



AMERICAN SIGN LANGUAGE
PROGRAMS

American Sign Language VI

PST 306-01

Term, three credits, Date

Instructor Information

Name:

Office Location:

My office hours are:

You can reach me at first.last@gallaudet.edu

Course Information

This course applies knowledge of American Sign Language (ASL V) grammar and vocabulary to the description of increasingly complex constructs, processes and situations. Students incorporate multiple character role shifting into medium-length stories, narratives and the discussion of hypothetical issues. Information on cultural values and attitudes as they relate to the deaf community is also examined.

Prerequisite: ASL V with a grade of "B", or equivalent and permission of program coordinator.

ASL² Programs Mission Statement

Gallaudet University's ASL² Program is dedicated to providing an exemplary array of comprehensive and interactive curricula for individuals interested in learning American Sign Language (ASL) as a second language or foreign language. Using direct instruction and immersion in ASL, augmented by written English and visual learning supports, the program's

instructors engage learners in acquiring and developing increasing levels of proficiency in expressive and receptive use of the language. They also guide student's exploration of the development of the language, its complexities and relevance in American Deaf communities.

Gallaudet University Student Outcomes

Gallaudet University's Student Learning Outcomes are:

- 1. **Language and Communication** - Students will use American Sign Language (ASL) and written English to communicate effectively with diverse audiences, for a variety of purposes, and in a variety of settings.*
- 2. **Critical Thinking** - Students will summarize, synthesize, and critically analyze ideas from multiple sources in order to draw well-supported conclusions and solve problems.*
- 3. **Identity and Culture** - Students will understand themselves, complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups.*
- 4. **Knowledge and Inquiry** - Students will apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world.*
- 5. **Ethics and Social Responsibility** - Students will make reasoned ethical judgments, showing awareness of multiple value systems and taking responsibility for the consequences of their actions. They will apply these judgments, using collaboration and leadership skills, to promote social justice in their local, national, and global communities.*

Program & Course Outcomes

ASL² Program Student Learning Outcomes:	GU SLOs
1. Students will demonstrate the ability to comprehend and express ideas in ASL in person and through digital technologies. (ACTFL 1.1, 1.2, 1.3 and 5.1)	1 and 3
2. Students will demonstrate their knowledge of ASL as it is used in other academic disciplines. (ACTFL 3.1)	1, 2, and 5
3. Students will demonstrate an understanding of Deaf communities through comparisons of ASL and their own languages and cultures. (ACTFL 2.1, 2.2, 4.1 and 4.2)	1, 2, 3, and 5

ASL² Program Student Learning Outcomes:	GU SLOs
4. Students will demonstrate understanding of the benefits of learning ASL and becoming bilingual or multilingual. (ACTFL 3.2)	1, 2, 3, and 5

Note: The program outcomes are modified from "Learning Outcomes for American Sign Language Skills Levels 1-4" authored by Kim Brown Kurz, Ph.D. and Marty Taylor, Ph.D. which is based on American Council for Teachers of Foreign Language (ACTFL) standards for foreign language.

The American Sign Language VI (ASL 306) Outcomes and their relation to the ASL² Program Outcomes and Gallaudet University SLOs, along with the assessment projects and tools, can be found in the following chart:

ASL 306 Course SLOs	Assessment Project for each SLOs	Assessment Tool(s)	ASL² Program SLOs	GU SLOs
<i>Discuss about the article or explain the issue of current events using depiction and use appropriatr ASL signs that are equivalent to English.</i>	<i>3 to 5-minute class discussion in ASL</i>	<i>Assignment-tied checklists and using ASL rubrics for comprehension and production skills at advanced level. Target level of B or better in assessments.</i>	<i>1, 2, 3 and 4</i>	<i>1, 2 and 4</i>
<i>Demonstrate the mastery in incorporating conditional sentences, rhetorical questions and relative clauses along with information to share about services and associations for or of Deaf and HOH.</i>	<i>5 to 10-minute class discussion in ASL</i>	<i>Assignment-tied checklist and/or using ASL rubrics at advanced level. Target level of B or better in assessments</i>	<i>1, 2, 3 and 4</i>	<i>1, 2 and 4</i>
<i>Identify the important points relating to sign language history including periods of</i>	<i>5 to 10-minute video and</i>	<i>Assignment-tied checklists, and/or using ASL rubrics for</i>	<i>1, 2, 3 and 4</i>	<i>1, 2 and 4</i>

ASL 306 Course SLOs	Assessment Project for each SLOs	Assessment Tool(s)	ASL2 Program SLOs	GU SLOs
<i>emergence and critical oppressions. Use descriptive, locative, semantic, and body-part classifiers and spatial agreement appropriately to tell the timeline and the events of the sign language's emergence.</i>	<i>presentation in ASL</i>	<i>the knowledge of other disciplines at advanced level. Target level of B or better in assessments</i>		
<i>Demonstrate the mastery by developing conversational fluency including the features of function and form for Academic ASL.</i>	<i>5 to 10-minute face to face interview</i>	<i>Assignment-tied checklists, and/or using ASL rubrics for understanding of comparisons with other language (s) and culture(s) at advanced level Target level of B or better in assessments</i>	<i>1, 2, 3 and 4</i>	<i>1, 2 and 4</i>
<i>Demonstrate the mastery of comparing the variations of ASL including Black ASL and Tactile ASL as well as language variations across U.S.</i>	<i>10 to 20-minute class discussion</i>	<i>Assignment-tied checklists, and/or using ASL rubrics for understanding of comparisons with other language (s) and culture(s) at advanced level Target level of B or better in assessments</i>	<i>1, 2, 3 and 4</i>	<i>1, 2 and 4</i>

Materials & Activities

The following activities are what you can expect to do:

- Use of BlackBoard (mygallaudet.edu)- use your Gallaudet's Account to login
- Use of GoReact.com (www.goreact.com)

All students registered for ASL courses will use GoReact. GoReact is a web-based tool for recording video assignments and for your instructors to provide video feedback and instructions. This is easy to use and very helpful for this Spring. The cost is \$19.99 per course. Please wait for the invitation link from your instructor. When you click on the link, you'll be prompted to register and pay with your credit card OR bookstore code.

Course Expectations

1. **Course Format:** This course consists of engaging in class discussions, activities and viewing online lectures as well as academically-related videos in ASL.
2. **Student Responsibilities:** Students are expected to actively participate by attending class and completing assigned activities, participate in class discussions, serve in groups, complete assignments on time, respect diverse perspectives and opinions, and support your opinions and answers with reasons, explanations and documentation from a variety of sources.
3. **Classroom Etiquette:** Basic classroom etiquette includes turning off external electronic devices that may interfere with class participation, arriving on time for class, staying the entire period and avoiding behavior that interferes with the concentration, and learning of other students. Attention should be given to the instructor, guest speakers and fellow students.
4. **Expectation for Communication in on-campus course:** Since ASL is a visual language, use of spoken English or of speaking and signing simultaneously ("sim-com") is not allowed during the course session including breaks. Students using voice or signing/voicing simultaneously will be asked to leave the classroom until the next class with no exceptions. This will be counted as unexcused absence.
5. **Attendance:** You are expected to attend every class. You are expected to arrive on time and stay the entire class period. You will be allowed three absences. After your three absences have been used, you will lose ten percent from your overall course grade for each class that you miss, regardless of the reason. (If you had four absences and you received 93% for your final grade, you would end up with 83% after losing ten percent due to one over-the-limit absence.) Two tardy constitute an absence.
6. **Peer Network:** Each student is responsible for getting access to and understanding what is expected of each assignment. Please form a strong network with your peers. If you miss a class, go to Blackboard for assignments and ask other classmates to learn about what you missed.
7. **Deadlines:** Assignments will not be accepted past due dates. Allowance will be made in the event of inclement weather or an unforeseen situation on the instructor's end.
8. **Class Discussions:** Instructions are to be followed meticulously. Missed class discussion will be counted as zero. Late submissions will not be accepted unless an agreement was communicated with your instructor 24 hours in advance.
9. **Office appointments:** Please email me if you'd like to meet with me at a specific time, and I will be sure to make myself available for you. Please keep your appointments with me, and if you have to cancel, please email me.

10. Inclement weather or any cancelled classes: If the university closes for any reason or if the class is cancelled unexpectedly, please check your Gallaudet email and the announcement in Blackboard for further instructions.

11. Course evaluation: You will be required to complete the course evaluation before you will be able to receive your final course grade.

On-Campus Credit Hours:

This course is a 3-credit course, which means that students are expected to do at least 112.5 hours of course-related work or activity during the semester. This includes lecture/discussion meetings as well as time spent completing assigned activities, studying for tests and examinations, participating in lab sessions, preparing video assignments and other course-related tasks. In addition to this, please include the consideration that this is also for college credit.

Student workload expectations for 3-credit online courses	In-Class hours	Outside-of-class hours	Total hours
<i>Term courses meeting 2 hours and 40 minutes per week for lecture/discussion</i>	37.5	75	112.5

*Additional information on credit hour compliance can be found here:

<https://www.gallaudet.edu/academic-catalog/registration-and-policies/undergraduate-policies/semester-credit-hour.html>

Assignments

GoReact Assignments: In this course, there is in total of three GoReact assignments. To be able to receive a grade for your video assignment, submission through GoReact is the only acceptable way. Every GoReact video length varies, however, the maximum of minutes for all videos is three minutes. If GoReact renovates and prevents you from submitting your video assignment on time, please email your instructor, explain the situation and share YouTube link.

History of Signed Language: With your group, choose one of many sign languages in this world and start doing research. In this ASL video work, your group will explain the history of emergence. Due before class on due date.

Academic ASL: This assignment is to select three features under the function category discussed in class and give definition and examples of each. Due before class on due date.

ASL Literature: The ability to sign the story according to the rules of genre determined by the community of ASL appropriately is the objective of this ASL video work. With this assignment, you will choose one of the genres Due before class on due date.

Class Discussions: *Discussion will be orderly with only one person signing at a time with exception of dialogues between both partners. No person will denigrate another and each person must understand that discussions will often be lively with students having different and perhaps controversial points of view. Positive contribution to the group is demonstrated when comments frequently engage other participants or support the engagement of other students in a consistently positive manner. All students analyze the topic at hand and participate. All must be prepared each day to discuss the current topic. To earn a satisfactory grade, you should prepare the narration or answers for each class discussion on the following list:*

1. Article
2. 3 Services/Associations
3. Audism
4. History of Signed Language | Activity
5. Reflection | Black ASL

Roundtable Discussion: *The roundtable discussions are an opportunity for participants to get together in an informal setting to examine issues as they relate to current events, sign language community and/or Deaf/HOH community.*

Format Options:

- *Facilitator can have questions prepared in advance and provide it to the participants. The goal is to get at and discuss the issues surrounding this topic.*
- *Participants will develop questions after facilitator presents the article/chapter.*
- *A combination of these is also an option.*

Qualities of Effective Roundtables:

- *Time managed carefully*
- *Moderator well versed on topic and keeps focused*
- *Facilitator does as much prep work for discussion as possible*
- *Summary of highlights*

There will be x roundtables, each lasting 20 minutes. More information will be provided in BB under Roundtable Discussions.

Grading

The final grade will be determined by averaging the grades earned for each evaluation given.

<i>GoReact Assignments (3)</i>	<i>20%</i>
<i>Class Discussions (5)</i>	<i>50%</i>
<i>Roundtable Discussion (1)</i>	<i>20%</i>
<i>Before/After Analysis</i>	<i>10%</i>
<i>Total</i>	<i>100%</i>

*To take the next level of language study course, the final grade must be B (85%) or above.

The final course grade is based on percentages:

<i>93</i>	<i>to</i>	<i>100</i>	<i>=</i>	<i>A</i>
<i>90</i>	<i>to</i>	<i>92</i>	<i>=</i>	<i>A-</i>
<i>87</i>	<i>to</i>	<i>89</i>	<i>=</i>	<i>B+</i>
<i>83</i>	<i>to</i>	<i>86</i>	<i>=</i>	<i>B</i>
<i>80</i>	<i>to</i>	<i>82</i>	<i>=</i>	<i>B-</i>
<i>77</i>	<i>to</i>	<i>79</i>	<i>=</i>	<i>C+</i>
<i>73</i>	<i>to</i>	<i>76</i>	<i>=</i>	<i>C</i>
<i>70</i>	<i>to</i>	<i>72</i>	<i>=</i>	<i>C-</i>
<i>67</i>	<i>to</i>	<i>69</i>	<i>=</i>	<i>D+</i>
<i>60</i>	<i>to</i>	<i>66</i>	<i>=</i>	<i>D</i>
<i>0</i>	<i>to</i>	<i>60</i>	<i>=</i>	<i>F</i>

Incomplete Grade

A grade of incomplete (INC) is given when a portion of a student's required coursework has not been completed and evaluated at the end of the semester due to illness, or other unforeseen, but fully justified reasons, and earning credit is still possible. When this is the case, the INC form (available electronically at Faculty Center in Bison), including required supporting documentation and signatures, must be submitted to the Register's Office before the last day of classes. A student will not receive an incomplete grade for poor, incomplete, or failing work, or willful non-attendance of class. Students with an INC grade must complete the coursework and receive a grade by the end of the seventh week of the following traditional semester. Incomplete grades given during summer school must be removed during the following fall semester. Otherwise, the "INC" grade automatically becomes an "F". The time for removing an incomplete grade may be extended one time. The student must petition for an extension prior to the deadline following the report incomplete. The student must have the approval of the course instructor, program coordinator, and department chair of the school in which student is enrolled.

Policies and Procedures

Student Grievance Procedure: Complaints about course grade must first be resolved through your instructor, then the program coordinator, the department chair, the school dean and the Provost in that order until a resolution is reached. You will be asked if you complied with this procedure when filing a grievance.

Student Withdrawal Request: If you need to withdraw from the course for any reason, you will need to contact our program coordinator. There will not be any refunds for course withdrawals.

Instructor Contact Expectation: You may expect a response from your instructor within 24 hours of initial contact.

Students with Disabilities: Requests for all accommodations must be made through the Office for Students with Disabilities. Additional information about OSWD and accommodation requests can be found here: <http://www.gallaudet.edu/oswd-the-office-for-students-with-disabilities.html>

Academic Integrity Policy Statement

Gallaudet University has an official Academic Integrity Policy. Its entirety can be found on the Registrar's home page in the 2013-14 GU Undergraduate catalog at <http://www.gallaudet.edu/catalog.html>

Syllabus Amendment

The information in this syllabus is subject to change in extenuating circumstances. Changes to the course syllabus will be provided to the students in writing within one week prior to the event.