Department of American Sign Language

AMERICAN SIGN LANGUAGE 120: Beginning Sign Language
COURSE SYLLABUS

Tuesday & Thursday 11:30am-1:20pm
Course Sessions: Tuesday & Thursday 11:30am-1:20pm

Location: B-164 Section: 0944 Course Length: 16 weeks

Course Description:
American Sign Language 120: The beginning course in a series of four American Sign Language courses. Introduction to American Sign Language as used within the Deaf culture. Instruction in the basic structure of the language and development of its use. Introduction to the Deaf culture and history of the language.

Instructor: Jennifer Smith

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           Cell: 619.905.9157 (text)

Department Administration:

Division Dean: Pat Setzer
Department Chair: Dorian Yanke
Required Publications and Supplies

Required Textbooks:

Lentz, E, Mikos, K and Smith, C; Signing Naturally: Student Workbook Units 1-6; Dawn Sign Press; San Diego, California, 2008.

Humphries, T and Padden, C; Deaf in America: Voices from a Culture; Harvard University Press; Cambridge, Massachusetts, 1998.

Recommended Book/Other Resources:


Holcomb, T; Introduction to American Deaf Culture; Oxford University Press, 2012.

Websites listed below are available for additional practice opportunities; however, take note that some sites may show signs or mannerisms that reflect the local signing community, not what is taught in this class. This will give you a good understanding of sign variations based on regions and teaching philosophies. Enjoy and have fun practicing!

http://www.handspeak.com/word/

http://www.signingsavvy.com/browse-letter

http://dsdj.gallaudet.edu

http://www.planeteyeth.com

http://www.spreadthesign.com

http://www.sign2me.com
Course Objectives/Student Learning Outcomes

Students will be able to:

Language Acquisition

1. Demonstrate an understanding of the main ideas and significant details of an ASL conversation in a variety of contexts both formal and informal.
   a. Understand the main idea of a basic signed message.
   b. Respond appropriately to a basic request for information.
   c. Provide an appropriate response to a basic signed question or comment.
   d. Recognize a stated cause or effect in a situation described in a basic signed conversation.
   e. Apply and comprehend appropriate basic non-manual markers in the context of a question.
   f. Apply and comprehend basic aspects of ASL grammar and linguistics (examples: sentence order, use of finish, classifiers, number incorporation)
   g. Compare and Contrast various Sign Systems and the significance of their use.
   h. Translate and perform a 3-5 minute song or story in American Sign Language.

Deaf Community and Culture

2. Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf Culture.
   a. Compare and Contrast Medical Perspectives and Deaf Community and Cultural Perspectives on Deafness.
   b. Identify and observe rituals, values, and traditions of the American Deaf Community. (examples: greetings and leave taking)
   c. Identify and observe rules governing social and communication interactions. (examples: attention getting, sight lines, turn taking)

Technology

3. Demonstrate an understanding of how the technology of American Deaf Culture exemplify its cultural perspective.
   a. Analyze media (publications, websites) and its importance to the Deaf Community.
   b. Investigate the role of technology in improving Deaf peoples' lives.
   c. Recognize the role of television, videos, and film in the Deaf Community.
   d. Recognize the importance of entertainment in the Deaf Community (examples: Deaf sporting events, captioned movies and television, Deaf theater, Deaf community events.)
Exit Skills:

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

Recognize the members of the Deaf community as a cultural and linguistic minority with their own language (ASL), and how this recognition is part of understanding the sociological aspects of all cultures.

Interact with members of the Deaf community showing respect and value for the diversity within this community and the hearing community.

Analyze ASL as a unique language with its own linguistic and grammatical structure; recognize the similarities and differences between English and ASL; use this knowledge to better understand the English language and American culture and its relationship to Deaf culture.

Use a videophone and teletypewriter (TTY) and California Relay Services.

Compare and contrast communication technologies and their use within the hearing community and the Deaf community.

Analyze the history of programs and leaders (Deaf and hearing men and women) who have shaped and defined Deaf education, politics, advocacy, athletics, language, literature, and arts including the role of Gallaudet University in the Deaf and hearing communities.

Recognize the importance of bilingualism and biculturalism in society and the work force and explain the different sign systems used in American education programs.

Comprehend (receptive) and produce (expressive) basic ASL vocabulary and sentences.

Formulate a research strategy, including but not limited to periodical/journal, Internet, and library sources, to write (script) and present a signed story in ASL.
Methodology, Expectations, and Requirements

**Instructional Methods:** This course will be taught using a variety of instructional methods including lectures, group activities, individual presentations, class discussions, reading assignments (Deaf culture), class activities, videos and handouts.

**Class Participation:** The acquisition of a new language requires considerable expressive and receptive skill practice. Class participation is the core of this experience and is the primary opportunity for all students' skill development.

**Attendance:** Students are expected to attend class and be on time. Attendance is related to course performance and the ability to take reading quizzes and other exams. Arriving to class more than fifteen minutes late or leaving class more than twenty minutes early will be considered an absence. There are no make-up quizzes since students are allowed to drop their lowest quiz score. There are no make-up mid-terms or final exams.

Roll will be taken, however, it is the student’s responsibility to make sure the instructor knows he or she is present. In other words, the instructor's records will be used in determining attendance.

In accordance with College Policy, students may be dropped for excessive absences and/or persistent tardiness. Missing more than four class sessions may be result in being dropped.

**Student Code of Conduct:** All students are expected to follow the Student Code of Conduct which relies on the personal honor and integrity of Cuyamaca College students and staff. Any student who engages in any dishonest behavior, including cheating or plagiarism, will be subject to disciplinary action. In this class that also means receiving an “F” grade on the project or exam in question. The student will be ineligible to attend the class session in which the misconduct occurs. For more information on the Cuyamaca College Student Code of Conduct, please see: http://www.cuyamaca.edu/ascc/conduct.asp

**Electronic Devices:** Turn off your phones, iPads and other electronic devices.
Grading and Evaluation

**Assignments:** Students will be assigned work in their textbooks, sign language activities, and class handout readings.

**Class Activities:** Every week, there will be group and individual activities in class. Participation in these activities is mandatory and is a portion of your grade. There will be no make-ups on the in-class activities.

**Cultural Activity Paper:** Students are required to observe a Deaf community function. Deaf community functions will be announced throughout the semester.

“**Deaf in America: Voices From A Culture**”: You will be assigned reading assignments from the Humphries/Padden book, *Deaf in America: Voices From a Culture*.

**Video Assignments:** You will have four video assignments during the semester-the assignments will cover various topics and will be submitted in video format for evaluation and grading. Videos will be submitted to Blackboard.

**Unit Quizzes.** There will be unit quizzes based on the material learned in the unit’s lecture and activities.

**Midterm/Final Exam.** The midterm exam will be on the material learned in the three units of the textbooks and any lectures prior to the midterm date. The final exam will be on the material learned during the semester, with an emphasis on the last three units of the textbook and any lectures after the midterm exam.

**Story Presentation:** Each student will present a story using the sign language skills they have developed including their knowledge of Deaf culture.

**Story Presentation Video Recording:** All presentations are required to be recorded. A course requirement is to be recorded in class in front of an audience of your classmates and instructor.
Grade Determination

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<tr>
<th>Assessment</th>
<th>Percentage of Total Grade</th>
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<tbody>
<tr>
<td>Class Activities</td>
<td>5 percent</td>
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<tr>
<td>Workbook Assignments</td>
<td>5 percent</td>
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<tr>
<td>Cultural Reading Assignment</td>
<td>10 percent</td>
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<tr>
<td>Deaf Culture Event</td>
<td>10 percent</td>
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<tr>
<td>Video Assignments</td>
<td>10 percent</td>
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<tr>
<td>Quizzes</td>
<td>20 percent</td>
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<tr>
<td>Midterm/Final Exam</td>
<td>20 percent</td>
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<tr>
<td>Story Presentation</td>
<td>20 percent</td>
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Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100 percent</td>
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<tr>
<td>A</td>
<td>94-97.99 percent</td>
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<tr>
<td>A-</td>
<td>90-93.99 percent</td>
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<tr>
<td>B+</td>
<td>87-89.99 percent</td>
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<tr>
<td>B</td>
<td>84-86.99 percent</td>
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<td>C+</td>
<td>77-79.99 percent</td>
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<td>C</td>
<td>70-76.99 percent</td>
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<td>D</td>
<td>60-69.99 percent</td>
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<td>F</td>
<td>59.99 percent and below</td>
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The schedule and procedures in this course are subject to change in the event of extenuating circumstances. This course adheres to the policies outlined in the Cuyamaca College catalogue. For further information, see Academic Policies stated in the College catalogue.
Schedule: American Sign Language 120  
Tuesday/Thursday 11:30am-1:20pm

August 18  Welcome
August 20  Introductions

August 25  *Unit 1: Getting to Know You*
Homework 1:1, 1:2, 1:3  
**DIA: Introduction**

August 27  Homework 1:4, 1:5, 1:6, 1:7

September 1  Homework 1:8, 1:9, 1:10, 1:11, 1:12
September 3  Quiz: Unit 1
*Unit 1: Workbook Assignments Due*

September 8  *Unit 2: Exchanging Personal Information*  
Homework 2:1, 2:2, 2:3  
**DIA: Chapter 1: Learning to Be Deaf**

September 10  Homework 2:4, 2:5, 2:6, 2:7

September 15  Homework 2:8, 2:9, 2:10, 2:11, 2:12  
September 17  Quiz: Unit 2
*Unit 2: Workbook Assignments Due*

September 22  *Unit 3: Discussing Living Situations*  
Homework 3:1, 3:2, 3:3, 3:4, 3:5  
**DIA: Chapter 2: Images of Being**

September 24  Homework 3:6, 3:7, 3:8, 3:9, 3:10, 3:11

September 29  Homework 3:12, 3:13, 3:14, 3:15, 3:16  
October 1  Quiz: Unit 3
*Unit 3: Workbook Assignments Due*

October 6  Midterm: Receptive  
**DIA: Chapter 3: A Different Center**

October 8  Midterm: Expressive

October 13  *Unit 4: Talking About Family*  
Homework 4:1, 4:2, 4:3, 4:4, 4:5

October 15  Homework 4:6, 4:7, 4:8, 4:9, 4:10  
**DIA: Chapter 4: Living in Others’ World**

October 20  Homework 4:11, 4:12, 4:13, 4:14, 4:15  
October 22  Quiz: Unit 4
*Unit 4: Workbook Assignments Due*

Video #1 Due
Video #2 Due
Video #3 Due
Disabled Students Programs and Services – DSPS
Disabled Students Programs and Services (DSPS) assists students with disabilities by determining and providing appropriate academic accommodations related to their disabilities in order for them to achieve their educational goals. DSPS provides services to both non-credit and credit students.

DSPS Mission
The Disabled Students Programs and Services (DSPS) at Cuyamaca College facilitates inclusive and sustainable learning environments and increases opportunities for access and success for students with verifiable disabilities through innovative support services. In accordance with Title 5 and the American Disabilities Act, Cuyamaca College seeks to ensure equitable treatment in all aspects of campus life.

Please submit DSPS Accommodations Paperwork to your instructor as soon as possible. The instructor will speak with you about an appropriate plan to assist you in reaching your goals in this class.