American Sign Language 1

Title: ASL 101 C
Instructor: Rick Mangan
Email: rmangan@bcc.ctc.edu
Phone/tty: 425-564-2289
Office Location: A 245 G (Mailbox: R 230)

Time: Daily 10:30-11:20
Room: R 204
Item #: 1446
Quarter: Fall 2006

Office Hours: See Last Page

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:

MASTER ASL! Level One, Jason E. Zinza, 2006.
1001 Signs for ASL Students, Volume 1 (ASL 101 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 MyBCC:
http://mybcc.net

If you haven’t used “my bcc” yet, log on to create an account as soon as possible. It may take a few days for your classes to show up on that site. Be patient. Once your MyBCC account is up and running, check it frequently for class handouts, study guides, homework, and more.

Fall Quarter: Sept 18th - December 6th

No Class on Wed, October 11th
No Class on Monday, October 30th
No Class on Friday, November 10th
No Class on Thursday/Friday November 23/24th
Course Outcomes: In the course of this class the student will acquire 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...

- 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.

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.

“A” students join study groups.
**AsL 10 1 CLASS Fact Sheet**

**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 & respect**

**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.

**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. You will explore and step out into the world of ASL users...you cannot master ASL 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 people who use it fluently.

**Respect:** I expect you to respect this language and the people who use it. Learning in the DEAF-WAY means maintaining visual awareness, keeping a silent environment (*it's incredibly rude to speak in the presence of Deaf people without signing*) and learning how to learn in that environment. If you plan to be successful in this class, you will work actively on your ability to communicate manually/visually and to increase your knowledge of DEAF social etiquette to the point where you feel safe enough to approach and converse with Deaf people.
Grading: Your grade is a numerical reflection of the effort and dedication that you invest toward your learning of this subject and you’re 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 1100 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.

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Points for this class will be earned in the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 96%</td>
<td>Receptive Skills 200</td>
</tr>
<tr>
<td>A- 90%</td>
<td>Master ASL 200</td>
</tr>
<tr>
<td>B+ 87%</td>
<td>Culture/ Grammar 200</td>
</tr>
<tr>
<td>B 83%</td>
<td>Class Participation 300</td>
</tr>
<tr>
<td>B- 80%</td>
<td>Fingerspelling 100</td>
</tr>
<tr>
<td>C+ 77%</td>
<td>Culture Contact 100</td>
</tr>
<tr>
<td>C 73%</td>
<td>Total: 1100</td>
</tr>
<tr>
<td>C- 70%</td>
<td></td>
</tr>
<tr>
<td>D+ 65%</td>
<td></td>
</tr>
<tr>
<td>D 60%</td>
<td></td>
</tr>
</tbody>
</table>

Accommodation/Accessibility

If you require accommodation based on a documented disability, emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with me as soon as possible. You will find that Bellevue Community College has many resources for its students. People with learning differences or disabilities have many options for developing strategies that for academic success.

Because ASL is a manual and visual language different than any spoken language, some students find ASL to be a perfect match for their learning style, while others struggle and struggle. While struggle is a normal part of education, people with learning disabilities can get overwhelmed and struggle unnecessarily when help is available. As a teacher, one of my greatest frustrations is watching a smart student work diligently and still have trouble with tests. It’s even worse when this student comes to me late in the quarter to inform me of his or her learning disability when it’s too late in the quarter to get the assistance he or she deserves. If you know or suspect that you have a learning disability contact me (and DSS) right away so we can build a strategy for your success.

If you would like to inquire about becoming a DSS student you may call 564-2498 or go in person to the DSS (Disability Support Services) program office in B 132.
The Schedule: (Notice that it’s not written in stone)

<table>
<thead>
<tr>
<th>wk</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 18th Introduction</td>
<td>19 Begin Unit 1</td>
<td>20</td>
<td>21</td>
<td>22 Get: Homework #1</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29 Quiz: Culture/Grammar 1</td>
</tr>
<tr>
<td>3</td>
<td>Oct 2 Quiz: Master ASL Unit 1</td>
<td>3 Begin Unit 2</td>
<td>4</td>
<td>5</td>
<td>6 Get: Homework #2</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>10</td>
<td>11 NO SCHOOL</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>16 Culture/Grammar 2</td>
<td>17</td>
<td>18 Quiz: Master ASL Unit 2</td>
<td>19 Begin Unit 34</td>
<td>20 Get: Homework #3 Receptive Practice 1</td>
</tr>
<tr>
<td>6</td>
<td>23 Due (In Class) Expressive Project 1</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>7</td>
<td>NO SCHOOL</td>
<td>30</td>
<td>31 Paper DUE: Expressive Self Eval</td>
<td>November 1 Quiz: Master ASL Unit 3</td>
<td>2 Begin Unit 45</td>
</tr>
<tr>
<td>8</td>
<td>6 Culture/Grammar 3</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10 Get: Homework #4 Receptive Practice 2</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16 Due (In Class): Expressive</td>
<td>17 Due (In Class): Project 2</td>
</tr>
<tr>
<td>10</td>
<td>20 Paper DUE: Expressive Self Eval</td>
<td>21</td>
<td>22 Get: Homework #5 Paper DUE: Culture Contact</td>
<td>23 NO SCHOOL</td>
<td>24 NO SCHOOL</td>
</tr>
<tr>
<td>11</td>
<td>27 Quiz: Master ASL Unit 4</td>
<td>13</td>
<td>14 Receptive EXAM 2</td>
<td>15 Culture/Grammar 4</td>
<td></td>
</tr>
</tbody>
</table>

Attendance: Your attendance is required if you are to succeed in any sign language class. ASL 101 is certainly no exception. Because the language is visual and manual, your eyes, body and mind must be present throughout class 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. 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. 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.
**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:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master ASL</strong></td>
<td>4</td>
<td>@ 50 points</td>
<td>200 points</td>
</tr>
<tr>
<td><strong>Cultural &amp; Grammar</strong></td>
<td>4</td>
<td>@ 50 points</td>
<td>200 points</td>
</tr>
<tr>
<td><strong>Fingerspelling</strong></td>
<td>10</td>
<td>@ 10 points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

**Master ASL** 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 Master ASL 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.

**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.

**Fingerspelling:** Fingerspelling quizzes require your attendance. A total of 11 quizzes are scheduled throughout the quarter, roughly one per week. 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.

**Expressive Skills Exercises & Exams:** 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. Exams will be explained as they are assigned. Your expressive Exams will be worth a total of 100 participation points.

**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.

Cultural Contact Experience: A Cultural Endeavor!

Practical application of your sign language skills is required throughout the quarter. You are required to have significant contacts with other (ASL) signers to provide you with first-hand experience with the Deaf culture, and (hopefully) to introduce you to a new friend. Your contact experiences are worth a total of 100 points. Requirements and guidelines for this assignment can be found in your MyBCC files.

Participation Points: A total of 300 points (30% 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”).

Syllabus Quiz: There will be a quiz on the material found within this document during the first or second week of the quarter. This quiz is worth 10 Participation Points.

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

Voicelessness!: 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 is not allowed.
“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. Every exchange in class is an opportunity for you to follow a conversation and practice your new skills.

“**It is very wrong to say that you understand a thing when you do not.**”
~**Thomas Hopkins 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 an 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!”**

**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**
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.

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 is taken for rudeness in most 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 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 get 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 and practice time.
- Lose your syllabus
- Do not practice outside of class.
- Don’t participate in class.
- Do not read your texts on time.
- 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 MyBCC class documents **frequently** for resources and class materials. A reading schedule for “For Hearing People Only” will be posted on this site:  [http://mybcc.net](http://mybcc.net)

**Homework:** Most homework assignments are posted only on your “MyBCC” class page, and not handed out in class. Your schedule tells you when homework assignments are available, and your homework assignment tells you when it is due.

**Resources:** Study guides and other documents that will help you succeed in this class are also posted on your class website. Start with “Definitions of Classroom Terms” and keep your eyes open for a plethora of other helpful documents. Any and all of the information posted on MyBCC will likely appear on a test of some kind.

---

**Instructor’s Office Hour Information:**

Office Location A 245
Available for Drop-In:

Daily 2:30-3:30 PM
Other times by appointment.