

ASL 122 – American Sign Language 2

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Quarter:	Spring 2016	Office Hours:	See Canvas/Rick's Door

Course Description: ASL 2 is the second quarter of the first year of college level, transferable, language education designed to introduce the student to American Sign Language (ASL) and to the people who use it. In the study of ASL as a second language the student will expand his or her knowledge of fundamental ASL grammar and communication, will discover issues unique to the Deaf community in America, and learn that this beautiful, natural, rich language cannot be separated from the community that developed it. Above all, this is a class that requires your attendance, involvement, and practice if you plan to succeed.

Required Texts: You must bring these texts to class daily!

- **SIGNING NATURALLY, Units 1-6.** Smith, Lentz, Mikos (2008) Dawn Sign Press
- **SIGNING NATURALLY, Units 7-12.** Smith, Lentz, Mikos (2014) Dawn Sign Press
- **1001 SIGNS FOR ASL STUDENTS, Volumes 1 & 2** (ASL Course Packet & DVD)
- **Your Printed Course Calendar**

Web Resources: Many of your class guidelines, assignments, homework, and handouts are accessible to you only on Canvas. This is also my way of communicating with you when I am absent or other unexpected events. You will must check daily before class.

There is hidden Assignment in this document. You will find your instructions as you read through your syllabus. Write me a short paper answering the questions that you find on the next pages.

Spring Quarter: April 4 – June 17

No Class Monday May 30
Finals June 15-17
(there is NO FINAL Exam for this class)

ASL CLASS REALITY CHECKLIST

READING: Be ready to commit to your class reading!

Because our classroom will be striving for a voiceless environment, your access to information about Deaf culture, ASL Grammar, and tools for learning ASL as a second language will depend upon your reading proficiency. Reading is a vital part of your success in this class; this is *not* a light reading class.

SCHEDULE Stay on top of the class schedule!

Don't let major assignments, quizzes, and homework assignments sneak up on you. The schedule may change through the quarter, if you miss class, you may miss a schedule change.

SIGNING, CULTURE & RESPECT

ASL: If you want to *learn it*, you have to *earn it*. Use it every day, and get to know the people who call it their own.

DEAF-WORLD! You are earning college credit for learning the language of the DEAF-WORLD... you cannot expect to do that without contact with Deaf Folks. Your culture contact requirements are designed to encourage you to venture out into the DEAF-WORLD, but only YOU can make it happen for yourself. You will explore and step out into the world of ASL users...you cannot master ASL by limiting your exposure to the language to the time you spend sitting in the classroom. Your success in this class depends not only upon your experience with ASL, but also upon your experience with people who use it fluently.

RESPECT: I expect you to respect this language and the people who use it. Learning in the DEAF-WAY means maintaining visual awareness, keeping a silent environment (it's incredibly rude to speak in the presence of Deaf people without signing) and learning how to learn in that environment. If you plan to be successful in this class, you will work actively on your ability to communicate manually/visually and to increase your knowledge of DEAF social etiquette to the point where you feel safe enough to approach and converse with Deaf people.

COURSE OUTCOMES: In the course of this class the student will develop and improve basic knowledge of grammatical constructs, rules, and functions of American Sign Language through usage, responses, translations and application in classroom conversation, receptive exams and expressive assignments.

At the end of this course the students will be able to...

- ✚ Demonstrate improvement in existing skills, and express concepts correctly and understandably in American Sign Language by correct responses, translations, and application in classroom conversation, receptive exams and expressive assignments.
- ✚ Show improvement in their ability to translate ideas from ASL to English and English to ASL through classroom conversation, receptive exams and expressive assignments.
- ✚ Demonstrate knowledge and comprehension of core vocabulary for ASL 2 by appropriate and correct responses, translations and application in classroom conversation, receptive exams and expressive assignments.
- ✚ Demonstrate knowledge of basic issues common to American deaf culture, its history and values, through classroom conversation, receptive exams and written assignments.
- ✚ Identify, explain and illustrate the various concepts, rules and functions of ASL through application and written assignments.
- ✚ Demonstrate knowledge of the various uses and functions of American Sign Language classifiers.
- ✚ Demonstrate the ability to identify, explain and illustrate general principles of human language, which apply not only to ASL but also to other natural languages.

- ✚ Demonstrate the ability to define and explain cultural transmission and language acquisition by correct responses in conversation and written work.
- ✚ Demonstrate ability to communicate with deaf individuals using ASL, and show knowledge of grammatical functions and rules by applying these principles in a consistent, practical manner through usage in and outside of class and through expressive assignments.
- ✚ On your Syllabus assignment paper write the following sentences: **“Everything I need to know about this class is right here in my syllabus! I can look up the answer just as easily as I can ask my instructor.”**

I strongly suggest that you make every effort to arrange to gather outside of class to practice elements of the language and Deaf culture introduced in class. Students who use the language in a natural setting outside of the classroom improve their receptive and expressive skills much more quickly than those who do not. Fact: **“A” students join study groups.**

Grading: Your grade is a numerical reflection of the effort and dedication that you invest toward your learning of this subject and your ability to apply what you have learned. You are the only person responsible for your grade—your professor is just the score-keeper. The sum of all of your work points comprises this numerical value that is your grade. As per BC policy, you will receive a letter grade after the completion of the quarter. This letter grade is assigned as an equivalent to your total earned numerical points. You must have no less than 60% of all possible points to receive a passing grade in this class.

There are a total of **1,100** points possible for this quarter. Your grade will be a fraction of that number. You must achieve a minimum of a C grade to transfer to the next level of ASL.

Grading:	
A	96%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	65%
D	60%

Points for this class will be earned in the following areas:	
Receptive Skills	200
Signing Naturally	200
Class Participation	200
Expressive Projects	200
Fingerspelling	100
Culture/Grammar	100
Culture Contact	100
Total: 1100	

Attendance: Your attendance is required if you are to succeed in any language class. **ASL 122** is no exception. Because the language is visual and manual, your eyes, body and mind must be present or you cannot learn. If for any reason you miss a class, it is your responsibility to contact a classmate and find out what was missed. If you missed a handout it is your responsibility to make a copy of that handout from a fellow student or to contact the instructor for a copy. **Make-ups are not possible** for missed tests or quizzes. Your attendance will be recorded and your percentage of attendance will be factored into your final grade and will earn you part of your **Participation points**. Showing up late and leaving early are disruptive to the class. On your syllabus paper write down the phrase: My actual grade is an excel file. The gradebook on Canvas is not my real grade.

You will be counted present only if you are present for the **entire** class period.

Quizzes: One Third of your grade will be earned through quizzes that will occur regularly throughout the quarter. Every quiz is an opportunity for you to accumulate more points toward your total grade. Your quizzes are:

Signing Naturally	4	@	50 points	200 points
Fingerspelling	10	@	10 points	100 points
Culture/Grammar	4		25 points	100 Points

SIGNING NATURALLY is the main text of this class. A combination workbook and video, it gives you out-of-class exercise in reception, translation, and understanding not only of American Sign Language, but Deaf Culture as well. It is your responsibility to work and re-work the lessons until the information becomes **completely understandable to you**. Questions on this text are always welcome. You are responsible for all of the material in the assigned chapter. Reading and practicing is your responsibility. Your understanding is measured through **SIGNING NATURALLY Quizzes**. **These quizzes will include vocabulary and grammar from the assigned chapters of your workbook**. There will be a total of four **SIGNING NATURALLY** quizzes worth 50 points each.

Fingerspelling: Fingerspelling quizzes require your attendance. A total of 11 quizzes are scheduled throughout the quarter. Each quiz is worth 10 points. **Your lowest score will be dropped**. This leaves a possible total of **100** points. Missed quizzes cannot be made up. Fingerspelling quizzes are pop quizzes and are often missed if you are absent. They cannot be made up, but you do get to throw out your worst score!

Cultural/Grammar Quizzes: Throughout the quarter, you will be quizzed on information from class lecture information and your assigned text readings. There will be four multiple choice quizzes each worth 25 points for a total of **100** points. Please tell me in your syllabus paper that you understand that you are responsible for bringing a Scantron form and a #2 pencil to class on Culture/Grammar quiz days.

Home Work: You are expected to be working from your textbook on a daily basis (20 minutes per day minimum is recommended). To reinforce this, periodic homework checks have been assigned. Due dates are on your calendar. On due dates, make sure to bring your book with completed assignments to class for 10 points. Workbooks will be checked in the beginning of class. Late work, incomplete work, or work done in class will not earn full points. A total of 50 participation points are possible for completed homework.

Receptive Skills Exams:

Two receptive skills exams will take place throughout the quarter, Mid-term and during the last week of the quarter. The instructor will produce signed sentences (in person or on video tape) using vocabulary and grammar presented in class. Students will be expected to translate these passages into written English. Each receptive skills exam will be worth 100 points for a total of 200 points. There will be practice exams throughout the quarter.

Expressive Skills Exercises & Exams:

Expressive skills can be described as your ability to produce understandable sign language. To demonstrate your improving ability you will work in small groups. These projects include a self-evaluation paper that is due shortly after the assignment. You will prepare your exercises outside of class. Each assignment will be clearly defined as it is assigned and will be worth points for following instructions, preparation and participation. Your expressive Exams will be worth a total of 100 participation points.

Participation Points: On your syllabus assignment paper tell me 3 ways that participation points can be lost. A total of 200 points (20% of your grade) is will be earned by being in class, following directions, participating in class activities, doing your homework (and turning it in on time), and satisfactorily completing Expressive Exams and self-assessment assignments such as self-graded practice quizzes. **These points can also be taken away by speaking in class without permission** (see “Voicelessness”) **or for disrespectful or disruptive behavior** (such as texting or falling asleep).

Papers:

You will be writing two types of papers this quarter. As we know, ASL is not a written language; therefore you will be writing your papers in English. You are expected to be familiar with college level writing and will be held to that standard. A paper explaining these expectations is available to you on the class website. (see “Writing College Papers”).

Cultural Contact Paper: A Cultural Endeavor!

Practical application of your sign language skills is required throughout the quarter. You are required to have 6 hours of Deaf/ASL contact this quarter to provide you first-hand experience with American Deaf culture, and (hopefully) to introduce you to a new friend. These contacts are designed to build your confidence in your ability. A reflection paper analyzing your contact experience is due at the end of the quarter and is worth 100 points. You will find the requirements and guidelines for this assignment on [Canvas](#).

Expressive Project Self-Evaluation Paper Following your expressive projects, you will integrate the feedback of your peers through a self-evaluation of your learning experience. The requirements of this paper are explained in guidelines of the expressive project.

Classroom Protocol (what I expect of your behavior):

Please Read the Arts & Humanities Student Expectations and Policies [UNDER STUDENT INFORMATION](#), LOCATED on the Arts & Humanities web site.

Voiceless-ness!: During the class, the use of voices **is prohibited**. Your voice is not invited to the class. The Instructor will voice only necessary discussions and students may be invited to do likewise; however, one cannot learn ASL by practicing spoken English. That is why a silent environment will be maintained throughout the class, unless otherwise established by the instructor. Upon the teacher’s discretion, a penalty of 5 points per infraction may be implemented for students who speak in class without the teacher’s permission. Whispering is not allowed. **On your syllabus assignment, write the sentence: “Whispering and side conversations are disrespectful to my teacher and fellow students; I am a respectful citizen!”**

Respect & Diversity:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

MY CLASSROOM is an LGBTQ Safe Space where I welcome your individuality, and I will defend your right to be yourself in the spirit of learning and in an environment of mutual respect.

We are all here to learn. I am committed to maintaining an environment wherein we all feel safe to do so.

Accessibility

If you have medical information to share with me in the event of an emergency, please contact me via email or come to see me after class or during office hours. Emergency preparedness and your safety are very important!

If you need course modifications / adaptations or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC).

I encourage you to contact the DRC directly by going to the DRC office B 132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>

On your syllabus paper, tell me what two things you need to bring to class each day. (Hint: they can be found on the first page).

Respect of Others: I expect courtesy, attentiveness, maturity, and a willingness to learn. In demonstrating these traits you will earn my respect as a responsible adult, and be treated accordingly. I will not tolerate your interference in another student's learning experience. That includes, distracting noise or behavior, Texting, Cell-phone use, whispering, insults, cruelty, harassment (of any kind), or ridicule. I am sure that you as a responsible adult will not tolerate these things either. I whole-heartedly believe that learning requires trust and courage. My classroom is a place where your well-intentioned errors are welcomed. Sometimes, mistakes are funny and laughter follows naturally, good-natured laughter is welcomed, especially where we learn to laugh at ourselves -- with our classmates but not **AT** them. Keep in mind that no one feels free to take risks in an environment where they fear being ridiculed or criticized and learning requires risk-taking. You are responsible for creating the kind of open environment where you, yourself, feel free to make mistakes, and find understanding, and support from those around you.

You are expected to assist your classmates and facilitate their effective learning by letting them wrestle with their own questions. Whispering answers to them does not help them learn anything. **And it irritates your instructor!**
When you have questions... ASK RICK! Not the person sitting next to you!

Mistakes: "Dare to be wrong!" I expect all students to make mistakes in the process of learning a new language. From my study of linguistics and theories of language acquisition, I have come to believe that the mistakes that you make while learning any language are not only inevitable, they are invaluable! Do not hold yourself back for fear of being wrong! Letting your best efforts speak for themselves, the errors you make in understanding, or producing sentences show me which properties

of the language you have conquered successfully and which ones are still under development. Do not assume that other students in the class have an advantage over you. Most of them are probably right in the same boat rowing (or sometimes fishing) right alongside of you. Your mistakes can be learning experiences for your classmates as well. Although you probably won't be making any mistakes that I haven't seen before, errors that you make in a good faith attempt may seem novel to your classmates, and understanding the mistakes of another can be a very useful way of getting to the root of a concept with which you, yourself, are struggling. Always do your best. Apply what you have learned, but set yourself free to learn more than you know by letting yourself try your best. In short: **"Dare to be Wrong!"**

"Listening" Skills: □ Stay alert and follow all conversations that take place in and around the classroom. Remember that exposure to the language is your best opportunity to learn it. Whether the conversation is involving you directly or not, it is another chance to practice your receptive skills. In other classes, we have learned to ignore exchanges between other students or between the instructor and another student when the issue does not concern us, in fact, it's considered impolite to "eaves drop". But in ASL, since it is a visual language, any conversation held in the presence of signing people is considered to be public in nature. Every exchange in class is an opportunity for you to follow a conversation and practice your new skills.

Active Listening Behaviors: Certain "active listening" behaviors are expected as part of American Sign Language. That is, certain manual (Oh-I-See; Huh?; Wow; Really?) and non-manual signals (Nodding; Facial Expression; Mouth Movements) are not only ways of showing the signer that you understand, but it is a **Social Norm! ~ Part of the culture.** Blank looks or lack of active listening behaviors will not only interrupt the conversation (such as causing your instructor to stop and ask if you understand, or needlessly repeat the information), but can be interpreted as rudeness in many social situations.

Study & Practice: Do not fool yourself into believing that your learning experience for this subject will be confined to the time you spend in this classroom! What you are undertaking is an adventure in language! That takes time, patience, discipline, practice, practice and more practice. This quarter, we have a total of roughly **45 hours** together! Do you think that's enough time to learn a language? You can see why it is essential that you take what you learn in class out into your regular life and practice it there (I know that most students don't have a "regular" life, but you know what I mean!) Successful students know how to apply themselves outside of class to get the results they want. Your student workbook is a great starting place. It gives you receptive practice watching various models from the videotape. You will quickly realize that no two people sign exactly the same; no more than any two hearing people have exactly the same voice, accent, volume, and style.

"It is very wrong to say that you understand a thing when you do not."

~Thomas Hopkins Gallaudet, 1836

How to Earn an A: Getting an A in this class is no simple task, but it is possible. In years of watching students with all kinds of learning styles, personality types, and study habits, I have seen many students succeed in ASL classes. I have noticed that "A" students have certain behaviors in common. Here's what they'd tell you to do if you want to get an A:

- ✚ Maintain excellent attendance; miss no quizzes or homework.
- ✚ Read your syllabus—know what's expected of you.
- ✚ Read Your class schedule; know what's due & when.
- ✚ Read your texts and bring questions to class.
- ✚ Practice ASL outside of class: study groups, interact with ASL students, Deaf Friends.

✚ Fall in love with ASL.

How to fail this class: Failing this class is no simple task, but it is possible. To fail this class, all you need to do is miss class often. Material comes quickly and is comprehensive. You miss one day and there's no telling how far behind you will fall, and there is a "snowball" effect. Information missed in one week can come back to haunt you weeks later. Here are some things other students have done to help fail this class:

- ✚ Miss class (quizzes and tests cannot be made up) and you'll miss important information.
- ✚ Lose your syllabus
- ✚ Do not practice outside of class.
- ✚ Do not read your texts on time.
- ✚ Don't check your class schedule.
- ✚ Turn in work late.
- ✚ Be disrespectful of ASL, Deaf Culture and your fellow students.

Class Website: It is the Student's responsibility to check the **Canvas** class documents **frequently** for resources and class materials. Homework, handouts, class bulletins, and discussion will be available there.

Homework: Many homework assignments are posted on the web. Your schedule tells you when to seek-out your homework assignments on **Canvas**.

Resources: Study guides and other documents that will help you succeed in this class are also posted on **Canvas**. Start with "Definitions of Classroom Terms"

Syllabus Assignment: If you have not found your Syllabus assignment instructions, go back to the first page and look again. Some of the instructions are hidden in the descriptions of other assignments. There are 6 things that I have asked you to include in this assignment paper. This paper is due Monday, April 11th at the beginning of class.