

Syllabus

Beginning ASL (Quarter) (year)

Instructor: _____ ; _____ ; _____
name email phone

Class Meets: _____

Course Description

Everyday communication is the centerpiece of every lesson. Topics revolve around sharing information about our environment and us. Grammar is introduced in context, with an emphasis on developing question and answering skills. You learn conversational strategies to help you maintain a conversation. Interaction activities allow you to rehearse what you've learned.

Course Outline

Unit 1: Introducing Oneself

Unit 2: Exchanging Personal Information

Unit 3: Talking about Where You Live

Unit 4: Talking about family

Unit 5: Talking about everyday activities

Unit 6: Storytelling

Approach

The curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing what is learned by engaging you into various interactive activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with me and other classmates. Our classes are conducted in American Sign Language (ASL) from the very first day. You are immersed in the language for six hours a week to maximize your language learning. The teacher will use gestures, signs, drawings and act out situations to get the point across and your job is to keep trying. This may sound daunting at first, but trust me, it works!

No Talking Policy

We insist on maintaining a signing environment at all times in the classroom for two reasons; One, it is considered rude and insulting to talk in front of a Deaf person and not make the information passing between you and the other person accessible. Since a good number of your teachers will be Deaf and your goal is to get to know Deaf people in the community, it is imperative that you develop the habit of signing when Deaf people are present. Secondly, this is an immersion class, which means only the target language is used. Using only ASL helps you to develop both your comprehension skills and your expressive skills quickly and effectively. Talking disrupts this process and delays your language development.

If a fellow student asks you for help, feel free to help by using signs you have learned or by writing back and forth. In this way, I can see what is being said and can join in to help, if needed be.

All cell phones and pagers must be turned off during class.

Required Materials:

- *Signing Naturally Units 1-6*

Attendance

Participation in class activities is crucial to your success in this class. The class forms a small community and your effort or lack of impacts the success of the group. Please make every effort to come to every class with homework done and ready to learn and participate. If you come late or leave early this will be considered a missed class. If you miss 4 classes you may be dropped from the class in accordance with college attendance policies. If you know you will be absent from class make arrangements for a classmate to take notes and collect handouts for you. I do not always bring extra copies with me to the next class.

Homework

You will have homework after every class, anywhere from 1 to 2 hours of work. It is important that you do the homework because the next class builds on the material covered.

Grades are based on the following:

Midterm Exam 50%

- *Narrative Exam:* You will videotape yourself telling either the “Timber Story” or “The Gum Story”. You will get more information on which stories later in the semester. You will need to bring high quality videotape for the filming.
- *Comprehensive Exam:* This is a comprehension exam covering Unit 1 -3. The exam tests your ability to understand what is being signed to you.
- *Expressive Exam:* You will prepare your own autobiography using the vocabulary and grammar structures learned in class. More instruction will be given in class.

Final Exam 50%

- *Comprehension Exam:* This comprehension exam covers Units 1-6. The exam tests your ability to understand what is being signed to you. You must pass this exam with a C+ or better to advance to the Expressive exam.
- *Narrative Exam:* You will narrate about a memorable childhood incident. The story will be told in front of a group rather than a camera. More specific guidelines will be given later in the course.
- *Expressive Exam:* This exam is your final exam. It is a 20 - 30 minute signed conversation you have with your assigned partner. The topics covered during the interview are outlined for you in advance and covers everything you learned during the semester.

Schedule

(1st quarter) (year)

Pre Unit— Session 1

Introduction to ASL
Syllabus,
Deaf Awareness Quiz

Unit 1—Session 2

Lessons 1.1, 1.2, 1.3

Session 3

Lessons 1.4, 1.5, 1.6, 1.7

Session 4

Lessons 1.8, 1.9

Session 5

Lessons 1.10, 1.11

Session 6

Lessons 1.12

Unit 1 Review

Unit 2—Session 7

Lessons 2.1, 2.2, 2.3

Session 8

Lessons 2.4, 2.5

Session 9

Lessons 2.6, 2.7

Unit 6—Storytelling: “Timber”

Session 10

Lessons 2.8, 2.9

Session 11

Lessons 2.10, 2.11, 2.12

Session 12

Review Units 1 and 2

Session 13

MIDTERM EXAM

Unit 3—Session 14

Lessons 3.1, 3.2, 3.3

Session 15

Lessons 3.4, 3.5, 3.6

Session 16

Lessons 3.7, 3.8, 3.9

Session 17

Unit 6—Storytelling: “The Gum Story”

Session 18

Lessons 3.10, 3.11, 3.12

Session 19

3.13, 3.14, 3.15

Session 20

Lessons 3.16

Unit 3 Review

Session 21

FINAL EXAM

Schedule

(2nd quarter) (year)

Session 1—Syllabus,

Review Units 1–3

Unit 4—**Session 2**

Lessons 4.1, 4.2, 4.3, 4.4

Session 3

Lessons 4.5, 4.6, 4.7

Session 4

Lessons 4.8, 4.9, 4.10

Session 5

Lessons 4.11, 4.12, 4.13

Session 6

Lessons 14, 15

Unit 6—Storytelling:

“The Gallaudet & Clerc Story”

Session 7

Unit 4 Review

Session 8

UNIT 4 TEST

Unit 5—**Session 9**

Lessons 5.1, 5.2, 5.3

Unit 6—Storytelling: *“Wrong Name”*—practice role shifting

Session 10

Lessons 5.4, 5.5

Session 11

Unit 6—Storytelling: *“If Only I Could Fly”*—practice word order; Word Usage: Signs for Seeing

Session 12

Lessons 5.6, 5.7

Session 13

Lessons 5.8, 5.9

Session 14

Unit 6—Storytelling: *“A True Fish Story”*—Ways to Move the Story Along (transitions and modified verbs); Word Usage: Signs for Negating

Session 15

Unit 5 Review

Session 16

UNIT 5 TEST

Unit 6—**Session 17**

Storytelling: *“I Wanna Be Different”*—Strategies to Get Meaning Across; Word Usage: Signs for Talking

Session 18

Storytelling: *“Ghost in My Room”*; Review Guidelines for Childhood Story

Session 19

Rehearse Childhood Story

Session 20

Childhood Story—(Final Presentation Group #1)

Session 21

FINAL EXAM

(Final presentation—Group #2)