

# CMSD 4810 American Sign Language I      Fall 2006      Tu/Th

**Instructor:** Judith Oliver, M.Ed  
**Graduate Assistant:** Lindsay Yarbrough

**Mission Statement:** To open the door for students who wish to step into the Deaf World, to teach the language, culture and respect for the people who live there so that students will become ambassadors for Deaf Culture in their life and work.

**Office Hours:**

**Course Credit Hours:** 3

## **I. Textbooks:**

1. Ella Mae Lentz, Ken Mikos, Cheri Smith, (1993). *Signing Naturally*. Dawn Sign Press, book and videotape/dvd series (**No USED workbooks**). You will need VCR/DVD equipment to view taped materials that accompany the curriculum.
2. *ASL Dictionary* can be purchased at local bookstore. See examples in class
3. You will be responsible for *other readings* as directed by instructor. These readings will be available for you to copy in Office of Instructional Technology (OIT), 2<sup>nd</sup> floor Aderhold Hall
4. One 8mm tape to record expressive assignments plus 1 VHS tape used to dub/  
(We will review policies related to borrowing equipment from Office of Instructional Technology)

**II. Course Description:** This multicultural course is a basic introduction to American Sign Language and the people who use it. We will explore historical perspectives and values of Deaf Culture We will look at the linguistic claims that have been made about ASL and make comparisons with other languages. You will have opportunities to explore your attitudes about ASL and Deaf Culture and dispel misconceptions. You will develop a new way of seeing by learning to communicate receptively and expressively with American Sign Language as a second language (foreign language).

## **III. At the end of this course you should be able to:**

1. define ASL as a true language
2. understand the meaning of Deaf Culture
3. become familiar with resources related to Deaf Culture/ASL
4. think critically about the structure of ASL and the linguistic claims that have been made
5. become familiar with historical landmarks in the development of ASL and Deaf Culture in the United States.
6. receptively and expressively utilize fingerspelling
7. receptively and expressively dialogue using basic ASL structures.
8. receptively and expressively identify and explain 10 *basic* grammatical rules of ASL
9. meet and sign with Deaf individuals at events outside of class.

**IV. Attendance Policy:** As ASL is a visual spatial language class attendance is essential. If you are absent it is your responsibility to get information from classmates.

**V. Communication Policy:** A common concern among beginning signers is, "How will I understand what you are saying since I don't know ASL yet?" To enhance your acquisition of ASL your instructor will communicate to you in ASL. In the beginning you will be permitted to use your voice to talk with the Instructor, answer questions etc... As the class progresses you will be required to communicate via ASL. Language learning is an interactive process. For you to acquire this language you must participate fully in all of the student focused activities. Be prepared to transfer "hearing" from your ears to your eyes.

**VI Grading:** After the semester is over the grade that you earned will be posted. You will not have an opportunity to change your grade after that date.

97-100	A+
90-96.99	A
87-89.99	B+

80-86.99	B
77-79.99	C+
70-76.99	C
60-69.99	D
Below 60	F

### **VII. Evaluation:**

Students will be evaluated on receptive and expressive language skills. There will also be evaluation on general knowledge through written exams.

- You will receive the grade you earn
- No make up quizzes
- If you arrive late for a quiz or exam you will be permitted to join the testing situation **from the point at which you arrive. No signing will be repeated if you are late.**
- It is the students responsibility to make prior arrangements with the instructor if the student is unable to attend class the day of the exam. A grade of 0 will be given if you are absent on exam day and no PRIOR arrangements have been made.
- *Excused* absences are: emergencies, sickness with Dr. excuse and other situations which have been discussed with your instructor. All other absences are considered *unexcused*. Please inform your instructor if you have an absence.
- Homework turned in late will receive an automatic deduction of 10 points. If turned in days later or weeks later it will be scored at teacher discretion

<u>Daily</u> : attendance, pop quizzes, homework, workbook, Deaf Culture immersion hours(3)	20%
<u>Quizzes</u> : 5 scheduled quizzes	20%
<u>Mid Term</u> :	20%
<u>Final Exam</u>	20%
<u>Presentations (4)</u>	20%

### **VIII. University Honor Code and Academic Honesty Policy**

University Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” *A Culture of Honesty*, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi).

In an effort to maintain a healthy environment for learning The University of Georgia’s Policy on Academic Honesty will be followed stringently in this course. Refer to the website above to familiarize yourself with this policy.

### **IX. Some additional thoughts**

- When it comes to ASL, **learning to see** is the key! Visual acuity and a positive mental attitude is vital.
- When someone is asking a question in ASL please direct your eyes to them so that you are able to receive the information. If you’re not looking at the signer it’s your fault.
- Additional signs (other than those listed in each unit) will be included in daily conversation. It is your responsibility to make your own list of additional vocabulary that is noted by the teacher.
- Excessive tardiness or more than 3 absences may result in a lowered grade.
- ALL cell phones should be turned off before entering the classroom

**MARK TWAIN ONCE SAID, “I knew a man who grabbed a cat by the tail and learned forty percent more about cats than the man who didn’t.” ... (-think about it !)**

**HEAR MY HANDS** is a student initiated Sign Language Club created to provide opportunities to use and practice ASL in a non-threatening environment. Monthly activities are planned and carried out by a committee of interested students. Plan to attend some of these fun events! If you would like to serve as an officer contact Lindsay Yarbrough at [LNZ119@aol.com](mailto:LNZ119@aol.com)

### **What PRESENTATIONS are required?**

**Presentation 1 SIGNED INTRODUCTION**

*Objective:* To become comfortable meeting Deaf people and giving information about yourself in ASL.  
*Format:* Learn to sign an introduction about yourself. Include your name, you are hearing, that you are learning ASL, where you are learning ASL, your teachers name, why you are learning ASL

**Presentation 2 ASL VIDEOTAPE**

*Objective:* To sign a clear detailed introduction about yourself that you will be able to use when meeting others  
*Format:* Write out your introduction in English and translate it into ASL. Sign the introduction while videotaping yourself. Include your name, where you are from. Where you go to school, your major, info about your family. Remember in Deaf Culture the norm is sharing a great deal of information! After your instructor grades the tape you will meet together and receive feedback.

**Presentation 3: SONG**

*Objective:* To expand vocabulary, expression and knowledge of language structures through music.  
*Format:* Each student group will randomly pick a music genre among a list compiled by the instructor. The group will meet outside of class to work on the translation of the song. On the given date each group will perform their song for the class. You will be graded on ASL production, clarity, grammar and creativity.

**Presentation 4: DEAF ISSUE PRESENTATION**

*Objective:* To provide a safe environment for students to communicate with native signers and learn more about Deaf Culture.  
*Format:* You will be divided into groups by the teacher and given a Deaf Culture topic on which to gather information. You must gather information about your topic at the Deaf Panel, through researching various publications, meeting Deaf people in class and at community events, plus other sources. Your group will make a presentation to the class about your assigned topic. The DEAF PANEL event will be held November 2, 2006 from 7-9pm. Location TBA.

**QUIZZES:**  
 Quiz #1 8/29  
 Quiz #2 9/21  
 Quiz #3 10/10  
 Quiz #4 10-31  
 Quiz #5 11/28

**PROJECTS:** #1 Introduction  
 #2 Video introduction and information  
 #3 Song  
 #4 Culture presentation

**REQUIRED EVENTS!!!!!!!!!!!!!!**  
**Deaf Panel, November 2, 2006 7-9pm** Location TBA

**DEAF CULTURE EVENTS: Three events outside of class are required. Events are due on or before NOV 21.**  
 You will be given an outline of questions to ask people at each event. Also, include the following information:

- Name of event and location
- When held and times
- How many Deaf people attended? Ages/ethnicity/ect...?
- Describe your experience and give supporting details
- What did you learn?
- How were you involved in the situation?
  - Observing
  - Meeting Deaf people on your own/introducing yourself
  - Meeting Deaf people with aid of teacher, friends
  - Conversing with Deaf people

<b>COURSE OUTLINE</b>	This outline is only a guide.	
<b><u>DATE</u></b>	<b><u>OBJECTIVE</u></b>	<b><u>ASSIGNMENT</u></b>
8/17	Introduction and Course Overview Manual Alphabet Same/Different	Memorize Manual Alphabet plus signs in Unit 1 SN Complete pretest in workbook Complete workbook Unit 1
8/22	What is Language? To learn proper greetings and exchanging personal introductions	Read Workbook Unit 2 SN  Read C. Padden article, <i>The Deaf</i>

	Distinctive features of ASL Interrogatives and question forms: yes/no, wh? To comprehend video dialogues Unit 1 i	<i>Community and the Culture of Deaf People.</i> answer questions (type your answers)
8/24	Express and recognize Noun/Verb pairs Express and recognize signs using the agent marker Define Deaf Culture Define signer's perspective and use of space and vision in ASL Explain arbitrary vs. iconic signs	Complete Unit 2  Read <i>Introduction to ASL and Deaf Community</i> and <i>See!See!See!</i>
8/29	<b>QUIZ #1</b> Explain ASL "topic/comment" structure Historical markers in the development of ASL Review Units 3	Prepare Unit 3  *PRESENTATION #1: Introduction
9/5	<b>Presentation #1: SIGNING INTRODUCTIONS</b> Express and understand vocabulary in order to ask, tell and confirm answers to simple questions	Complete Unit 3  Reading: DPN (pg 4 SN) <i>Deaf President Now!</i>
9/7	Discuss the historical impact of <i>Deaf President Now!</i> DPN Video	Readings: <i>The Language of the Deaf World</i> <i>Two Views of Deafness</i>  Prepare Unit 4
9/12	Spatial referencing in ASL Sentences in ASL: Topic/comment Declarative/Imperative Simple Numbers in ASL Deafness: Difference or Disability?	Review Unit 4  Reading: <i>Welcome to the Deaf World</i>
9/14	Identify educational options for Deaf/deaf children  Practice expressing and understanding ASL in context Practice using facial expression and non manual markers	Complete Unit 4 Prepare Unit 5  Reading: <i>What Total Family Involvement Means to Me</i>
9/19	Talking about family and friends To sign singular and plural pronouns accurately Sign gender appropriately Use Contrastive Structure	Handout: Identify Famous Deaf people
9/21	<b>QUIZ #2</b> To define classifiers and use CL: 1, CL: B, CL: 3, CL: Practice using Contrastive Structures Give clear negative responses to questions	Review Unit 5 workbook and videotape
9/26	<b>VIDEO DUE – Personal introductions and telling about your family and giving personal information.</b> Identify vocabulary used to discuss activities	Complete Unit 5
9/28	Verbs in ASL: Directionality Establishing tense and time vocabulary	Read handout: Prepare Unit 6
10/3	Expressive & Receptive practice To communicate time and dates Identify proper etiquette in ASL situations	Review Unit 6
10/5	To sign about daily activities To sign about recreational activities	Given topic prepare skits with partner to sign in class
10/10	<b>QUIZ #3</b> Sign ASL skits in class Receive assignments for Project #2 Signing music	Complete Unit 6 Read packet pg 76 Music
10/12	Negotiating the signing environment and other conversational strategies for cross cultural	Read Cumulative Review Units 1-6

	communication	Prepare Unit 7
10/17	<b>Midterm exam</b>	
10/19	Fingerspelling practice Practice giving and receiving directions Kathy Buckley Videotape	Review workbook Unit 7  <i>Immersion hours due on or before Nov.21</i>
10/24	<b>F A L L</b>	<b>B R E A K</b>
10/26	Receive details and group assignments for Project#3 To state a problem and ask for help, confirm solution.	Review Unit 7
10/31	<b>QUIZ #4</b> Last minute questions related to songs Define Cochlear Implants and compare medical viewpoint vs. cultural viewpoint	Have songs prepared for signing, words typed with translations and music
11/2	<b>REQUIRED EVENT! Deaf Panel – 7-9pm Location TBA</b>	Make sure your groups have in depth questions prepared for panel
11/7	<b>Project#2 DUE</b>	
11/9 * <i>HMH Amateur Night</i>	<b>Project#2 continue if needed</b>	Complete Unit 7
11/14	To refine ASL conversational skills  20/20 Interview with Dr. Robert Smithdus: Deaf-Blind	PROJECT #3 tomorrow
11/16	<b>Project #3 Due</b>	
11/21	<b>Project #3 continued</b>	
11/23	<b>THANKSGIVING HOLIDAY</b>	
11/28	<b>Quiz #5</b>	
11/30	Final exam review	
12/5	Wrap up: Last Day of Class	
<b>Final Exam</b>		