ASL& 122: American Sign Language II

#1415 Fall 2017

Room: N206
Time: 11:30-12:20 Daily
Instructor: Rick Mangan
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Office Hours: Click for link
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Course Information

ASL 122 is a five credit, transferable, college level, language course that expands the basic vocabulary and grammar of ASL for the continuing student and reviews the cultural aspects of deafness. Fulfills humanities course requirement at Bellevue College.

Course Outcomes After completing this class, students should be able to:

• Demonstrate improvement in existing skills, and express concepts correctly and understandably in American Sign Language by correct responses, translations, and application in classroom conversation, receptive exams and expressive assignments.
• Show improvement in their ability to translate ideas from ASL to English and English to ASL through classroom conversation, receptive exams and expressive assignments.
• Demonstrate knowledge and comprehension of core vocabulary for ASL 2 by appropriate and correct responses, translations and application in classroom conversation, receptive exams and expressive assignments.
• Demonstrate knowledge of basic issues common to American deaf culture, its history and values, through classroom conversation, receptive exams and written assignments.
• Identify, explain and illustrate the various concepts, rules and functions of ASL through application and written assignments.
• Demonstrate knowledge of the various uses and functions of American Sign Language classifiers.
• Demonstrate the ability to identify, explain and illustrate general principles of human language, which apply not only to ASL but also to other natural languages.
• Demonstrate the ability to define and explain cultural transmission and language acquisition by correct responses in conversation and written work.
• Demonstrate ability to communicate with deaf individuals using ASL, and show knowledge of grammatical functions and rules by applying these principles in a consistent, practical manner through usage in and outside of class and through expressive assignments.
How Outcomes Will be Met

Course outcomes are assessed through Receptive Exams and Unit quizzes and fingerpsselling quizzes, that measure your ability to understand information conveyed through ASL, Expressive Projects which measure your ability to convey understandable information through Production of ASL (signing). Measurement of your Expressive Skills is established through peer and self evaluation that quantitatively and qualitatively assess your learning progression. Knowledge of cultural and grammatical content is evaluated though study of texts and subsequent paper, and your cultural awareness is self-evaluated through cultural contact experiences culminating in a reflection paper.

Grading

Your grade is a numerical reflection of the study, practice, and effort that you invest in your learning experience and your ability to apply what you have learned. You are the only person responsible for your grade. Your instructor is a “score-keeper” not a “grade-giver.” You earn points which add up to a numerical value that is your grade. As per BC 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 1,000 points possible for this course. 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.

The College Grading Policy is explained in the current Course Catalog and can also be found at this link: Grading Policy
Extra credit points (in addition to the 1,000 points mentioned above) will be randomly, unpredictably available throughout the quarter. There are no extra credit assignments available. To take advantage of extra credit, you must be present in class when they are offered, usually in the form of bonus questions on quizzes.)

Points can be subtracted for inappropriate behaviour.

**Attendance**

Language learning is unlike any other learning experience you may experience. It is an inherently human endeavor, that requires human interaction, repetition, and practice. It also requires courage and perseverance. You cannot learn a language by yourself. To encourage this interaction and to build your confidence, your attendance is required in this course.

Your attendance will be recorded and your percentage of attendance will be factored into your final grade and will become part of your Participation points.

Showing up late and leaving early are disruptive to the class. **You will be counted present only if you are present for the entire class period.**

Missing 15% of class (8 days or more) will result in an automatic failure. This is not an arbitrary rule. This class moves quickly and information is compounded (things we learn build upon things we’ve learned before) therefore missing class involves missing information and practice. This has a snowballing effect that will put you far behind your peers, and has a negative impact on the entire class. If you know in advance that you must be absent communicate with me (your instructor) to make a plan for mitigating damage from your absence. If for any reason you miss a class, it is your responsibility to contact a **classmate** and find out what was missed. **Make-up for missed quizzes is not possible.**

**Books and Materials Required**

**Signing Naturally Units 1-6.**

**Signing Naturally Units 7-12.**

**1001 Signs for ASL Students, Volume 1 & 2**
(ASL 121 Course Packet & DVD)

**Scantron Sheets (4)**
(available in the book store)

#2 Pencil
Signing Naturally is the main text of this class. Unlike any textbook you’ve used before, this is a combination workbook and video, it gives you out-of-class practice in understanding ASL and Deaf culture, through a variety of exercises, and language models. It is your responsibility to work and re-work the lessons until the information becomes completely understandable to you. Write down any questions and bring them to class. You are responsible for all of the material in the assigned Unit, whether we cover it in class or not. Your ability to follow through on this responsibility will be measured by means of regular Signing Naturally Quizzes—based on exercises in the work book. This class covers four units. It completes your first book, Unit 5, and unit 6, and then begins the second book, Units 7 & 8 (of the “purple book”). Each quiz is worth 50 points. Your lowest score is dropped.

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 25 points for a total of 100 points. You are responsible for bringing a Scantron form and a #2 pencil to class on quiz days.

Fingerspelling: Fingerspelling quizzes require your attendance. A total of 11 quizzes are scheduled throughout the quarter. Each quiz is worth 10 points. Your lowest score will be dropped. This leaves a possible total of 100 points. Missed quizzes cannot be made up. Fingerspelling quizzes are pop quizzes and are often missed if you are absent. They cannot be made up, but you do get to throw out your worst score!

Receptive Skills Exams: Your receptive skills exam will take place in the language lab or in the classroom throughout the quarter. The you will see a signed story using vocabulary and grammar appropriate to the units you have studied. You will be tested on comprehension, through answering questions or by translating these passages into written English. Each receptive skills exam will be worth 50 points for a total of 200 points or 20% of your total grade. Additional Receptive assignments will be available for your practice.

Expressive Skills Exercises & Exams: Expressive skills are your ability to produce understandable sign language. To demonstrate your improving ability you will work in a language laboratory setting to record your sign language performances. Each assignment will be clearly defined as it is assigned on Canvas. Points are earned for following instructions, preparation and participation. Each Expressive Project will be worth 50 points for a total of 200 points or 20% of your total grade.
**Papers:** As you 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. These expectations are explained to you in a document entitled “**Writing College Papers**” which you can find on Canvas.

**Cultural Contact Paper:** Practical application of your sign language skills is required this quarter. You are required to have a minimum of 3 contacts totaling **10 hours of Deaf/ASL contact** this quarter to provide you first-hand experience with American Deaf culture, and hopefully to introduce you to new friends. These contacts are designed to build your confidence in your ability. You will keep a journal of these experiences, and write a brief reflection paper analyzing your contact experience. It is due at the end of the quarter and is worth 100 points. You will find the requirements and guidelines for this assignment on Canvas.

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**Instructor’s Expectations**

**Struggle:** Struggling can be uncomfortable, but it is a natural part of the learning experience. When your classmates are struggling, LET THEM! It is not your job to rescue them, and your “helping” behaviors can result in robbing them of a learning experience! If the person next to you asks for clarification, direct them to the instructor.

If (when) YOU are struggling, do not ask the person next to you “what did he say?” Ask **ME**. I am happy to help you understand, and I’m more experienced in doing so than the student sitting next to you. You will learn to be more comfortable making mistakes, and asking questions.
**Mistakes:** “Dare to be wrong!” I expect all language students to make mistakes. 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. Your mistakes can be learning experiences for your classmates as well. Understanding the mistakes of another can give you a deeper understanding of things yourself.

Remember: Our mistakes do not define us. They should not limit us. Mistakes are not a reflection of “failure” they are seeds of learning, indications of what we have not learned YET.

**Silence:** During the class, the use of voices is prohibited. 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 is not allowed.

**Respect:** Courtesy, collaboration, attentiveness, maturity, and willingness to learn are all expected of you in this classroom. I will not tolerate your interference in another student’s learning experience. That includes, distracting noise or behavior, Cell-phone use, texting, whispering, harassment (of any kind), discouragement or ridicule. I am sure that you as a responsible adult will not tolerate these things either. I whole-heartedly believe that learning requires trust and courage. My classroom is a place where your well-intentioned errors are welcomed. I make mistakes too! Sometimes, mistakes are funny and laughter follows naturally, good-natured laughter is harmless, especially where we learn to laugh at ourselves – to laugh with our classmates but NEVER AT them. Keep in mind that no one feels free to take risks in an environment where they fear being ridiculed or criticized and that learning requires risk-taking. You are responsible for creating the kind of supportive environment where you, yourself, feel free to make mistakes, and find understanding, and support from those around you.

**Attention and Incidental Learning:** 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 language 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. Every exchange in class is an opportunity for you to follow a conversation and practice your new skills.

Certain “active listening” behaviors are expected as part of American Sign Language. That is, certain manual behaviors (Signs such as OH-I-SEE, 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.**

**CULTURE-WOW:** Lack of active listening behaviors (sitting passively, quietly, not reacting—behaviors you were probably taught in school as “appropriate classroom 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 will usually be interpreted as rudeness in the ASL context! Wow!

**Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

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/](http://bellevuecollege.edu/drc/)

If you have DRC accommodations, and have any concerns about that process, come seem me during my office hours. I welcome the opportunity to learn more about your learning style and ways in which I can be more effective in my teaching.

**College Anti-Discrimination Statement**

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/)
Affirmation of Inclusion

Bellevue 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.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Affirmation of Inclusion (https://www.bellevuecollege.edu/inclusion/)

As a proud member of the LGBTQ Community, my classroom is an LGBTQ Safe Space.

Regardless of your background, religion, ethnicity, gender identity, physical ability, skin color, sexual orientation, We are here to learn about a different culture: Deaf Culture. 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 and I am committed to maintaining an environment in which we ALL feel SAFE to learn.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments because of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

Policy 2950 Accommodations for Reasons of Faith or Conscience (http://www.bellevuecollege.edu/policies/id-2950p-2/).

Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one’s own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation.
Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: Student Code

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at Title IX (http://www.bellevuecollege.edu/titleix/).

If you have any concerns, you may report to: Report Concerns (https://www.bellevuecollege.edu/reportconcerns/).

Course Calendar

Your course calendar is a separate document that can be found on Canvas.