



AMERICAN SIGN LANGUAGE
PROGRAMS

American Sign Language 2

PST 302-OL1

term, three credits, date

Instructor Information

Name

Office Location: Online

Contact:

Course Information

This course designs to continue development of PST 301 - American Sign Language I (ASL I) course, and emphasizes development and refinement of comprehension, production and interpersonal skills as covered in PST 301. Additional information about the Deaf community and Deaf culture will be included. PST 301 and 302 courses are equivalent to ASL 111.

Prerequisite: *ASL I with a grade of "B" or better, 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
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 I (ASL 102/302) 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:

PST 302 Course SLOs	Critical Assessments	Assessment Tool(s) and Expected Level	ASL Program SLOs	GU SLOs
<i>Comprehend and express oneself with developing ASL vocabulary and correct grammar in person, small groups and through digital technologies</i>	<i>What Are We Signing? comprehension assignments and Now You Sign! production assignments, ASL Pals Language Mentoring Sessions</i>	<i>Using assignment-tied checklists, and ASL rubrics for comprehension and production skills at developing level. Target level of B or better in assessments.</i>	1 and 2	1, 2 and 4
<i>Identify, compare the analyze beliefs, values, products and practices found within deaf communities</i>	<i>ASL Pals Language Mentoring Sessions</i>	<i>Using assignment-tied checklists and/or using ASL rubrics for the knowledge of other disciplines at developing level. Target level of B or better in assessments</i>	3 and 4	1, 2, 3, 4 and 5
<i>Converse in person and small groups to discuss key concepts in other disciplines.</i>	<i>ASL Pals Language Mentoring Sessions</i>	<i>Using assignment-tied checklists and/or using ASL rubrics for the knowledge of other disciplines at developing level. Target level of B or better in assessments.</i>	1, 2 and 3	1 and 4
<i>Compare and contrast students' languages and cultures with those</i>	<i>Now You Sign! production assignments and</i>	<i>Using assignment-tied checklists and/or using ASL rubrics for</i>	3 and 4	1, 2, 3, 4 and 5

<i>of deaf communities at developing level.</i>	<i>ASL Pals Language Mentoring Sessions</i>	<i>understanding of comparison with other language(s) and culture(s) at developing level. Target level of B or better in assessments.</i>		
<i>Demonstrate an awareness of grammatical features that make ASL a complex human language at developing level.</i>	<i>What Are We Signing? comprehension assignments and Now You Sign! production assignments, ASL Pals Language Mentoring Sessions</i>	<i>Using assignment-tied checklists and/or using ASL rubrics for the understanding of grammatical features in the developing level. Target level of B or better in assessments.</i>	<i>1, 3 and 4</i>	<i>1, 4 and 5</i>
<i>Engage and converse in non-classroom small groups with deaf community members.</i>	<i>ASL Pals Language Mentoring Sessions.</i>	<i>Using assignment-tied checklists with ASL Pals Tutors</i>	<i>1, 2, 3 and 4</i>	<i>1, 3 and 5</i>

Textbooks, Materials & Activities

- *Smith, C., Lentz, E., & Mikos, K. (2014). Signing naturally – Units 7-12 Student Set. San Diego, CA: DawnSignPress. ISBN: 978-1581212211.*
- *GoReact Student Account (www.goreact.com, \$19.99)*

The following activities are what you can expect to do:

- *Use of BlackBoard (mygallaudet.edu)- use your Gallaudet's Account to login*
 - *It is highly recommended **Google Chrome** or **Mozilla Firefox** be used while navigating Blackboard.*
- *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 video assignments, and viewing videos in ASL.
 2. **Student Responsibilities:** Students are expected to actively participate by attending class via online and completing assigned activities, participate in video discussions, 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. **Expectation for Communication in online course:** Since ASL is a visual language, use of spoken English or of speaking and signing simultaneously ("sim-com") is not allowed during online course session. Students using voice or signing/voicing simultaneously will be asked to re-do video assignments.
 4. **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.
 5. **Deadlines:** Assignments not submitted on time will receive a zero unless they are submitted on the same day (before midnight). Video 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.
 6. **Video Assignment using GoReact:** All video assignments are to be submitted through GoReact. Each assignment discussed will have specific instructions as well as rubrics given by the instructor. The instructions are to be followed meticulously. Some of your work may be shared with classmates for feedback. To avoid potential problems, you are not to delete any video work you have created for class.
 7. **Editing ASL works:** You are encouraged to edit your ASL works. Feel free to meet with your instructor to get the feedback as often as needed to produce the very best work possible.
 8. **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.
 9. **Course evaluation:** You will be required to complete the course evaluation before you will be able to receive your final course grade.
- Tips for your video:**

1. Make sure that you are in the center of the video where I can see the top of your head and the bottom of your chest area.
2. Make sure that the background is clean (one-colored wall) and free of “visual noise” (books, DVD’s, TV running, kitchen items, dog appearing, etc.)
3. Wear only solid-colored shirts and free of logos. The color of your shirt should contrast your skin tone.
4. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
5. If you are sitting, please make sure you do not swivel.

Online Credit Hours:

This online course is a 3-credit course, which means that students are expected to do at least 14 hours of course-related work or activity each week during the semester. This includes video 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, so

<i>Student workload expectations for 3-credit online courses</i>	<i>In-Class hours (weekly)</i>	<i>Outside-of-class hours (weekly)</i>	<i>Total hours per week</i>
<i>Fall/Spring 2016 courses meeting 3 hours per week for lecture/discussion (8 weeks)</i>	N/A	14	14

*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

Homework assignments: *All assignments are to be submitted through BlackBoard, unless otherwise specified. Each assignment discussed will have specific instructions using GoReact video as well as*

rubrics given by the instructor. To avoid potential problems, you are not to delete any video work you have created for class.

Portfolio: *You will create a portfolio that demonstrates the progression you make throughout the course. You will create an artifact from each unit of study (except unit 6). In these artifacts, you will need to demonstrate appropriate use of language features, vocabulary as outlined in each artifact prompt.*

What Are We Saying?: *You will demonstrate your comprehension skills by watching signers in your student text and DVD. At each homework prompt, you will transfer your responses from your student workbook into Blackboard where they will be graded.*

Now You Sign!: *You will need to complete a total of 8 video assignments where you will have the opportunity to show us your use of ASL for grading and for feedback. All video assignments are to be submitted via GoReact.*

ASL Pals: *You will be required to complete language modeling sessions with one of our ASL pals. This is a great opportunity for you to use some additional time to check in with our ASL pals on your ASL learning progression as well. Refer to the ASL Pals session attachment for more information on what will need to be accomplished in your meetings with your ASL Pal.*

Grading

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

<i>Portfolio</i>	<i>30%</i>
<i>What Are We Saying?</i>	<i>30%</i>
<i>Now You Sign!</i>	<i>30%</i>
<i>ASL Pals Sessions</i>	<i>10%</i>
<i>Total</i>	<i>100%</i>

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>0</i>	<i>to</i>	<i>72</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, academic advisor, and dean 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 48 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>

Student Use of Email: All students will be required to use Gallaudet email for all communication with instructor, coordinator and other Gallaudet entities.

Academic Integrity Policy Stagement

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>

This syllabus is subject to change.