

CMSD 4810 American Sign Language I Spring 2006 Tu/Th

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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: I am readily available to discuss your successes, problems, concerns, progress in this course. Office hours are flexible. Email me to set up an appointment. I highly suggest that each student drop by during the semester.

Course Credit Hours: 3

I. Textbooks:

1. Ella Mae Lentz, Ken Mikos, Cheri Smith, (1993). *Signing Naturally*, Dawn Sign Press, book and videotape series **(No USED workbooks accepted!!!!!!)** You will need VCR access to view the VHS tape that accompanies the curriculum.
2. *The American Sign Language Phrase Book*, Lou Fant, 1980, Contemporary Books, Inc
3. ASL Dictionary can be purchased at local bookstore. See examples in class
4. Reading Packet to be purchased at Bel Jean
5. 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), 2nd floor Aderhold Hall
6. 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 Deafness 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.

89-100	A
79-89	B
69-79	C
68-60	D
59- below	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 for late-comers.**

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 20 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 events(3)	20%
<u>Quizzes:</u> 5 scheduled quizzes	20%
<u>Mid Term:</u> written and receptive	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.

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

IMPORTANT INFORMATION

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, where you are from, your major

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. 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 PANEL

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, the required event on 10/13 and other sources. Your group will make a presentation to the class about your topic.

QUIZZES:

Quiz #1 1/19
Quiz #2 2/9
Quiz #3 2/28
Quiz #4 3/23
Quiz #5 4/20

PROJECTS: #1 Introduction 1/24
#2 Video 2/14
#3 Song 3/28
#4 Culture presentation 4/13

REQUIRED EVENTS!!!!!!!!!!!!

April 4, 2006 Deaf Panel, Georgia Center for Continuing Education 7-9pm

DEAF CULTURE EVENTS: Three events outside of class are required. TWO are due on or before March 9 and the last one is due on or before April 21. Use the following format for your write up:

- Name of event and location
- When held and times
- How many Deaf people attended? Ages/ethnicity/etc...?
- 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

1/10	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
1/12	Making personal introductions Distinctive features of ASL Interrogatives and question forms Video dialogues Unit 1 in class	Read Workbook Unit 2 SN Read C. Padden article, packet pg. 14, <i>The Deaf Community and the Culture of Deaf People</i> and answer questions (type your answers)
1/17	Noun/Verb pairs Define Deaf Culture Signer's perspective and use of space and vision in ASL	Complete Unit 2 Read packet pg. 29-33, <i>Introduction to ASL and Deaf Community</i> and pg 59-60 <i>See!See!See! See!</i>
1/19	QUIZ #1 What is Language? Historical markers in the development of ASL Review Units 3	Complete Unit 3 *PRESENTATION # 1- DUE 1/24 PREPARE INTRODUCTION
1/24	Presentation #1: SIGNING INTRODUCTIONS Express and understand vocabulary in order to tell about where you live	Read DPN (pg 4 SN) and packet(43-47) <i>Deaf President Now!</i> Read Unit 4
1/26	Video dialogues Unit 4 in class Historical impact of <i>Deaf President Now!</i> DPN Video	Read packet <i>The Language of the Deaf World</i> Packet pg 11 2 <i>Two Views of Deafness</i>
1/31	Spatial referencing in ASL Sentences in ASL: Topic/comment Declarative/Imperative Simple Numbers in ASL Deafness: Difference or Disability?	Complete Unit 4 Read Unit 5 Packet pg, 37-42 Read packet <i>Welcome to the Deaf World</i>
2/2	Identify educational options for Deaf/deaf children Practice expressing and understanding ASL in context Practice using facial expression and non manual markers	Read packet <i>What Total Family Involvement Means to Me</i>
2/7	Talking about Family- Vocabulary Unit 5 Constrastive Structure	Handout: Identify Famous Deaf people
2/9	QUIZ #2 Practice using Constrastive Structures Give clear negative responses to questions	Review Unit 5 workbook and videotape
2/14	VIDEO DUE – Personal introductions and telling about your family. Identify vocabulary used to discuss activities	Complete Unit 5 Read Unit 6
2/16	Verbs in ASL: Directionality Establishing tense and time vocabulary	Read handout: <i>Train-Gone Sorry</i>
2/21	Expressive & Receptive practice Calendar Identify proper etiquette in ASL situations	Prepare one month calendar of your activities to sign in class
2/23	Receptive practice understanding information about others Midterm review	Given topic prepare skits with partner to sign in class
2/28	QUIZ #3 Sign ASL skits in class Receive assignments for Project #2 Signing music	Complete Unit 6 Read packet pg 76 Music

3/2	Negotiating the signing environment and other conversational strategies Cross Cultural Communication Vocabulary for giving directions	Read Cumulative Review Units 1-6 Read page 81 Read Unit 7 Events due on or before 3/9
3/7	Midterm exam	
3/9	Fingerspelling practice Practice giving and receiving directions Kathy Buckley Videotape	Complete workbook Unit 7
3/13-17 (M-F)	S P R I N G	B R E A K
3/21	Receive details and group assignments for Project#3 More practice giving directions	Read packet pg 78 and 63-75
3/23	QUIZ #4 Last minute questions related to songs Define Cochlear Implants Define CODA	Have songs prepared for signing, words typed with translations and music
3/28	(GROUP) PROJECT #2 due	Make sure your groups have in depth questions prepared for panel
3/30	Project#2 continue if needed Group time to prepare for panel	
4/4	REQUIRED EVENT! Deaf Panel – GA Center for Continuing Education Ballroom _____ 7-9 pm	
4/6	Dr. Robert Smithdus/Deaf-Blind	PROJECT #3 due 4/13
4/11	Expressive and Receptive practice	Events due on or before 4/21
4/13	Project #3 due	
4/18	Project #3 continued	
4/20	Quiz #5	
4/25	Review quiz #5 Final exam review	
4/27	Wrap up: Last Day of Class	
Final Exam	Tuesday, May 9	12 noon – 3 pm