

Foreign Language Department

Course Information

American Sign Language 1

Quarter	Winter 2003	Credits:	5
Title	ASL 101 A	Item #:	1481
Session Hours	Daily 11:30-12:20	Room:	C 155
Instructor	Rick Mangan	Email:	rmangan@bcc.ctc.edu
Office	D 271	Office Hours:	2:30 – 3:30 Daily

Course Description: ASL 101 is a five credit, transferable, college level, language course. It is an introduction to American Sign Language (ASL) and the community of people who use it. As a second language, ASL 101 also covers fundamental issues of basic human language, grammar and communication. Above all, it is a class that requires your attendance, involvement, and practice if you plan to succeed. Success in this class will bring you valuable skills that will enrich your life significantly, by introducing you to a unique, diverse, rich culture that coexists throughout North America, namely Deaf community, empowering you to connect with members of that community by means of a natural language, and broaden your understanding of human communication, culture, and language.

Required Texts:



Signing Naturally, Level 1, Expanded Edition. Student Workbook and Videotape.
The complete Idiot's Guide to learning Sign Language Alpha Books, 1998
Signing Naturally Core Vocabulary Video (available in the Media Center)

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

A	96%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%

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.

Your total points will be earned in the separate areas listed in the Box to the right.

<i>Receptive Skills</i>	200
<i>Signing Naturally</i>	200
<i>Culture/Grammar</i>	200
<i>Expressive Skills</i>	100
<i>Homework</i>	100
<i>Fingerspelling</i>	100
<i>Culture Experience</i>	100

The Schedule:

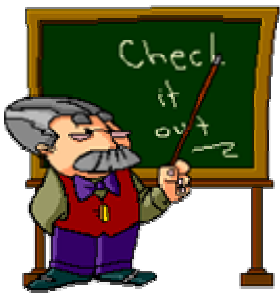
Monday	Tuesday	Wednesday	Thursday	Friday
January 6 Introduction	7	8 Fingerspelling	9	10 Homework #1
13	14	15 Fingerspelling	16 Signing Naturally 1&2	17
20 NO SCHOOL!	21 Culture/Grammar 1	22 Fingerspelling	23	24 Homework #2
27	28	29 Fingerspelling	30	31
February 3	4 Signing Naturally 3	5 Fingerspelling	6 Culture/Grammar 2	7 Homework #3
10 Expressive #1 Due	11	12 Fingerspelling	13	14 Receptive exam 1
17 NO SCHOOL!	18	19 Fingerspelling	20	21
24	25 Culture/Grammar 3	26 Fingerspelling	27 Signing Naturally 4	28 Homework #4
March 3	4	5 Fingerspelling	6	7
10 Expressive #2 Due	11	12 Fingerspelling	13 Signing Naturally 5	14 Homework #5 Receptive exam 2
17 Culture/Grammar 4	18 Due: Culture Contact Experience	Finals Week		
		19	20	21



Course Outcomes: at the end of this course the students will be able to...

- ✚ Demonstrate understanding of fundamental definitions of deaf culture and knowledge of the deaf community through interactions and written work.
- ✚ Demonstrate knowledge of basic issues common to American deaf culture, its history and values, through written work (reports, tests, group work and videos). Also identify elements of deaf culture that are different from or similar to their own and identify elements of deaf family life that are different from or similar to their own family lives.
- ✚ Explain and illustrate the substrates of a natural language as opposed to artificial languages or codes.
- ✚ Demonstrate knowledge and comprehension of fundamental ASL language functions, grammatical structures and general principles of human language functions that apply not only to ASL but also to various natural languages. (Grammatical Elements -noun, verb, adjective, adverb, pronoun, preposition, subject, object, topic, comment).
- ✚ Demonstrate knowledge and comprehension of the rules governing the use of finger-spelling and ASL's numbers by correct responses and translations in conversations and exams and correct application in conversations and expressive assignments.
- ✚ Translate ideas from ASL to English and English to ASL and demonstrate their skill through quizzes, exams, class presentations, and interactions.
- ✚ Recognize and understand correct use of ASL through daily practice of core vocabulary by correct responses, translations and application in classroom conversation, receptive exams and expressive assignments.
- ✚ Gain a general knowledge of grammatical constructs, rules, and functions of American Sign Language and demonstrate this knowledge through usage, responses, translations and application in classroom conversation, receptive exams and expressive assignments.

Attendance: Your attendance is required if you are to succeed in any sign language class. ASL 101 is no exception. Because the language is visual and manual, your eyes, body and mind must be present or you cannot learn. Your participation in class activities is a required part of your attendance. American Sign Language is all about communication and communication is the interaction between individuals sharing information. A book or videotape can never provide this communication environment. If for any reason you miss a class, it is your responsibility to contact a classmate and find out what was missed. If you missed a handout it is your responsibility to make a copy of that handout from a fellow student or to contact the instructor for a copy.



Make-ups are not possible for missed tests or quizzes. Your attendance will be recorded and your percentage of attendance will be added to your final grade. 100 percent attendance will earn 100 attendance points. Attendance is worth a possible 100 points.

Winter quarter runs from January 6th – March 21st , 2003

Class will meet Daily from 11:30 – 12:20 In Room C 155

Non- Class days this quarter:

Monday, January 20th

Monday, February 17th

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
Cultural & Grammar	4	50 points	200 points
Fingerspelling	10	10 points	100 points

Fingerspelling: a total of 10 quizzes are scheduled for the quarter, roughly one per week, each quiz is worth 10 points for a possible total of 100 points. Fingerspelling quizzes require your attendance. Missed quizzes cannot be made up.

Cultural/Grammar Quizzes: Throughout the quarter, you will be quizzed on information from class lecture information and your assigned text readings directed at the exploration of issues in the culture of Deaf Americans and the Grammar of their language. There will be four multiple choice quizzes each worth 50 points for a total of 200 points. You are responsible for bringing a Scantron form and a #2 pencil to class on quiz days.

Signing Naturally is the main text of this class. A combination workbook and videotape, 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. 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.

Expressive Skills Exercises:

Expressive skills can be described as your ability to produce understandable sign language. To demonstrate your improving ability you will work in small groups. 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 exercises will be worth a total of 200 points or 20% of your total grade.

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.

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 20 points each. Points are assigned by timeliness and effort put into the assignment rather than being graded for right or wrong. All homework will be due on the Monday after it is assigned. Late work will not be accepted for full points. Homework assignments are designed as a learning tool for students rather than a testing tool of ability. A total of 100 points are possible for homework.

Contact Experience requirement: A Cultural Endeavor!

Practical application of your sign language skills is required throughout the quarter. You are required to have three contacts using American Sign Language to provide you first-hand experience with The Deaf culture, and (hopefully) to introduce you to a new friend. Your three contact experiences are worth a total of 100 points. (This will be assigned later in the quarter as students' skill increase.)

Classroom Protocol (what I expect of your behavior):

Voiceless-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.

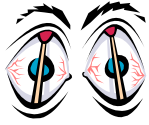
Respect of Others: In starting, I will give you the benefit of the doubt that you as an adult can handle responsibility for your actions. I will expect courtesy, attentiveness, and a willingness to learn. In so doing, you will earn my respect as a responsible adult, and be treated accordingly. What I 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 wholeheartedly 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.



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.



“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, are considered to be public in nature. Every exchange is an opportunity for you to follow a conversation and practice your new skills.



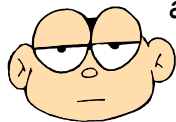
Mistakes: *“Dare to be wrong!”* I expect all students to make mistakes in the process of learning a new language. From my study of linguistics and theories of language acquisition, I have come to believe that the mistakes that you make while learning any language are not only inevitable, they are invaluable! 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!”*

ASL ZONE:

The area in and around the classroom is an ASL ZONE! No voices are allowed inside or around the classroom, before, during, after class, or during our ten-minute breaks. This is not some monastic vow of silence; you can still communicate freely! But use your budding ASL skills. This is an opportunity to apply your new knowledge, try it out, and reinforce your learning. The hearing world is full of opportunities to practice your spoken language... but people to practice ASL with are relatively few and far between. Every moment with another ASL student is a chance to practice. Don’t waste your contact time.

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.



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 **44 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.

ASL Study groups are student-driven meetings of ASL students, before or after class. **I cannot stress enough the value of this**

How to get an A: Getting an A in this class is no simple task, but it is possible. From my experience these are some key elements that will increase your likelihood of getting



Read your syllabus

of class: study groups, interact with ASL students, Deaf Friends.



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 and practice time.
- ✚ Lose your syllabus
- ✚ Do not practice outside of class.
- ✚ Do not read your texts on time.
- ✚ Turn in work late.
- ✚ Be disrespectful of ASL, Deaf Culture and your fellow students.

Reading Schedule for the "Complete Idiot's Guide to Learning Sign Language"

Read By:	Chapter	Title	Page	
Jan 8	1	So You Want to Learn to Sign	3 - 13	Culture/Grammar Quiz #1 January 21st
Jan 10	2	Who Ever Thought of This Language?	15-27	
Jan 15	3	But Is It Really a Language?	29-39	
Jan 23	4	I'll Never Get This... Will I?	41-48	Culture/Grammar Quiz #2 February 6th
Jan 23	5	The Four Parts of a Sign	51-57	
Jan 30	6	It's the Little Things That Make All the Difference	59-67	
Feb 10	7	Variations on a Basic Sign	69-75	Culture Grammar Quiz #3 February 25th
Feb 10	8	ABC's and So Forth	77-83	
Feb 13	9	1-2-3's	85-95	
Feb 13	10	The Family Circle and Beyond	99-107	
Feb 20	11	Home and Other Hangouts	109-117	
Feb 20	12	It's Off to Work (or school) We Go	119-129	
Feb 20	13	Pets and Other Beasts	131-137	
Feb 20	14	Anybody Hungry?	139-147	
Feb 27	15	Clothing Basics	149-153	Culture/Grammar Quiz #4 March 17th
Mar 3	16	Clubs, Celebrations, and Occasions	155-161	
Mar 3	17	Weather or Not	163-169	
Mar 7	18	Don't Know Much About Geography	171-180	
Mar 7	19	Time on Your Hands	183-189	
Mar 12	20	In Sickness and in Health	191-199	
Mar 12	21	How Would You Describe That?	201-207	