GALLAUDET
U N I V E R S I T Y

**AMERICAN SIGN LANGUAGE
PROGRAMS**

American Sign Language I

PST 301-01

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 introduces the basics of American Sign Language (ASL). This course is designed for students with no or minimal sign language skills to develop basic skills in use of ASL and knowledge of Deaf culture. Emphasis is upon acquisition of comprehension, production and interactional skills using basic grammatical features. ASL will be taught within contexts and related to general surroundings and everyday life experiences.

Prerequisite: *None*

ASL[2] Programs Mission Statement

Gallaudet University's ASL[2] 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*

ASL[2] 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 I (ASL 101/301) Outcomes and their relation to the ASL[2] Program Outcomes and Gallaudet University SLOs, along with the assessment projects and tools, can be found in the following chart:

ASL 101/301 Course SLOs	Assessment Project for each SLOs	Assessment Tool(s)	ASL2 Program SLOs	GU SLOs
Comprehend and express oneself with basic ASL vocabulary and correct grammar in person and through digital technologies.	Pair and small group exercises, and/or unit quizzes	Assignment-tied checklists and using ASL rubrics for comprehension and production skills at basic level. Target level of B or better in assessments.	1 and 2	1 and 2
Identify and compare the beliefs, values, products and practices found within Deaf communities.	Class discussion, class exercises and/or presentations.	Assignment-tied checklists. Target level of B or better in assessments	3 and 4	1, 2, 3 and 5
Converse in person to discuss key concepts in other disciplines.	Inclusion of other disciplines in the unit quizzes and/or class exercises.	Assignment-tied checklists, and/or using ASL rubrics for the knowledge of other disciplines at basic level. Target level of B or better in assessments	1, 2 and 3	1

ASL 101/301 Course SLOs	Assessment Project for each SLOs	Assessment Tool(s)	ASL2 Program SLOs	GU SLOs
Compare and contrast students' languages and cultures with those of Deaf communities at basic level.	Unit quizzes and/or presentations.	Assignment-tied checklists, and/or using ASL rubrics for understanding of comparisons with other language (s) and culture(s) at basic level Target level of B or better in assessments	3 and 5	1, 2, 3, 4 and 5
Demonstrate an awareness of grammatical features that make ASL a complex human language at basic level.	Unit quizzes, class exercises, presentations, and/or video reflection.	Assignment-tied checklist, and/or using ASL rubric for production skills at basic level. Target level of B or better in assessments.	1, 3, and 4	1, 4 and 5
Engage and converse in non-classroom small groups with the Deaf community members.	Attendance of one Deaf event.	Assignment-tied checklist, using ASL rubric for production skills at basic level. Target level of B or better in assessments.	1, 2, 3, and 4	1, 3, and 5

Textbooks, Materials & Activities

- Smith, C., Lentz, E., & Mikos, K. (2008). Signing naturally – Units 1-6 Student Set. San Diego, CA: DawnSignPress. ISBN: 978-1-58121-210-5.

- 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
- 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 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 percents due to one over-the-limit absence.) Two tardy consitute 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.*

<u>On-Campus Credit Hours:</u>

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*
Spring 2018 courses meeting 2 hours and 40 minutes per week for lecture/discussion	*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

Work Assignments: *According to Signing Naturally Curriculum, assignments vary from analyzing video segments from the DVD, answering comprehension questions, circling the most appropaite answers, translating syntactic comprehension and incorporating cultural practice, to preparing narratives for class. There are over seven hours of signed footage on the DVDs to provide you with needed exercise to improve your comprehension and production skills. There are also homework follow up activities during the semester. Completed workbook assignments will be graded in total of 15% in the final grade. To pass the course, it is imperative for you to complete every workbook assignment before class begins.*

GoReact Assignments: *In this course, there is in total of six 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.

Fingerspell Your Classmates' Names: This assignment is to exercise and demonstrate the ability to spell names using the form and movement of "fist" handshape letters. You are to create a video spelling all of your classmates' names fluently. Due before class on due date.

One-Minute: This activity focuses on expanding ASL lexicon and put it to daily practice. To meet the satisfaction of completing this assignment, you will need to elaborate what you've learned in past classes. The following list covers acceptable ways to elaborate:

1) Explain what the lessons cover thus far.
2) Tell a story using the topical vocabularies that have been covered in this course.
3) Narrate your favorite part of the lesson and explain why.

 Due before class on due date.

Mini-dialogue #1 and #2: Following the dialogues on specific pages provided in your student workbook, you are to sign topical vocabularies and proper ASL grammar covered in the course. If dialogues pose the questions to be answered, please sign the answers only. If the dialogues do not include the questions, please sign the dialogue between signers. Due before class on due date.

Your Basic Routine With "Out of Ordinary" Activity: The ASL video work is to convey what the person has been doing and what a person does "out of the ordinary" activity over the weekend. Due before class on due date.

Deaf Event: *Attending one Deaf community event in the vicinity area is mandatory to immerse yourself in an ASL signing environment and utilize vocabulary, grammar and cultural behavior learned in the class. To earn a satisfactory grade, the video should include the following list:*

1. A summary of the event

2. Report your findings and/or experience

3. Your reflective thoughts.

Quizzes and Projects: *Quizzes retell stories you have learned in the class. Projects are dialogues conducted based on all of the information you have learned in previous units. In both quizzes and projects, comprehension and production skills will be evaluated along with linguistic and historical knowledge of the language. The dates of quizzes and projects are posted in the course schedule. The details of each quiz and project are posted under Quizzes and Projects tab on the left column in Blackboard. The video content will be organized according to the rubrics provided in the Blackboard.*

Class Presentation: *The class presentation is telling your childhood story in the classroom. This individual presentation should be three to five minutes long. Students are expected to maintain proper grammar structure, topical vocabulary, and cultural information acquired throughout the course this semester. Class presentation guideline and rubric are provided under the tab named Class Presentation on the left column in Blackboard.*

Grading

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

Work Assignments (43)	*15%*
GoReact Assignments (6)	*25%*
Deaf Event (1)	*5%*
Quizzes (2)	*10%*
Projects (2)	*20%*
Class Presentation	*25%*
Total	*100%*

*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:

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

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.