



Become Exceptional



AMERICAN SIGN LANGUAGE 6

Title: **ASL 223 A**

Time: **Daily 10:30-11:30**

Room: **L220**

Item #: **1420**

Quarter: **Spring 2013**

Instructor: **Rick Mangan**

Email: **rmangan@bellevuecollege.edu**

Phone: **425-564-2289**

Office Location: **A 245 G** (Mailbox: R 230)

Office Hours: **Posted on Canvas**

COURSE DESCRIPTION: **ASL 223** is a five credit, transferable, college level, language course. It completes the second year of 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 review and further your understanding of 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:



Signing Naturally, Level 3, Expanded Edition. Student Workbook and DVD.

Additional Materials will be posted on Canvas

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 Canvas:

Check canvas DAILY or more. I suggest you set it up to receive text notifications for announcements, discussions, bulletins, class handouts, study guides, homework, and more.

Spring Quarter: April 1st – June 11th

*No Class Monday May 27th
Finals June 12-14th*

ASL 223 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.



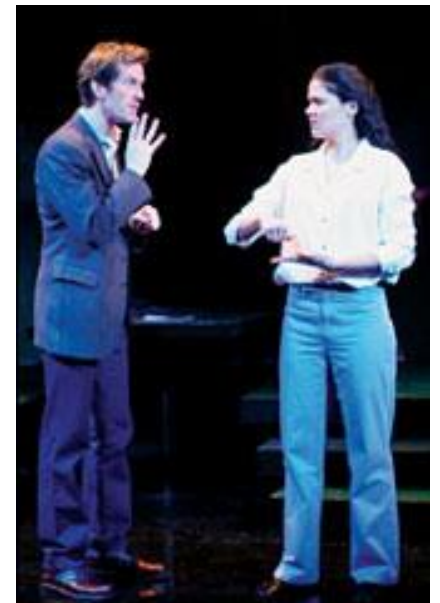
SCHEDULE ***Stay on top of the class schedule!***

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/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.**

COURSE LEARNING OUTCOMES:

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

- Transcribe Signed sentences at an advanced level.
 - Read and understand Glossed ASL sentences at an advanced level.
 - Transcribe classifiers to ASL Gloss at an advanced level.
 - Read and understand glossed Classifiers at an advanced level.
 - Identify, define and give examples of advanced linguistic properties of American Sign Language.
 - Engage in culturally appropriate, signed conversations using intricate description, of finances, living situations, automobiles, education, diversity, and life span dynamics.
 - Engage in culturally appropriate, signed conversations about health, the human body, and medicine.
 - Demonstrate vocabulary and grammatical acumen to engage in ASL conversation with near-native fluency.
 - Produce and understand classifiers with near-native fluency.
 - Produce and understand mouth morphemes, and non-manual markers with near-native fluency.
 - Direct and manage conversation skills in ways consistent with cultural norms of American Deaf culture.
 - Understand and appropriately respond to a wide variety of signing styles and registers common in American Deaf culture.
 - Identify, explain, and effectively apply the topic-comment structure, and supporting non-manual grammatical signals.
 - Produce and understand numbers in ASL with near-native fluency.
 - Demonstrate code-switching and register control with near-native fluency.
 - Demonstrate storytelling techniques with near-native fluency.
-

COURSE CONTENT OUTLINE:

Conversation Modulation:

- Direct and maintain attention
- Control the pace of conversation
- Resume conversation
- Respond to information

Reading/interpreting GLOSSed Sentences.

- Reading/Writing Advanced Glossed sentences
- Glossing Classifiers

Exploration of Modern Deaf Culture

- Vlog Analysis

Explaining Rules

- Expressing Detailed Information
- Narrating Unforgettable Moments
- Sharing Interesting Facts

Talking about Accidents

- Related Vocabulary:
- Grammar: Mouthing Morphemes. Topic-comment Structure, Sequencing, role shifting, storytelling.
- Appropriate Classifier Usage.
- Numbers: Review cardinal numbers from 1-Trillions.

Talking about Money

- Related Vocabulary: Debts, finances, purchase and income.
- Grammar: Topic-comment Structure, Number Incorporation.
- Numbers: Review money numbers from 1-Trillions.

Discussing Health Conditions

- Describing the Human body.
- Describing Symptoms and Treatments
- Presentation on Health Conditions

Storytelling

- Related Vocabulary
 - Analyzing Key Elements.
 - Story Development.
-

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.



GRADING: Your grade is a numerical reflection and dedication that you invest toward your learning of this subject and your ability to demonstrate work. 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:

Expressive Skills	300
Receptive Skills	300
Quiz	200
Term Paper	100
Culture Contact	100
Total:	1000

Unknown at this time.

YOUR CLASS SCHEDULE IS AVAILABLE ON-LINE

It will be posted and periodically updated on MyBCC

Attendance: Your attendance is required if you are to succeed in any sign language class. As you already know, **ASL 223** 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-up exams 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:

SIGNING NATURALLY	4	@	50 points	200 points?
--------------------------	---	---	-----------	-------------

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.

Quiz A	Units 20 & 21
Quiz B	Units 22 & 23
Quiz 24	Unit 24
Quiz 25	Unit 25

TERM PAPER (Due Week 9) To show your awareness of Deaf culture and the issues important to members of the Deaf community, you are to write a 3-4 page, mid-term paper related to a subject you have chosen from Deaf VLOGs. The point of this assignment is to show your ability to think critically, and apply your knowledge related to issues common in the modern DEAF-WORLD. Please see the details of this assignment and a helpful guide in Canvas.

EXPRESSIVE SKILLS EXERCISES & EXAMS:

To demonstrate your improving ability to express yourself in ASL, 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.

VIDEO PROJECTS★



This quarter you will be creating multiple ASL video Projects. There will be variety of projects including, **READING TRANSCRIPTIONS & REPRODUCING DEAF CONVERSATIONS, CREATING ORIGINAL PROJECTS, and CLASSIFIER EXPLORATION.** You will receive specific feedback on your Grammar, Accuracy, and developing Style from your instructor. The guidelines and directions of each assignment will be posted in your “Canvas” Assignments.



RECEPTIVE SKILLS EXAMS: Receptive skills exams will take place throughout 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 a total of 300 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 fluent (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 on Canvas under Assignments.

YOU WILL BE REQUIRED TO ACCUMULATE NO LESS THAN 10 HOURS OF DEAF CULTURE CONTACT THIS QUARTER, AND YOUR EXPERIENCE MUST INCLUDE DIRECT CONTACT WITH DEAF INDIVIDUALS.

CLASSROOM PROTOCOL (WHAT I EXPECT OF YOUR BEHAVIOR):

Please Read the Arts & Humanities Student Expectations and Policies:
<http://bellevuecollege.edu/artshum/policy.html>

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, text messaging, whispering, insults, cruelty, harassment (*of any kind*), or ridicule of others. 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 an open environment where all are 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.

AND IT INFURIATES YOUR (Irish) INSTRUCTOR!

WHEN YOU HAVE QUESTIONS... ASK RICK! NOT THE PERSON SITTING NEXT TO YOU!

VOICELESS-NESS!: During the class, the use of voices is **PROHIBITED.**

Your voice is not invited to the class. This is your second year of ASL study; therefore I expect you to be able to communicate without English, and to know how to admit when you didn't catch something! That is why a silent environment will be maintained throughout the class. Upon the teacher's discretion, a penalty of 5 points per infraction may be implemented for students who speak in class. Whispering is (rude) not allowed (and really ticks me off!)



MISTAKES: "DARE TO BE WRONG!"

I expect all students to make mistakes in the process of learning a new language. 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! **OWN WHAT YOU KNOW (AND WHAT YOU DON'T) ...DON' T HIDE IT!**

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!"**

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

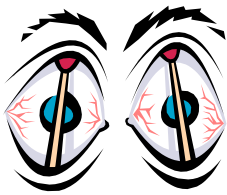
~Thomas Hopkins Gallaudet, 1836

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.

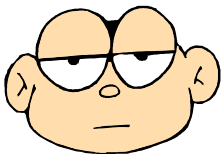
"LISTENING" SKILLS:

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.

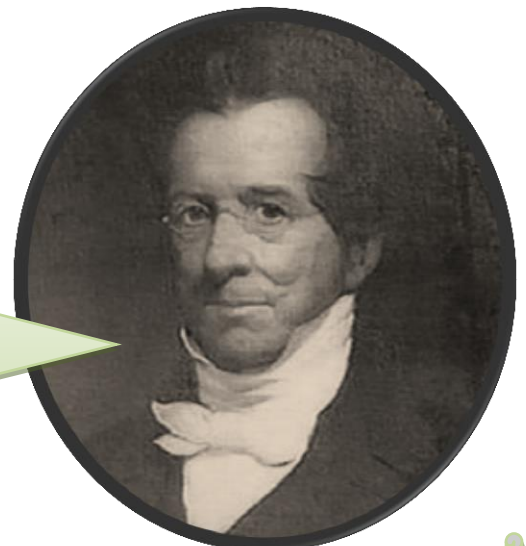


ACTIVE LISTENING BEHAVIORS:

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.



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 Hopkins Gallaudet

OTHER CLASS RESOURCES:

Class Website: It is the Student's responsibility to be aware of materials posted on Canvas. I strongly suggest that you set up Text alerts.

Homework: Most homework assignments are posted only on your "MyBC" 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 MyBC will likely appear on a test of some kind.

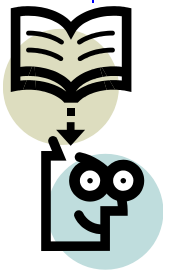
ACCESSIBILITY



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**