

Spring 2013



American Sign Language 100, CRN: 20770

January 14, 2013 – May 10, 2013 Tuesday & Thursday

Lecture 10:15 AM – 11:30 AM Lab 11:40 AM– 12:45 PM

Imperial Valley College Room 2736

**Division:** Arts and Letters

**Phone:** 760-886-5479 cell

**Instructor:** Alejandra Galaviz

**Email:** [alejandra.galaviz@imperial.edu](mailto:alejandra.galaviz@imperial.edu)

**Office Hours:** By appointment only

**Required Texts:**

Tennant, R. A. & Brown, M. G. (2010). *The American Sign Language Handshape Dictionary* (2<sup>nd</sup> Ed.). Gallaudet University Press.

ISBN: 9781563684449

Humphries, T. & Padden, C. (2004). *Learning American Sign Language* (2<sup>nd</sup> Ed.). Boston, MA: Pearson Education, Inc.

ISBN: 9780205275533

**Prerequisites:** None

**I. Course Description:**

An introduction to American Sign Language and fingerspelling. The course will focus on conversational skills, grammar, and vocabulary as it is used in the Deaf community. Deaf culture will be examined.

**II. Attendance Policy:**

- Attendance is mandatory. Any student who misses the first class will be dropped. In order to acquire a new language, you must be present. The final grade in this class will be affected by active participation, including attendance, as follows: **Students are allowed a total of three absences; on the fourth the student will be dropped.** Arriving late or leaving early will count as half an absence. If you accumulate absences after the drop date, **you must make-up\* the absences in order to pass this course.**
- It is the instructor's discretion to withdraw a student after the add/drop deadline due to excessive absences.

- Students who talk during the signing portion of class will be asked to leave and it will count as an absence. This is a visual language and these types of interruptions are very distracting.
- If a student is going to be absent, it is advisable to contact the instructor. If a student misses a class, s/he should make arrangements to get the notes/information that was covered from your classmate(s).
- If you are not completing the course, **DROP YOURSELF**. Do not assume the instructor will drop you.

\*You may make up an absence by attending a Deaf Community Event and writing a 2-page response paper within two-weeks of the missed class

#### IV. Grading Criteria:

1. Attendance and Class Participation (following class rules):	160
*Lecture 2.5 points + Lab 2.5 points= 5 points per class meeting	
2. Homework(10@ 10 points each, includes written and signing)	100
3. Quizzes (9@ 10 points each)	90
4. Tests (2@ 100 points each)	200
5. Presentations (3 @50 points each)	150
6. Research Paper (assigned topic on Deaf culture)	100
7. Interactive Final Examination (signing one-on-one with instructor)	200

**Total: 1000 points**

**A = 90-100%**

**B = 80-89%**

**C = 70-79%**

**D = 60-69%**

**F = 0-59%**

**Note:** All quizzes and examinations are cumulative unless otherwise stated.

***Save all your Tests, Quizzes, and Papers. If you have a dispute with a recorded grade (or an absent grade), you will have to provide the original test, quiz, or paper to refute it.***

#### V. Student Learning Outcomes:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Initiate and participate in a basic conversation in ASL. [ILO1]
2. Differentiate between basic similar signs. [ILO1,ILO2]

3. Recognize basic differences between simple ASL and English sentence structure. [ILO1, ILO2]
4. Identify basic differences between Deaf and Hearing cultures. [ILO2, ILO5]

**VI. Measurable Course Objectives and Minimum Standards for Grade of “C”:**

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate how to sign numbers zero to one hundred using the cardinal and ordinal numbering systems correctly.
2. Express and receive fingerspelled words at basic skill level.
3. Recall and produce basic sign vocabulary, approximately 25-30 signs per week, being able to distinguish between signs that are produced similarly.
4. Recognize and produce specific grammatical structures, including personal and possessive pronouns, directional verbs and noun-verb pairs.
5. Express basic knowledge of American Sign Language syntax.
6. Sign presentations, following the criteria and topics indicated by the instructor.
7. Participate in class signing activities-including physical and emotional descriptions, discussing daily routines, and requesting in ASL.
8. Demonstrate a basic use of simple classifiers.
9. Sign using the correct facial grammar and syntax for forming questions in ASL.
10. Discuss basic Deaf culture issues including: differences between Deaf and Hearing cultures; how to navigate a signing environment; appropriate greetings and attention getting behaviors.

**VII. Core Content:**

CORE CONTENT	APPROX. % OF COURSE
Sign numbers from zero to one million	5.00%
Fingerspell and recognize words form the manual alphabet (a minimum of 3 letter words)	5.00%
Vocabulary development 25-30 new signs a week	30.00%
American Sign Language grammar	20.00%
Presentations, student activities and participation	15.00%
Classifiers: size, shape, location, vehicles, people, etc.	10.00%
Directional verbs	5.00%

Forming questions in ASL	5.00%
Deaf Culture issues	5.00%
Total	100%

### **VIII. Disabled Student Programs and Services:**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. Visit or call DSP&S, Mel Wendrick Access Center, Room 2117, (760) 355-6312

### **IX. Cheating and Plagiarism:**

IVC expects honesty and integrity from all students. A student found to have cheated on any assignment or plagiarized will receive a zero for the assignment. A second occurrence of cheating or plagiarism may result in dismissal from class and expulsion from IVC as outlined in the General Catalog.

### **X. Student Conduct:**

Students shall assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. Students shall observe the rules and regulations of the College and shall refrain from conduct which interferes with the College's teaching and administration, or which unreasonably interferes with the rights of others. Misconduct while on the college campus or at a College-sponsored function for which students and student organizations are subject to disciplinary action.

Mastering Sign Language requires much time and commitment. You will need to practice outside of the 90 hours that we will spend in class

In addition, I try to maintain a “no voice” environment to enhance students’ learning, but there will be times that I will use my voice to explain concepts or answer questions that time would not allow otherwise.

### **XI. Electronic Device Policy:**

**Turn off any electronic device** before entering classroom, and put it your backpack or purse. You will be told to leave class if you disregard class policy or your participation points will be lowered if I find you ignoring this policy.

## **XII. Quizzes & Homework:**

**No make-up quizzes will be given.** After the instructor completes lesson/activity in class, homework will be assigned. **Homework will be due on before, after or during quiz days.** Additionally, students are expected to practice the signs that they have learned in class, at least one hour every day. Get to know each other and set up practice groups right away.

**There are no make-up tests or quizzes. If missing a test or quiz is unavoidable, you make up the points by doubling the next test or quiz. You may only do this ONCE!**

## **XIII. Student Evaluations:**

**Tests:** There will be a total of 2 tests worth 100 points each. Each test will be comprehensive and will be announced (see schedule).

**Test Format:** The instructor will sign a sentence, and the students will write what the instructor signed. The sentence will be signed **one time only**, no exceptions. It is important that students maintain visual contact with the instructor during tests.

**Example:** Instructor signs: "What is your name?"

Student writes: "What is your name?"

**Note:** Students will not answer the question, ("My name is \_\_\_\_\_"), but will record as accurately as possible, what they see.

## **XIV: Presentations**

### **Signing Presentation #1:**

**Dialogue:** You do a 1 ½ -2 minutes dialogue in ASL. The ASL conversation should look very natural. Do not look at the paper while you are signing because it will make your signing appear unnatural.

1. Introduce yourself and pretend that you are talking to me. (Write and submit your own script)
2. Manual Alphabet
3. Numbers 1-21
4. Closure comment

### **Signing Presentation #2:**

**Dialogue:** Using ASL grammar rules that you have learned develop a script about exchanging personal information, use names, numbers and fingerspelling

1. Asking/telling for/giving names
2. Name and number of siblings, Families, etc
3. Numbers 21-31

### **Signing Presentation #3:**

**Dialogue:** Using ASL grammar rules that you have learned develop your own script.

1. Asking/telling where, how to come or go to a place, about marital status, have children/siblings, how many,
2. Wh-questions: Where, How
3. Nouns-verb pairs
4. Numbers 31-50, Time signs
5. Suggesting activities

### **XV. Research Paper:**

**Format:** MLA style, Double-spaced, Times New Roman, Size 12, Title and Works Cited page, 2-3 pages total (minimum 500 words, maximum 10,000 words), and minimum of 3 references (at least one print publication), in your paper you must cite each of your references.

**Instructions:** Choose a topic regarding Deaf Culture or Deaf History that you would like to research. Instructor will provide a list of topics for students to choose from, each student will be assigned a different topic.

### **Sample Writing in MLA Format**

**Your last name 1**

**Your Name & last name**

**Professor Galaviz**

**AMSL 100**

**(Date)**

**Your Title (entry here)**

This template contains presetting for the essential features of MLA format:

Margins, indentations, font, line spacing, and window/orphan control. Here, then, is a sample block quotation:

A quotation that occupies more than four typed lines should be indented one inch (or ten spaces) from the left margin. It should be double spaced, without quotation marks at the beginning and end of the quoted material. Its right

margin should be set at 1". Its parenthetical citation should be placed after the block's last item of punctuation. ("Source" 16)

Make sure that your printer is properly configured to produce an MLA page.

**Your last name 2**

### **Works Cited**

Last name, First name. "*Title of a Book*". City: Publisher, year.

Last name, first name. "*Title of an Article*". Title of a Journal. (year): 98-108.

Last name, first name. "*Title of an Article*". Title of a Magazine 11 Oct. 2005.

Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). Date you accessed the site [electronic address].

### **XVI. Final Examination: Students MUST take the Final Exam to pass the course.**

The Interactive Final Examination consists of a one-on-one dialogue in ASL with the instructor, in order for the student to demonstrate his/her receptive and expressive skills. The instructor will meet with each student individually for approximately 5 minutes.

### **XVII. Email:**

When sending me an email, please include your full name and class time. I will respond within 48 hours. If you think I've overlooked your email, please feel free to send your question or comment again.

### **XVIII. Recommended Websites:**

1. <http://www.asl.ms/> (fingerspelling practice)
2. <http://www.tucows.com/preview/205271> (fingerspelling)
3. <http://www.deafread.com/> (deaf related blogs)
4. <http://library.gallaudet.edu> (resources)
5. <http://www.youtube.com/watch?v=JFpUT5qmgUM> (Audism)
6. <http://commtechlab.msu.edu/sites/aslweb/browster.htm> (American Sign Language Dictionary)

**Tentative Spring Schedule for AMSL 100:  
(Subject to Change)**

T:	1/15	Introduction & History of ASL, Iconic American Manual Alphabet
R:	1/17	Manual Alphabet (MA), Numbers 1-10, & Vocab; <b>(HW #1 DUE)</b>
T:	1/22	ASL and the Deaf Community & Common Handshakes
R:	1/24	Fingerspelling, Numbers 11-20, Vocab.; <b>Quiz #1</b>
T:	1/29	Exchanging Personal Info. & Numbers 21-30, Vocab; <b>(HW #2 DUE)</b>
R:	1/31	Directionality, MA, & Numbers 31-40
T:	2/5	Person or “agent” sign, Indexing, Numbers 41-50, Vocab; <b>Quiz #2</b>
R:	2/7	Possession, Numbers 51-60; <b>Presentation #1 DUE</b>
T:	2/12	“ing”and “ed” endings, Numbers 61-70, Vocab; <b>(HW #3 DUE)</b>
R:	2/14	Tenses, Numbers 71-80, Vocab.; <b>Quiz #3</b>
T:	2/19	ASL Grammar, Facial Expression; <b>(HW #4 DUE)</b>
R:	2/21	Introduction to Classifiers (CLs), Numbers 81-90; <b>Quiz #4</b>
T:	2/26	Functions of Classifiers, Numbers 91-100; <b>(HW #5 DUE)</b>
R:	2/28	Types of Classifiers, Review MA & Numbers; <b>Test #1</b>
T:	3/5	Group Practice Activities. MA, Numbers; <b>Quiz #5</b>
R:	3/7	Practice Story-telling exercises; <b>Presentation #2 DUE</b>
T:	3/12	Describing and Identifying Things; <b>(HW #6 DUE)</b>
R:	3/14	Children’s Stories; <b>Quiz #6</b>
T:	3/19	Classifier Practice, Noun/Verb Pairs & <b>(HW #7 DUE)</b>
R:	3/21	Fingerspelling Practice
T:	3/26	Practice Sentences-Receptive
R:	3/28	WH- Questions, Vocab; <b>Quiz #7</b>
<b>-- 4/1-4/6-----S P R I N G B R E A K-----</b>		
T:	4/9	Review WH-Questions & Vocab.
R:	4/11	Yes/No Facial Expression, Vocab; <b>Research Paper DUE</b>
<b>----4/13----</b>		
T:	4/16	Pluralizing Concepts (3+ methods); <b>Presentation #3 DUE</b>
R:	4/18	Nonmanual Markers (NMM), CLs; <b>Quiz #8 &amp; (HW #8 DUE)</b>
T:	4/23	Inflections; <b>(HW #9 DUE)</b>
R:	4/25	Practice Sentences-Receptive, Vocab.; <b>Test #2</b>
T:	4/30	Reversal Orientation for Negation, Vocab.; <b>(HW #10 DUE)</b>
R:	5/2	Timeline Concept, Vocab.; <b>Quiz # 9</b>
T:	5/7	Topicalizing vs, Subject Verb Object (SVO) ; <b>Practice for Final</b>
R:	5/9	<b>FINAL EXAMINATION</b>