



GENL 375: Intermediate American Sign Language II

Credit: 3

Spring 2020

Syllabus

Instructor: Michael Dunham

Contact Information:

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Virtual Office Hours: 8am-10am M-F

Preferred Method of Communication: Questions regarding assignments, please use the email. If you have a content-related question, ask it during class session for the benefit of the students' learning.

Course Information:

American Sign Language (ASL) is a visual-gestural language that possesses all the properties of a natural language. It is rule-governed and has a rich history. This introductory level course is designed to provide students a way to communicate and function comfortably in a variety of situations in the Deaf community. Through visual-gestural activities, guided practice, presentations, and practical assignments, we will explore the language, education, and culture of the American Deaf community.

Course Description:

This course introduces the students to the fantastic world of American Sign Language. Students will learn how to use their body, hands and face to communicate with each other. This class is taught using **target language**, giving student opportunity to immerse themselves in the language and culture.

Course Website (Canvas):

Students will use Canvas, a learner management system, to turn in their assignment and take quizzes online. Student may post a video media link or use the Canvas video recording to post their video journal.

Before coming to class, students will review the PowerPoint slides containing the signs. Those signs are used to support students' understanding of ASL usage.

Recommended(not required) Learning Materials:

Signing Naturally: Student Workbook: Unit 7-12 (with DVD)

Goals:

Students will be able to communicate using ASL. They are to use the target language in total immersion environment. Students will engage in conversation such as asking and responding questions and in target language. This class will be using the **Total Immersion** approach in target language.

Learning Outcomes:

Students will:

- Describe people, objects, and locations
- Explain a situation and making request
- Using space to show action and character placement
- Produce target sign vocabulary in simple sentence structure using various grammatical features.
- Create a brief ASL story using personal anecdotes.
- Develop an awareness of Deaf people as a community and cultural group.

Organization of the course

We will use the Signing Naturally curriculum as a guide in the classroom. Unit 7-12 in the book will be used as the main resource of vocabulary signs, conversations, and quizzes. My teaching philosophy can be viewed [here](#)

Time commitment: The optimal approach to practice sign language is socializing outside class time. Each week, you only are exposed to ASL three hours. It is encouraged for you to have a signing partner. You can pick a classmate, friend, or a family member. Each week, I will provide a conversation prompt to be used for practice. In addition, there are many online tutoring options.

Important Dates:

Drop deadline: February 21

Audit and withdrawal deadline: April 10th

Spring Break: None 😞

Communication:

The classroom is a signing zone.

Reply to email: English

Reply to video chat: ASL

Etiquette:

Email: I welcome email and video and when available, face-to-face communication during stated office hours. When conversing through email, courtesy and respect are expected. This is your opportunity to practice formal etiquette in ASL and English, on a consistent basis.

Group etiquette: This class is taught in American Sign Language. This means the classroom is a signing zone. Students are encouraged to engage in a conversation with other students and instructor using ASL. If you prefer to use your voice, please wait until break or end of class, and leave the room.

Academic Policies

This course adheres to all FAES policies described in the academic catalog and student handbook, including the Academic Integrity policy listed on page 11 of the academic catalog and student handbook. Be certain that you are knowledgeable about all of the policies listed in this syllabus, in the academic catalog and student handbook, and on the FAES website. As a student in this program, you are bound by those policies.

Copyright

All course materials are the property of FAES and are to be used for the student's individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material for any other purpose is prohibited, will be considered misconduct, and may be cause for disciplinary action. In addition, encouraging academic dishonesty by distributing information about course materials or assignments which would give an unfair advantage to others may violate the FAES Academic Integrity policy. Course materials may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the course. Distributions of course materials may be subject to disciplinary action.

Guidelines for Disability Accommodations

FAES is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact Dr. Mindy Maris, Assistant Dean of Academic Programs.

Dropping the Course

Students are responsible for understanding FAES policies, procedures, and deadlines regarding dropping or withdrawing from the course or switching to audit status.

Attendance:

- Students are expected to attend class regularly and be on time.
- If you miss class, it is your responsibility to consult with your classmates for any notes, assignments, and new signs introduced

Participation:

- To stay on the track of the learning a language, students are encouraged to communicate primary in sign language when in the classroom.
- To create a signing community within class, students are encouraged to support their classmates using sign language
- To be sure everyone is on same page, students are encouraged to ask the teacher during class session for clarification. By doing this, the other students will benefit your questions
- To promote creativity, when prompted by teacher, students are to response using contextual answer.

Assignment and Video Journals:

- Assignments must be submitted on due dates. Five points will be deducted from each assignment handed in late.

Due Dates

Assignments, Exam, & Project Descriptions

Assignment	Points	Due*
Show and Tell: Students will bring an object of personal value. She will present about the history and why the object of her choosing matter. Then the students will provide 5 questions quiz to the class. This is based on Unit 7	25	2/27
Situation Skit: Based on Unit 8, students will create an ASL skit using requests and situations. This will be a group project	25	3/26
ASL Scenes Translation: Using the French animated series, Minuscules on Youtube, translate a brief scene from one of their episodes in ASL.	25	4/16
2 Signing Events For this assignment, you will have several opportunities to attend at least two signing events.	10 points each	2/27 and 4/20

<p>Video Journals You will create three signing video clips based on the instruction I will provide over the session. Each clip is worth five points.</p>	<p>10 points each</p>	<p>2/21, 3/27, and 4/02</p>
<p>Final Project: Personal Story</p>	<p>100</p>	<p>Last Class</p>

Step-by-Step Guidelines for Submitting Assignments:

In Canvas, you will see a list of sections on left side. The third word, Assignment, is where you can submit your assignment. When you enter in this section, you will be able to see the list of assignments. Click on the assignment you want to turn in. With the video journal, you may share a video media link or use Canvas media upload submission. With the rise of cybersecurity, please refrain from sending me a video attachment. In addition, I will use the media recording to provide feedback in ASL.

Assignment and Video Journal Instructions

Show and Tell:

This assignment will expect you to bring a personal item or a photo to the class. Using ASL, you will tell a story about your personal item. Describe how you came in possession of it, why it matter to you, and how it function. At the end of your Show and tell, allow the students ask you questions related to your story or clarification. you will ask the class five questions based on your story. The purpose of asking the class questions is to determine if they follow your signing.

Situation Skit:

This is a group project. You will collaborate with other students in the class. Create a scenario that include making request, asking for clarification, sharing concern, and offering resolution.

ASL Scenes Translation:

Using the describing action, we learned in the class, bring a scene from the French animated series: Minuscules to the class. The scene can be 10 to 30 seconds long.

Signing Events:

You will be required to attend two signing events, anywhere in the MD/DC/VA area. Afterwards, you will sign a reaction video after each attendance to a Deaf event. This is your opportunity to use what you've learned in classes and apply them in a natural conversation with a signing patron. Be sure the event you are attending allow you to interact with other people.

Recommended signing events:

Roll'em Bones Pop-Up Board Game Café: <https://www.facebook.com/rollembonescafe/>

CorpsThat: <https://www.facebook.com/corpsthat/>

Final Project: Personal Story

Using the cumulative knowledge of this course, you will create a 3-4 minutes personal story. It can be about your family, friend, or a certain special moment. You will present in class.

Video Journal #1 2/21 Describe your dream, your bucket list, or goals in 1-2 minutes. Explain how you will achieve your dream, bucket list, or goals.

Video Journal # 2 3/27 Provide a 2-minute instruction video. The instruction topic can be cooking, cleaning, or a topic of your choice.

Video Journal #3 5/1 Retell an ASL story with small modification. For instance with the Gum story, the couples in love can be change to bickering old couples. You may use Timber or Gum story for this video journal.

Video Journal Rubric:

Skill Areas and Description(s):	Proficient: 5 points	Intermediate: 3 points	Novice: 1 point
Signing productions: Accurate use of handshape, Location, Movement and Palm Orientation	Demonstrated accurate signing production skills	Demonstrated some accuracies in your signing production skills	Demonstrated inaccuracies in your signing production skills
Structure and Organization: Sign order choices. Structure: ability to follow accurate sign order choices in your ASL phrases; Organization: your idea and phrases is organized.	Demonstrated accurate structure and organization	Demonstrated some accuracies with your structure and organization	Demonstrated inaccuracies with your structure and organization
Delivery and Fluency Delivery: ability to provide accurate use of eye contact and eye gazing throughout your phrases and/or dialogues; Fluency: ability to provide continuous signing flow and use pauses only when appropriate and/or as transitions.	Delivered accurate signing flow	Delivered some accuracies with your signing flow	Delivered inaccuracies with your signing flow
Assignment Instructions You followed accurate assignment instructions. Also, followed the expected use of accurate video framing showing your entire upper body/face. Your video is visible, clear, and smooth.	Submitted accurate and following the assignment instructions.	Some inaccuracies with your assignment submission including not following the assignment instructions, video framing requirements or of any technology errors.	Inaccuracies with your assignment submission including not following the assignment instructions, video framing requirements or of any technology errors.
Complete Sentence	Almost always signs continually without pausing, stopping, false starts, correcting, and repeating	Sometimes signs continually without pausing, stopping, false starts, correcting, and repeating	Almost never signs continually without pausing, stopping, false starts, correcting, and repeating

Grading Scale:

Participation and Signing Events	20%
Video Journals	15%
Assignments	20%
3 Quizzes	30%
Final	15%

Course Evaluation:

Assignment	Point Value
Participation	100
Signing Events/Assignment	100
Quizzes	150
Video Journals	75
Final	75
Total Points	500

<u>Grading</u>
A = 450-500
B = 400-449
C = 350-399
D = 300-349
F = less than 300 points

Tentative Weekly Schedule:

Week	Learning Activities and Assignments
1	Describing Person, Greeting, Guessing
2	Describing objects, English Buster, Have-To
3	Agreement Verb, describing a situation
4	Making Request, ASL Poetry
5	Providing Solutions for Situation, ASL Number Story
6	Describing people, neighborhood
7	Places of Recommendations
8	Providing Directions, Time and price
9	Personal Quality, lost items, directions
10	Making and canceling plans
11	Personal goals, dreams
12	States and Countries, traveling stories
13	Storytelling, character placement, story tailoring
14	Final, Closing

