American Sign Language 102 –
Course Syllabus

A. Course Information

Department: American Sign Language and Interpreter Education
ASL 102
American Sign Language II
Credit Hours: Three (3)

B. Catalog Description

ASL 102 American Sign Language II. (3) I, II. Prerequisite: ASL 101 with a minimum grade of “C” or departmental permission. Continued development of basic knowledge of and understanding of conversational ASL and cultural features of the language and community. 3 Lec/1Lab. Gen. Ed. VIII

C. Required Texts


3. ASL 102 Lab Student Workbook—check Blackboard course ASL 102 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 102 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 being able to express yourself through signing (speaking) and understanding/comprehending sign language (listening).

Upon completion of this semester, students 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. giving directions,
   b. describing others,
   c. making requests,
   d. talking about family and occupations,
   e. attributing qualities to others, and
   f. talking about routines.

*Comments in brackets are mine.

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

<table>
<thead>
<tr>
<th>Week of</th>
<th>Signing Naturally</th>
<th>For Hearing People Only</th>
<th>Special Dates/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Unit 8 – 9</td>
<td>Ch. 35 – 36</td>
<td>End of add/drop</td>
</tr>
<tr>
<td>Week 2</td>
<td>Unit 8 – 9</td>
<td>Ch. 37 – 39</td>
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<tr>
<td>Week 3</td>
<td>Unit 8 – 9</td>
<td>Ch. 40 – 42</td>
<td>1st Video Review</td>
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<td>Week 4</td>
<td>Unit 8 – 9</td>
<td>Ch. 43 – 48</td>
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<tr>
<td>Week 5</td>
<td>Unit 8 – 9 Test</td>
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<tr>
<td>Week 6</td>
<td>Unit 7 &amp; 11</td>
<td></td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Unit 7 &amp; 11</td>
<td>Ch. 49 – 51</td>
<td>2nd Video Review</td>
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<td>Week 8</td>
<td>Unit 7 &amp; 11</td>
<td>Ch. 52 - 54</td>
<td>Pick re-tell story &amp; outline</td>
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<tr>
<td>Week 9</td>
<td>Unit 7 &amp; 11</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Unit 7 &amp; 11 Test</td>
<td>Ch. 55 - 57</td>
<td>Last day to withdraw</td>
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<tr>
<td>Week 11</td>
<td>Unit 10 &amp; 12</td>
<td>Ch. 58 – 60</td>
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<tr>
<td>Week 12</td>
<td>Unit 10 &amp; 12</td>
<td></td>
<td>3rd Video Review</td>
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<tr>
<td>Week 13</td>
<td>Unit 10 &amp; 12</td>
<td>Ch. 61 – 63</td>
<td>Story Retell</td>
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<tr>
<td>Week 14</td>
<td>Unit 10 &amp; 12</td>
<td>Ch. 64 – 68</td>
<td></td>
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<tr>
<td>Week 15</td>
<td>Unit 10 &amp; 12</td>
<td></td>
<td>Video Review</td>
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<tr>
<td>Week 16</td>
<td>Unit 10 &amp; 12 Test</td>
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<td></td>
<td>Final Exam as scheduled</td>
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</table>

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 218 and will be posted on Blackboard. As always, you can also send an email message to me.

2. Quizzes/Homework

Quizzes and homework will generally cover material from For Hearing People Only (FHPO), readings in your Signing Naturally book (language and culture notes) and other supplementary readings as assigned. Quizzes will be given at the beginning of class—no make-ups will be given for these quizzes.

3. 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 102 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

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

**ASL 102 Lab Student Workbook**

- **Unit 8.1:** Describing People 1 Week One
- **Unit 8.2:** Picture It A 2 Week One
- **Unit 8.3:** Bus Stop 3 Week Two
- **Unit 8.4:** Missing Numbers 4 Week Two
- **Unit 8.5:** Crossword Puzzle A 5 Week Three
- **Unit 8.6:** Crossword Puzzle B 6 Week Three
- **Unit 9.1:** My Shoes, Where? 7 Week Four
- **Unit 9.2:** How Much? 8 Week Four
- **Unit 9.3:** Patient Wants Want? 9 Week Five
- **Unit 9.4:** Please For Me 10 Week Five
- **Unit 9.5:** Picture It B 11 Week Six
- **Unit 7.1:** Identify Where 12 Week Six
- **Unit 7.2:** Mall Direction 13 Week Seven
- **Unit 7.3:** Common Fingerspelled Abbreviation 14 Week Seven
- **Unit 7.4:** Break Time at the Café 15 Week Eight
- **Unit 7.5:** I’m Thirsty, Where Can I Get a Drink? 16 Week Eight
- **Unit 7.6:** Missing Numbers 17 Week Nine
- **Unit 11.1:** What’s His/Her Personality? 18 Week Nine
- **Unit 11.2:** What’s the Sequence B 19 Week Ten
- **Unit 11.3:** Fingerspelled Months 20 Week Ten
- **Unit 11.4:** Lost Names 21 Week Eleven
- **Unit 10.1:** Ranking by Age 22 Week Eleven
- **Unit 10.2:** The Smith Family 23 & 24 Week Twelve
- **Unit 10.3:** What Do You Do? 25 Week Thirteen
- **Unit 10.4:** Before and Now 26 Week Thirteen
- **Unit 12.1:** Important Dates (Fingerspelling) 27 Week Fourteen
- **Unit 12.2:** Weekly and Monthly Signs 28 & 29 Week Fourteen
- **Unit 12.3:** Daily Routines 30 Week Fifteen
- **Unit 7-12.1:** Buying Items 31 Week Fifteen

4. 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.

5. Final Exam

A cumulative written final exam will be given during the designated final exam schedule. (see Course Outline or EKU Calendar).
6. 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. The Ragin' Cajun: Usher Syndrome Due Week 3
b. In the Land of the Deaf Due Week 8
c. You Think DEAF People Have Problems Due Week 13
d. Beyond Silence Due Week 16

Once you have previewed a video, you must submit a review report to the “Safe Assignments” area in Blackboard with the following format. Do not deviate from this format or points will be deducted:

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.

7. Story Retelling

To help you develop signing skills akin to native Deaf signers, you will be required to retell one short story in ASL taken from the Signing Naturally Video Text VHS/DVD. Here are the possible stories you can retell:

Unit 7 “The Candy Bar”
Unit 9 “ABC Gum”
Unit 11 “A Fishy Story”
Unit 12 “Safe Keeping”
As part of completing the comprehension exercises in all units you will write the summary for all of these. Choose one story you would like to retell and then write a more detailed outline that story. You can work with a classmate to complete this part of the assignment. Your story outline is due Week Eight. Record yourself retelling the story (near verbatim) using video format with a goal to match the performance of the original Deaf storyteller. The video is due on November 19th. Technical details regarding video formatting, available equipment, and specific grading criteria will be provided several weeks before the due date.

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. Quizzes/Homework</td>
<td>A = 90 – 100</td>
</tr>
<tr>
<td>2. Lab Hours and SWB</td>
<td>B = 80 - 89</td>
</tr>
<tr>
<td>3. Tests</td>
<td>C = 70 - 79</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>D = 60 - 69</td>
</tr>
<tr>
<td>5. Video Reviews (4)</td>
<td>F = 59 or below</td>
</tr>
<tr>
<td>6. Story Retelling</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

**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**

See Course Requirements.

K. **Last Day to Drop the Course**

See Course Outline

L. **Disabilities Statement**
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.

N. **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
--- | ---
ASL 102 | American Sign Language II

**RELATIONSHIP TO:**

<table>
<thead>
<tr>
<th>CONCEPTUAL FRAMEWORK ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF1: <strong>Knowledge</strong> - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.</td>
</tr>
<tr>
<td>CF2: <strong>Pedagogical Skills</strong> - Enables the professional educator to facilitate learning for all students.</td>
</tr>
<tr>
<td>CF3: <strong>Dispositions</strong> - Includes the professional attitudes, values and beliefs that support student learning and development.</td>
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<tr>
<td>CF4: <strong>Technology</strong> - Focuses on preparing candidates who are able to use educational technology to help all students learn.</td>
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<tr>
<td>CF5: <strong>Diversity</strong> - Reflects the Unit’s commitment to preparing candidates to support learning for all students</td>
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| 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**

<table>
<thead>
<tr>
<th>TEACHER STANDARDS (2008)</th>
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<tbody>
<tr>
<td>STANDARD 1: The teacher demonstrates applied content knowledge</td>
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<tr>
<td>STANDARD 2: The teacher designs and plans instruction</td>
</tr>
<tr>
<td>STANDARD 3: The teacher creates and maintains learning climate</td>
</tr>
<tr>
<td>STANDARD 4: The teacher implements and manages instruction</td>
</tr>
<tr>
<td>STANDARD 5: The teacher assesses and communicates learning results</td>
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<tr>
<td>STANDARD 6: The teacher demonstrates the implementation of technology</td>
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<td>STANDARD 7: Reflects on and evaluates teaching and learning</td>
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<td>STANDARD 8: Collaborates with colleagues/parents/others</td>
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<td>STANDARD 9: Evaluates teaching and implements professional development</td>
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<tr>
<td>STANDARD 10: Provides leadership within school/community/profession</td>
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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**

<p>| K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments |
|--------------------------------------------------------|---------------------------------|</p>
<table>
<thead>
<tr>
<th>Diversity</th>
<th>Assessment</th>
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**SPA**

<table>
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<tr>
<th>STANDARD NAME GOES HERE</th>
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<tbody>
<tr>
<td>American Sign Language Teachers Association</td>
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<tr>
<td>1. Instruction class size standard of 8 – 20 students</td>
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