A. **Course Information**  
Department of American Sign Language and Interpreter Education  
ASL 101  
American Sign Language I  
3 credit hours

B. **Course Description**  
ASL 101 American Sign Language I. (3) I.II. A functional notional approach to learning beginning American Sign Language (ASL). Development of basic knowledge and understanding of conversational ASL and cultural features of the language and community. 3 Lec/1 Lab. General Ed VIII.

Note: 15 total hours of lab time required, attend lab at the times you registered for. Lab is in Wallace room #275.

C. **Required Texts**
3. ASL 101 Lab Student Workbook—check Blackboard course ASL 101 lab under course documents. The student is responsible for printing pages and bringing them to the lab.
4. Supplemental readings as assigned.

D. **Course Objectives**  
ASL 101 is a general education course that is designed to help students:

- Communicate effectively by applying skills in reading, writing, speaking, and listening** and through appropriate use of information technology. (Goal one)
- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
- Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)

**For this class, the general terms 'speaking and listening' listed under the first goal are interpreted to mean expressively signing and receptively understanding sign language.

Upon completion of this semester, the student will be able to:
1. Show awareness of and respect for Deaf culture *[a practical way to show this is through signing--not speaking--in class and in lab and through listening by maintaining eye contact].
2. Use appropriate non-manual behavior markers for different types of sentences.
3. Understand and use signs expressively and receptively related to:
a. introduction oneself and others,
b. exchanging personal information,
c. talking about surroundings and where they live,
d. talking about their families, and
e. telling about specific activities.

*Comments in brackets are mine.

E. Course Outline (subject to change—any changes will be emailed and posted on Blackboard).

FHPO = For Hearing People Only—Readings due on the date listed

<table>
<thead>
<tr>
<th>Week</th>
<th>Signing Naturally</th>
<th>For Hearing People Only</th>
<th>Special Dates/Assignments</th>
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<tbody>
<tr>
<td>One</td>
<td>Unit 1 - 2</td>
<td>Ch. 1 - 3</td>
<td>End of add/drop</td>
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<tr>
<td>Two</td>
<td>Unit 1 - 2</td>
<td>Ch. 4 - 5</td>
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<td>Three</td>
<td>Unit 1 - 2</td>
<td>Ch. 6 - 7</td>
<td>Video Review</td>
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<tr>
<td>Four</td>
<td>Unit 1 - 2</td>
<td>Ch. 8 - 9</td>
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<tr>
<td>Five</td>
<td>Unit 1 - 2 Test</td>
<td>Ch. 10 - 11</td>
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<tr>
<td>Six</td>
<td>Unit 3 - 4</td>
<td>Ch. 12 - 14</td>
<td>2nd Video Review</td>
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<td>Seven</td>
<td>Unit 3 - 4</td>
<td>Ch. 15 - 18</td>
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<tr>
<td>Eight</td>
<td>Unit 3 - 4</td>
<td>Ch. 19 - 22</td>
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<tr>
<td>Nine</td>
<td>Unit 3 - 4</td>
<td>Ch. 23 - 24</td>
<td>Last day to withdraw</td>
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<td>Ten</td>
<td>Unit 3 - 4 Test</td>
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<tr>
<td>Eleven</td>
<td>Unit 5 - 6</td>
<td>Ch. 25 - 27</td>
<td>3rd Video Review</td>
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<tr>
<td>Twelve</td>
<td>Unit 5 - 6</td>
<td>Ch. 28 - 29</td>
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<tr>
<td>Thirteen</td>
<td>Unit 5 - 6</td>
<td>Ch. 28 - 34</td>
<td>4th Video Review</td>
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<tr>
<td>Fourteen</td>
<td>Unit 5 - 6</td>
<td>Test</td>
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<tr>
<td>Fifteen</td>
<td>Unit 5 - 6</td>
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</tr>
<tr>
<td>Sixteen</td>
<td>Unit 5 - 6</td>
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<tr>
<td>Final Exam as scheduled</td>
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F. Course Requirements

1. Class Participation and Attendance

ASL is a visual and gestural language, not auditory and spoken. The best way to learn ASL is to see how native signers use the language, then continually use it with them and others in the same way—without relying on your first language (this is also known as ‘total immersion’). In other words, trying to learn a language mainly through independent study or to try to catch up on your own if you miss class does not work. This is a highly interactive, performance-based course that continually builds new skills on previously learned skills. Missing even one class will put you behind.

This class will have the spirit of an important value in the Deaf community: collectivism—as opposed to the value of individualism, which is generally a feature of American culture. We are a collective learning community, so you need to “watch out” for each other and not leave anyone behind. At the same time, please don’t intentionally let your community down by missing class time and potentially hindering the progress of this community. We can make a lot more progress as a class when we are all on the same level moving forward together. If you attend
class regularly and are falling behind, this may mean that you need to work harder outside of class—practicing with other students, more involved in the lab, etc.

We will be doing a lot of practice in pairs, please be eagerly willing to work with any and all students in the class and your lab. Those who are willing to make mistakes with each other during class and can laugh at themselves are the most successful students. I will do my part as your teacher to create a safe learning community—It may not feel comfortable all the time, and you may feel stretched!—but I will try to make it as safe as I can.

This class will help you develop both your expressive signing and the receptive “reading” of signs, with the major emphasis geared toward your receptive skills (e.g. use of our eyes and culturally appropriate “listening” feedback). **Please, do not use your voice in the classroom and the lab as this hinders your progress and the progress of your learning community.**

In general, using your voice in the presence of Deaf/Hard of Hearing people and not attempting to include them by signing, is considered rude and disrespectful. The classroom and lab are designated signing areas!

Because significant language learning cannot happen apart from immersion and your learning community is depending on you, class attendance is CRITICAL. Please do not miss any class time at all. Some flexibility is allowed for legitimate reasons that demonstrate responsible and reasonable handling of the cause of an absence. Please see me if you would like to have your reason considered “officially excused”, or if I can help you figure out how to resolve a problem that hinders your attendance. If you have **more than three unexcused absences, the final grade for the whole course will be lowered by one letter grade.** Each unexcused absence thereafter will result in another lowered letter grade. Three latenesses are equal to one unexcused absence.

If you have any questions or concerns that you want to discuss in spoken English, please do so before or after class or during my office hours—which are posted outside Wallace 216. As always, you can also send an email message to me.

2. Sign Language Lab—Wallace 275

You are required to attend your scheduled lab time **once a week** throughout the semester. Documentation of your lab hours will be accomplished by a roll call or other system devised by the Lab. It is also recommended that you keep a record of your own attendance. I will review the roll call record to determine your grade for this requirement. You will also need to follow the schedule of completing lab Student Workbook (SWB) activities as listed below. Do not do these activities in advance. You are responsible to print these activities from the Blackboard ASL 101 Lab course website and bring them to the lab. It is suggested that you print them all at one time and put them in a binder. If you miss a lab hour for a justifiable reason, you have until following week’s lab time to make it up. Make-ups must be approved by your instructor and scheduled through the ASL Lab online appointment form [http://www.interpreting.eku.edu/asl_lab.php](http://www.interpreting.eku.edu/asl_lab.php)

Student Workbook activities for the lab are due according to the following order.

| Unit 1.1: Non-Manual Behavior: Facial Expression | Week One |
| Unit 1.2: Same or Different | Week One |
| Unit 1.3: Modified Uno | Week Two |
# Unit 2.1: Commands Practice  
Unit 2.2: Class Identification Activity  
Unit 2.3: Interactive Questions & Answers  
Unit 2.4: Picture It  
Unit 3.1: What’s Around Here  
Unit 3.2: Which Direction?  
Unit 3.3: Street Direction  
Unit 3.4: Question Types  
Unit 3.5: Fingerspelling (Two/Three-letter)  
Unit 3.6: Go Fish -Fingerspelling  
Unit 4.1: Grid Activities  
Unit 4.2: Mathematics  
Unit 4.2: Kentucky Map  
Unit 4.4: Fingerspelling (Four-letter)  
Unit 4.5: Grid Activities (Continue)  
Unit 5.1: The Family Tree  
Unit 5.2: Personal/Possessive Pronouns  
Unit 5.3: Mathematics  
Unit 5.4: How Many Questions  
Unit 5.5: Contrastive Information  
Unit 5.6: The Jones Family  
Unit 6.1: Identifying Activities  
Unit 6.2: Calendar  
Unit 6.3: Telling About Activities  
Unit 6.4: Opinions  
Unit 6.5: Advanced UNO

## 3. Tests

Tests will involve evaluating your receptive and expressive ASL skills and knowledge questions from the textbook. **No make-up tests** will be given unless you have a legitimate emergency. Tests also include information from your Signing Naturally text as well as For Hearing People Only text.

## 4. Final Exam

A cumulative written final exam will be given during the designated final exam schedule. (see Course Outline or EKU Calendar).

## 5. Video Reviews

*Four videotapes will be assigned for your viewing. Due dates are included here and in the Course Outline. Videos will deal with enlightening cultural and historical issues within the Deaf community. Videos are on reserve in the main library.*

- a. Introduction to the Deaf Community  
  Due week three
- b. See What I Mean?  
  Due week seven
Once you have previewed a video, you must submit a review report to the “Safe Assignments” area in Blackboard with the following format:

**Video Review Format**

Name:
Date:
Title of videotape:

1) A one sentence summary of the message and intent of the video.

2) Your opinions/perspective of the subject presented (at least 2 paragraphs):
   Include in this section any similarities or differences between your own culture/background and that of the Deaf Community.

3) Two questions that you now have as a result of viewing the video, and any facts you would like to dispute:
   This could include something you don’t understand or have questions about after viewing the video.

**Grading Criteria:**

- **limited** to ONE - TWO pages
- **must** be typed in 12 point font, double spaced submitted on time to the Blackboard “Safe Assignment” area.
- correct grammar, correct spelling, clear style, and logical (you can get support with this at the writing center)
- include all three required sections
- late reviews will NOT be accepted.

**G. Additional Requirements for 500-700 Level:** N/A

**H. Evaluation Methods/Scoring for Course Requirements**

Beyond the evaluation methods described under each Course Requirement above, in general I will use standard testing and scoring methods to measure level of skill/achievement of the course objectives. Since the goal is to develop signing skills that match native ASL signers, I will evaluate the extent to which you are making progress towards this goal, given the instructional opportunities (in class and the lab), the number of hours that you are expected to practice outside of class for a “100 level” course and what is typical for language learners at this level. The weight of each requirement is outlined below:

<table>
<thead>
<tr>
<th>Requirement and Weight:</th>
<th>Grading Scale:</th>
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</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>A = 135 – 150</td>
</tr>
<tr>
<td>2. Lab Hours and SWB</td>
<td>B = 120 - 134</td>
</tr>
<tr>
<td>3. Tests</td>
<td>C = 105 - 119</td>
</tr>
</tbody>
</table>
4. Final Exam 25  D = 90 - 104
5. Video Reviews (4) 20  F = 89 or below
Total 150

Warning: More than 3 unexcused absences will lower the overall grade by one letter grade. Each unexcused absence thereafter will result in another lowered letter grade. Three latenesses are equal to one unexcused absence.

I. Student Progress

I will be using the Gradebook feature in the course Blackboard site. Please visit this area often to track your progress.

J. Attendance Policy

More than 3 unexcused absences will lower the overall grade by one letter grade. Each unexcused absence thereafter will result in another lowered letter grade. Three latenesses equate to one absence.

K. Notification of Last Day to Drop Course

See Course Outline.

L. Adaptive Instructions

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

M. Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Helpful Hints

These hints and ground rules are designed to help you get over some initial hurdles when learning ASL in a total immersion classroom:

• Be on time (it’s hard to come in late without disrupting your learning community—they can’t “listen” with their eyes to what’s going on in class and see who’s coming in the door at the same time).
• Put your cell phones/iPods away.
• Continually pair up with different people, this will help everyone grow.
• This is ASL class, not a lipreading or whispering class.
• Get out of your comfort zone—be ready to use your eyes, face, hands, and bodies in new ways.
• It IS polite to point in ASL.
• It IS polite to stare in ASL—it is actually very rude to not stare because you will not be ‘listening’ with your eyes if you don’t.
• It IS polite to touch in ASL—to get another person’s attention.
• Use culturally appropriate ways to get someone’s attention without using sound (pretend your classmate is Deaf)
• Only start signing to someone after you first see that they are “listening” to you with their eyes.
• The dialogues we will use are general guides. Assume that your partner will not strictly follow them so be ready to really communicate!
• If there is a breakdown in communication, laugh and start again using a different strategy.
• “Recycle” signs you already know to enhance your communication.
• We are not robots—be sure there is real back-and-forth communication and understanding.
• ASL signs don’t always have the same range of meaning as their equivalents in English.
• When in doubt, verify the production and meaning of a new sign with several native signers. As a non-native user, be constantly willing to revise your understanding of the appropriate use of a sign.
• ASL sentences have a different structure than English.
• ASL facial expressions are grammatically important—it signals whether a sentence is a positive statement (true), negative statement (not true), a question, etc. —a lot of misunderstanding can happen without them!
• These grammatical expressions are often confused with anger, emotion, dramatics, etc.—they are linguistic, not emotional.
Course P/N | Course Title
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ASL 101 | American Sign Language I

RELATIONSHIP TO:

### CONCEPTUAL FRAMEWORK ELEMENTS

**CF1: Knowledge** - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.

**CF2: Pedagogical Skills** - Enables the professional educator to facilitate learning for all students.

**CF3: Dispositions** - Includes the professional attitudes, values and beliefs that support student learning and development.

**CF4: Technology** - Focuses on preparing candidates who are able to use educational technology to help all students learn.

**CF5: Diversity** - Reflects the Unit’s commitment to preparing candidates to support learning for all students.

| K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments |
|---|---|---|---|---|
| CF1 | CF2 | CF3 | CF4 | CF5 |
| K | --- | --- | --- | K |

**Kentucky Teacher Standards – Initial or Advanced**

**TEACHER STANDARDS (2008)**

- **STANDARD 1**: The teacher demonstrates applied content knowledge
- **STANDARD 2**: The teacher designs and plans instruction
- **STANDARD 3**: The teacher creates and maintains learning climate
- **STANDARD 4**: The teacher implements and manages instruction
- **STANDARD 5**: The teacher assesses and communicates learning results
- **STANDARD 6**: The teacher demonstrates the implementation of technology
- **STANDARD 7**: Reflects on and evaluates teaching and learning
- **STANDARD 8**: Collaborates with colleagues/parents/others
- **STANDARD 9**: Evaluates teaching and implements professional development
- **STANDARD 10**: Provides leadership within school/community/profession
EKU Goals

**EKU GOALS**

**EKU-G1.** To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.

**EKU-G2.** To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.

**EKU-G3.** To promote learning through high quality programs, research, and support services.

**EKU-G4.** To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.

**EKU-G5.** To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.


<table>
<thead>
<tr>
<th>EKU-G1</th>
<th>EKU-G2</th>
<th>EKU-G3</th>
<th>EKU-G4</th>
<th>EKU-G5</th>
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KERA Initiatives

Identify the initiative number(s) for each category

<table>
<thead>
<tr>
<th>Learner Goals/Academic Expectations</th>
<th>Program of Studies: Understandings</th>
<th>Program of Studies: Skills &amp; Concepts</th>
<th>Core Content</th>
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EPSB Themes

**K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments**

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Assessment</th>
<th>Literacy/Reading</th>
<th>Closing Achievement Gap</th>
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SPA

**STANDARD NAME GOES HERE**

American Sign Language Teachers Association

1. Instruction class size standard of 8 – 20 students