

## **CMSD 4810 American Sign Language I Spring 2007 (M/W)**

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Office hours: Mon./ Wed 10:45-12:45 or by appointment

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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.

**Course Credit Hours:** 3

### **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+	70-76.99	C
90-96.99	A	60-69.99	D
87-89.99	B+	Below 60	F
80-86.99	B		
77-79.99	C+		

### **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 pop quizzes. No make up quizzes for unexcused absences. You must pre-arrange with the teacher if you will be absent on a quiz day.

- 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
- If there is a problem or concern with grades or assignments please talk to your instructor or graduate assistant right away. Do not wait until the end of the semester.

<u>Daily:</u> pop quizzes, homework, workbook, Deaf Culture immersion hours(3)	15%
<u>Quizzes:</u> 5 scheduled quizzes	15%
<u>Mid Term:</u>	25%
<u>Final Exam</u>	25%
<u>Presentations (3)</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 is 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

#### **AMERICAN SIGN LANGUAGE CLUB at UGA**

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! For more information OR if you would like to serve as an officer or class representative contact Lindsay Yarbrough at [LNZ119@aol.com](mailto:LNZ119@aol.com)

## What PRESENTATIONS are required?

### Presentation #1 ASL VIDEOTAPE

**Objective:** To sign a clear detailed introduction about yourself that you will 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. This expressive signing is pre-taped and submitted for the teacher to view outside of class.

### Presentation #2: SONG

**Objective:** To expand vocabulary, expression and knowledge of ASL by analyzing the interface of syntax and semantics when translating English songs into ASL.

**Format:** Each student group will pick a music genre from 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 creativity plus ASL production, clarity, syntax, semantics, use of space, eye gaze and other non-manual markers.

### Presentation #3: DEAF ISSUE Group PRESENTATION

**Objective:** To provide an opportunity to study in more depth an issue related to Deaf Culture.

**Format:** You will be divided into groups by the teacher and given a Deaf Culture topic on which to gather information. Your group will make a presentation to the class about your assigned topic. Topics include: Accessibility, Cochlear implants, Education, Family Life, Healthcare, Interpreters, Social Life, Views of Deaf towards Hearing people, Employment

#### QUIZZES:

Quiz #1  
Quiz #2  
Quiz #3  
Quiz #4  
Quiz #5

**PROJECTS:** #1 ASL Introduction  
#2 ASL Song presentation  
#3 ASL/ Issue Group Presentation

#### REQUIRED EVENTS!

There will be one outside of class event that is required from 7pm –9pm Location TBA

**DEAF CULTURE EVENTS:** Three events outside of class are required. Events are due on or before April 23  
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." Attend the following three immersion events.

1. HMH Event
2. Mall of Georgia Food Court ( Silent Dinner: Feb 3, March 3, April 7)
3. Your choice

COURSE OUTLINE	This outline is only a guide.	
<u>DATE</u>	<u>OBJECTIVE</u>	<u>ASSIGNMENT</u>
1/8	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
1/10	What is Language? To learn proper greetings and exchanging personal introductions Distinctive features of ASL Interrogatives and question forms: yes/no, wh? To comprehend video dialogues Unit 1	Read Workbook Unit 2 SN  Read C. Padden article, <i>The Deaf Community and the Culture of Deaf People</i> . answer questions (type your answers)
1/17	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>
1/22	<b>QUIZ #1</b>  Explain ASL "topic/comment" structure Historical markers in the development of ASL Review Units 3	Prepare Unit 3
1/24	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>
1/29	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
1/31	Spatial referencing in ASL Sentences in ASL: Topic/comment\ Declarative/Imperative Simple Numbers in ASL Deafness: Difference or Disability? <b>PROJECT #1 VIDEO INTRODUCTION DUE</b>	Review Unit 4  Reading: <i>Welcome to the Deaf World</i>
2/5	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
2/7	Talking about family and friends To sign singular and plural pronouns accurately Sign gender appropriately Use Contrastive Structure	Identify Famous Deaf people
2/12	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
2/14	Identify vocabulary used to discuss activities	Complete Unit 5
2/19	<b>QUIZ #2</b>	Read handout: Prepare Unit 6
2/21	Expressive & Receptive practice To communicate time and dates Identify proper etiquette in ASL situations	Review Unit 6
2/26	To sign about daily activities To sign about recreational activities	Given topic prepare skits with partner to sign in class

2/28	Sign ASL skits in class Signing music	Complete Unit 6 Read packet pg 76 Music
3/1	Group work with songs	Read Cumulative Review Units 1-6
3/5	Negotiating the signing environment and other conversational strategies for cross cultural communication <b>QUIZ #3</b>	Begin Unit 7
3/7	More signing practice	
3/12 – 3/16	<b>SPRING BREAK</b>	
3/19	Negotiating the signing environment and other conversational strategies for cross cultural communication	
3/21	<b>Midterm exam</b>	
3/26	<b>Project #2 Song Due</b>	
3/28	<b>Project #2 Song Due</b>	Review workbook Unit 7
4/2	<b>QUIZ #4</b> Practice giving and receiving directions Kathy Buckley Videotape	Prepare group questions Complete Unit 7
4/4	<b>REQUIRED EVENT!</b> <b>7-9pm Location TBA</b>	
4/9	To state a problem and ask for help, confirm solution.	
4/11	Define Cochlear Implants and compare medical viewpoint vs. cultural viewpoint	
4/16	<b>QUIZ #5</b>  20/20 Interview with Dr. Robert Smithdus: Deaf-Blind Communication	PROJECT #3 tomorrow
4/18	<b>Project #3 Due</b>	
4/23 Events DUE	<b>Project #3 continued</b>	
4/25	Final exam review	
4/30	Final exam review Wrap up: Last Day of Class	
<b>Final Exam</b>	Wednesday, May 2, 2007 8:00-11:00 am	