missed. **Make-ups are not possible** for missed tests or quizzes. Your attendance will be recorded and your percentage of attendance will be factored into your final grade and will earn you part of your **Participation points**. **You will be counted present only if you are present for the entire class period.**

Quizzes: Much of your grade will be earned through a variety of quizzes that will occur regularly throughout the next eleven weeks. Every quiz is an opportunity for you to accumulate more points toward your total grade. Your quizzes are divided into three areas:

Signing Naturally	4	@	50 points	200 points
DIA Web Postings	5	@	20 points	100 points
Fingerspelling & #	5	@	2 points (participation)	10 points

Signing Naturally is the main text of this class. A combination workbook and video, it gives you out-of-class exercise in reception, translation, and understanding not only of American Sign Language, but of the culture that uses it: American Deaf Culture. It is your responsibility to work and re-work the lessons until the information becomes **completely understandable to you**. You **MUST** stay abreast of scheduled workbook assignments and bring to class any questions that arise. Not all exercises in the chapter will be done in class, nevertheless, you will be responsible for all of the material in the assigned chapter. Reading and practicing is your responsibility. Your ability to follow through on this responsibility will be measured by means of regular ***Signing Naturally Quizzes***. *These quizzes will include vocabulary and grammar from the assigned chapters of your workbook.* There will be a total of four **Signing Naturally** quizzes worth 50 points each. **We will cover Units 9-12..**

DIA Web Postings This quarter, your cultural studies will be presented by classroom discussions on MyBCC. Five have been scheduled (see calendar). I will ask questions that focus your attention to the salient themes in your textbook. Look up the word "salient" and write the definition in your syllabus paper. Each on-time posting will be worth 20 points for a total of 100 points for all of your Deaf In America postings... you could think of these exercises as an open-book/take-home quiz.

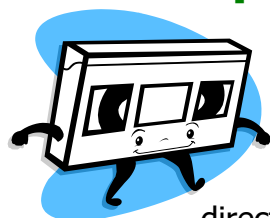
Fingerspelling: In this class excellent fingerspelling skills are expected, and are required for your success. You are at a make-or-break point. Periodic, surprise fingerspelling quizzes will happen throughout the quarter and will include **English words**, **foreign words**, and **ASL numbers**. Each quiz is self evaluated and the self-assessment process is worth participation points.

Expressive Skills Exercises & Exams:



To demonstrate your improving ability to express yourself in ASL, you will work in small groups. There may also be one videotape project this quarter. You will prepare your exercises outside of class and are encouraged to work and practice with a partner. Each assignment will be clearly defined as it is assigned. Each exercise will be worth points for following instructions, preparation and participation. Your expressive Exams will be worth a total of 100 participation points.

Video Tape Project: (at teacher's discretion)



This quarter you will be creating an ASL video Project. This will be a multi-step project that begins with an exercise in writing glossed sentences, presenting your signed performance to a group of your peers, synthesizing and processing peer feedback, and culminates with a final recorded version of your story which will be evaluated by the instructor. The guidelines and directions of this assignment will be posted in your "My BCC" portfolio.

Receptive Skills Exams:



Two receptive skills exams will take place throughout the quarter, Mid-term and during the last week of the quarter. The instructor will produce signed sentences (in person or on video tape) using vocabulary and grammar presented in class. Students will be expected to translate these passages into written English. Each receptive skills exam will be worth 100 points for a total of 200 points. There will be practice exams throughout the quarter.

Home Work:

Semi-Weekly homework projects will be assigned to you as a take-home learning/practice experience. These are assignments that pertain to issues discussed in class that are worth 10 points each. Homework assignments are designed as a learning tool for students rather than a testing tool of ability. Points are assigned by timeliness and effort put into the assignment rather than being graded for right or wrong. You will notice that the class calendar indicates "homework" on various Fridays. These dates are the dates that homework is to be assigned. Check the class website for assignments. All homework is due on the Monday after it is assigned. Late work will not be accepted for full points. A total of 50 participation points are possible for homework.

Papers:

You will be writing two papers this quarter. As we know, ASL is not a written language; therefore you will be writing your papers in English. You are expected to be familiar with college level writing and will be held to that standard. A paper explaining these expectations is available to you on the class website. (see "Writing College Papers").

Cultural Contact Paper: *A Cultural Endeavor!*

Practical application of your sign language skills is required throughout the quarter. You are required to have **8 hours** of Deaf/ASL contact this quarter to provide you first-hand experience with American Deaf culture, and (hopefully) to introduce you to a new friend. These contacts are designed to build your confidence in your ability. A reflection paper analyzing your contact experience is due at the end of the quarter and is worth 100 points. You will find the requirements and guidelines for this assignment on **MyBCC**.

Expressive Project Self-Evaluation Paper Following your expressive project, you will integrate the feedback of your peers through a self-evaluation of your learning experience. The requirements of this paper are explained in guidelines of the expressive project.

Participation Points: A total of 200 points (20% of your grade) is will be earned by being in class, following directions, participating in class activities, doing your homework (and turning it in on time), and satisfactorily completing Expressive Exams and self-assessment assignments such as self-graded practice quizzes. *These points can also be taken away by speaking in class without permission* (see "Voicelessness") *or for disrespectful or disruptive behavior* (such as texting or falling asleep).

Classroom Protocol *(what I expect of your behavior):*

Please Read the Arts & Humanities Student Expectations and Policies:

<http://www.bcc.ctc.edu/artshum/policy.html>

Voicelless-ness!: During the class, the use of voices is prohibited. Your voice is not invited to the class. The Instructor will voice only necessary discussions and students may be invited to do likewise; however, one cannot learn ASL by practicing spoken English. That is why a silent environment will be maintained throughout the class, unless otherwise established by the instructor. Upon the teacher's discretion, a penalty of 5 points per infraction may be implemented for students who speak in class without the teacher's permission. *Whispering and side conversations are disrespectful to you teacher and fellow students.*



You are expected to assist your classmates and facilitate their effective learning by letting them wrestle with their own questions. Whispering answers to them does not help them learn anything. And it irritates your instructor!
When you have questions... ASK RICK! Not the person sitting next to you!

Respect of Others: In starting, I will give you the benefit of the doubt that you as an adult can handle responsibility for your actions. I will expect courtesy, attentiveness, and a willingness to learn. In so doing, you will earn my respect as a responsible adult, and be treated accordingly. What I will not tolerate is your interference in another student's learning experience. That includes, distracting noise or behavior, Cell-phone use, whispering, insults, cruelty, harassment (*of any kind*), or ridicule. I am sure that you as a responsible adult will not tolerate these things either. I whole-heartedly believe that learning requires the making of mistakes. My classroom is a place where your well-intentioned errors are welcomed. Sometimes, mistakes are funny and laughter follows naturally, good-natured laughter is welcomed, especially where we learn to laugh at ourselves -- with our classmates not **AT** them. Keep in mind that no one feels free to take risks in an environment where they fear being ridiculed or criticized and learning requires risk-taking. You are responsible for creating the kind of open environment where you, yourself, feel free to make mistakes, and find understanding, and support from those around you.

Try to understand every thing that you are reading or learning, or that any body says to you, and then you will improve fast, and then you will become wise, and I hope also, good and happy. I am your friend,

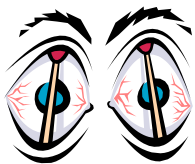
Thomas H. Gallaudet, 1836

Mistakes: *“Dare to be wrong!”* I expect all students to make mistakes in the process of learning a new language. From my study of linguistics and theories of language acquisition, I have come to believe that the mistakes that you make while learning any language are not only inevitable, they are invaluable! Do not hold yourself back for fear of being wrong! Letting your best efforts speak for themselves, the errors you make in understanding, or producing sentences show me which properties of the language you have conquered successfully and which ones are still under development. Do not assume that other students in the class have an advantage over you. Most of them are probably right in the same boat rowing (or sometimes fishing) right along side of you. Your mistakes can be learning experiences for your classmates as well. Although you probably won't be making any mistakes that I haven't seen before, errors that you make in a good faith attempt may seem novel to your classmates, and understanding the mistakes of another can be a very useful way of getting to the root of a concept with which you, yourself, are struggling. Always do your best. Apply what you have learned, but set yourself free to learn more than you know by letting yourself try your best. In short: *“Dare to be Wrong!”*

“It is very wrong to say that you understand a thing when you do not.”

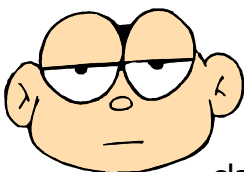
~Thomas Hopkins Gallaudet, 1836

“Listening” Skills: Stay alert and follow all conversations that take place in and around the classroom. Remember that exposure to the language is your best opportunity to learn it. Whether the conversation is involving you directly or not, it is another chance to practice your receptive skills. In other classes, we have learned to ignore exchanges between other students or between the instructor and another student when the issue does not concern us, in fact, it's considered impolite to “eaves drop”. But in ASL, since it is a visual language, any conversation held in the presence of signing people is considered to be public in nature. In another paragraph on your syllabus paper write a brief sentence or two showing that you understand that it's very rude to eves-drop on a private conversation between two signers and that it's your responsibility to let them know that you know sign language. Every exchange in class is an opportunity for you to follow a conversation and practice your new skills.



Active Listening Behaviors: Certain “active listening” behaviors are expected as part of American Sign Language. That is, certain manual (Oh-I-See; Huh?; Wow; Really?) and non-manual signals (Nodding; Facial Expression; Mouth Movements) are not only ways of showing the signer that you understand, but it is a **Social Norm!** ~ **Part of the culture.**

Blank looks or lack of active listening behaviors will not only interrupt the conversation (such as causing your instructor to stop and ask if you understand, or needlessly repeat the information), but can be interpreted as rudeness in many social situations. On your syllabus paper, write down that eaves-dropping in class is not rude; not paying attention to what's going on in class is.



Respect & Diversity

Bellevue Community College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

MY CLASSROOM is an **LGBTQ Safe Space** where I welcome your individuality, and I will defend your right to be yourself in the spirit of learning and in an environment of mutual respect.

We are all here to learn. I am committed to maintaining an environment wherein we all feel safe to do so.



On your syllabus assignment paper, tell me what you need to bring to class each day. Hint, hint: they can be found on the first page.

ACCESSIBILITY



If you have medical information to share with me in the event of an emergency, please contact me via email or come to see me during office hours. Emergency preparedness is important!

If you need course modifications / adaptations or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC).

If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>



**LEARNING
DISABILITY**



**MEDICAL
CONDITION**

Study & Practice: Do not fool yourself into believing that your learning experience for this subject will be confined to the time you spend in this classroom! What you are undertaking is an adventure in language! That takes time, patience, discipline, practice, practice and more practice. This quarter, we have a total of roughly **45 hours** together! Do you think that's enough time to learn a language? You can see why it is essential that you take what you learn in class out into your regular life and practice it there (I know that most students don't have a "regular" life, but you know what I mean!) Successful students know how to apply themselves outside of class to get the results they want. Your student workbook is a great starting place. It gives you receptive practice watching various models from the videotape. You will quickly realize that no two people sign exactly the same; no more than any two hearing people have exactly the same voice, accent, volume, and style.

How to Earn an A: Getting an A in this class is no simple task, but it is possible. In years of watching students with all kinds of learning styles, personality types, and study habits, I have seen many students succeed in ASL classes. I have noticed that "A" students have certain behaviors in common. Here's what they'd tell you to do if you want to get an A:



- ✚ Maintain excellent attendance; miss no tests, quizzes or homework.
- ✚ Read your syllabus—know what's expected of you.
- ✚ Read Your class schedule, know what's expected and when.
- ✚ Read your texts and bring questions to class.
- ✚ Practice ASL outside of class: study groups, interact with ASL students, Deaf Friends.
- ✚ Fall in love with ASL.

How to fail this class: Failing this class is no simple task, but it is possible. To fail this class, all you need to do is miss class often. Material comes quickly and is comprehensive. You miss one day and there's no telling how far behind you will fall, and there is a "snowball" effect. Information missed in one week can come back to haunt you weeks later. Here are some things other students have done to help fail this class:



- ✚ *Miss class (quizzes and tests cannot be made up) and you'll miss important information.*
- ✚ *Lose your syllabus*
- ✚ *Do not practice outside of class.*
- ✚ *Do not read your texts on time.*
- ✚ *Don't check your class schedule.*
- ✚ *Turn in work late.*
- ✚ *Be disrespectful of ASL, Deaf Culture and your fellow students.*

Class Website: It is the Student's responsibility to check the **MyBC** class documents **frequently** for resources and class materials. Homework, handouts, class bulletins, and discussion will be available on this site.

Homework: Many homework assignments are posted on the web. Your schedule tells you when to seek-out your homework assignments on **MyBC**.

Resources: Study guides and other documents that will help you succeed in this class are also posted on **MyBC**. Start with "Definitions of Classroom Terms"

Syllabus Assignment: If you have not found your Syllabus assignment instructions, go back to the first page and look again. Some of the instructions are hidden in the descriptions of other assignments. There are 6 things that I have asked you to include in this assignment paper. **This paper is due Friday, January 4th at the beginning of class.**