American Sign Language Level I
AMSL 115, CRN: 07507; AMSL 115 L, CRN: 69813 5.0 units
August 22, 2011 – December 14, 2011
Monday & Wednesday 9:35 AM – 11:15 AM
Lab hours: Fridays 11:30 AM – 2:20 PM
Mesa College Room K 107

Fall 2011
Rocky Joe Miller
rjmiller.asl@gmail.com

Required Texts:


Recommended Texts:

Course Description:
This is a course for students with no prior knowledge of American Sign Language (ASL). This course is designed to develop the students’ receptive skills, and secondarily to develop their expressive and conversational skills in everyday situations. Grammar is introduced in context, with an emphasis on developing question and answer skills. The students will learn conversational strategies in order to maintain an ASL conversation. Interactive activities allow students to rehearse what they have learned. Throughout the semester, students will also learn about the Deaf Community, Deaf Culture, and its history.

The instructor will use the target language, ASL, for introduction of vocabulary, linguistic features, and cultural behaviors. Written English will be used for introduction of linguistic and cultural information. Several videos will also be used. During ASL instruction there will be no voice allowed—Students will be immersed in the language three hours a week to maximize their language learning. The instructor will use gestures, signs, drawings, and act out situations to get the point across. This may seem awkward and frustrating at times, but it is the most effective way to learn a new language. The student’s job is to keep trying and to get lots of practice!

Course Outline:
This course will cover 5 Units 1-6 in the Signing Naturally Workbook with DVDs. Upon completion of this course, the student will have learned how to:

Unit 1: Getting to Know You  Unit 4: Talking About Family
Unit 2: Exchanging Personal Information  Unit 5: Talking About Activities
Unit 3: Discussing Living Situations  Unit 6: Storytelling
This course will also cover cultural and historical information from the **Deaf World: A Historical Reader and Primary Source Book.** Students will learn about Deaf history, Deaf humor, Deaf education, different Deaf cultural backgrounds and perspectives, and how Deaf people would like to be perceived by others. **This book will also be used in ASL Level II & ASL Level III, so hold on to your book!**

**Student Learning Outcomes:**

- Students will be able to recognize and produce vocabulary from the Signing Naturally textbook Units 1 - 6 by instructor, observation of classroom activities, written assignments, games, presentations, peer feedback, quizzes, and tests.

- Students will be able to have a basic introductory conversation in ASL by demonstrating their receptive/expressive skills by having one-on-one dialogues.

- Students will be able to demonstrate their knowledge of Deaf history, Deaf culture and Community by writing papers, through participation in class discussions, and completion of written exams.

- Converse, ask, and answer questions about daily activities at home and school at a Novice Mid level of proficiency as per ACTFL guidelines.

- Write and deliver a presentation describing personal life experiences and events at the Novice-High level of proficiency as part of ACTFL guidelines.

- Use technology to locate target language websites in order to identify, list and define information associated with the target culture.

- Identify values and social conventions of the target culture.

**Student Evaluation:**

**Tests:** There will be a total of 5 tests worth 100 points each. Each test will be comprehensive and will be announced.

**The test format:** The instructor will sign a sentence, and the students will write what the instructor signed. The sentence will be signed **one time only. There will be no exceptions to this rule!** It is very important that students maintain visual contact with the instructor during the tests in order to see all of the information.

**Example:** The instructor might sign: “Where do you live?” The students will write: “Where do you live?” Notice that the students will not answer the question, (“I live in San Diego.”), but will record, as accurately as possible, what they see.

**Laboratory is mandatory:** Students taking AMSL 115 must attend class lab on Friday afternoon at 1 PM. The lab may take 3 hours for one (1) credit. Simone Laubenthal will be your
Lab Staff. She will regulate lab policy, your attendance, your grading critique will be evaluated based on her policy.

Quizzes & Homework: No make-up quizzes will be given. After the instructor completes a unit in class, homework will be assigned and a quiz will be given. Quizzes will be formatted similar to your workbook exercises and may not always be announced. **Homework will be due on before, after or during quiz days.** Additionally, students are expected to practice the signs that they have learned in class, at least one hour every day. Get to know each other and set up practice groups right away.

There are no make-up tests or quizzes. If missing a test or quiz is unavoidable, you make up the points by doubling the next test or quiz. You may only do this **ONCE!**

**Deaf World Article Papers:**
Students will write four (4) papers from **Deaf World: Parts I & II** based on ten (10) assigned readings from the Deaf World Reader. Also, additional (2) papers on **Audism & Cochlear Implants** handouts will be given at a later date. It is optional for those who want to improve on overall grade. Both paper assignments are worth 50 points. Each paper will have a specific theme:

1) **Deaf Education**
   - In surdam memoriam: Karl Jackel…………………Pg. xi
   - Prologue: Autobiography of Laurent Clerc…………Pg. 1

2) **A Deaf Community**
   - On Planning a Deaf-Mute Commonwealth…………Pg. 13

3) **What Deaf people want hearing people to know**
   - How to Write Like a Hearing Reporter………………Pg. 38
   - CBS Hurt Deaf Children with Caitlin’s Story…………Pg. 40
   - Who Speaks for the Deaf Community?
   - Not Who You Would Think! …………………….Pg. 43
   - My Life on Paper……………………………………..Pg. 48
   - I’ve Had Enough of the I-Love-You Sign, Thanks……Pg. 123

4) **Deaf Humor**
   - Reflections of American Deaf Culture in Deaf Humor……..Pg. 99

**Recommended website/blogs:**
1. [http://commtechlab.msu.edu/sites/aslweb/browster.htm](http://commtechlab.msu.edu/sites/aslweb/browster.htm) (American Sign Language Dictionary)
2. [http://www.asl.ms/](http://www.asl.ms/) (fingerspelling practice)
5. [http://library.gallaudet.edu](http://library.gallaudet.edu) (resources)
7. [http://www.youtube.com/watch?v=JFpUT5qmgUM](http://www.youtube.com/watch?v=JFpUT5qmgUM) (Audism)

After class discussions, students will respond to the readings and answer specific questions that address each theme. During classroom discussion, a positive attitude is expected and disrespect directed at any classmate will not be tolerated. Please refer to the assignment handout for details on writing the papers.

**Cultural Plunge:**
See assignment handouts for details.

**Class Participation:**
Throughout the semester there will be specific class participation activities. These will not be announced, so you have to be here to earn the points.

**ASL Story Presentation:**
Students will have the opportunity to sign an ASL story. The ASL stories will be in ASL (do not write your story, choose one you know by heart), use vocabulary from Units 1 – 5, and will have a beginning, middle, and an end. Students will have ample class time to practice and prepare for the story performances.

**Final Exam: Students MUST take the Final Exam to pass the course.**
The written final exam will be based on the required readings from the Signing Naturally Workbook, Deaf World Reader, and classroom lectures.

**Grading Criteria:**

<table>
<thead>
<tr>
<th>1. Tests (5)</th>
<th>500 points</th>
<th>50%</th>
<th>A = 90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Quizzes (5)</td>
<td>50 points</td>
<td>10%</td>
<td>B = 80-89%</td>
</tr>
<tr>
<td>3. Deaf World Papers</td>
<td>100 points</td>
<td>10%</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>4. Class Participation, Lab</td>
<td></td>
<td></td>
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<tr>
<td>&amp; SN Workbook Assignment</td>
<td>100 points</td>
<td>10%</td>
<td>D = 60-69%</td>
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<tr>
<td>5. Cultural Plunge</td>
<td>50 points</td>
<td>5%</td>
<td>F = 0-59%</td>
</tr>
<tr>
<td>6. ASL Story/Dialogue</td>
<td>50 points</td>
<td>5%</td>
<td></td>
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<tr>
<td>Presentations</td>
<td></td>
<td></td>
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<tr>
<td>7. Final Examination</td>
<td>100 points</td>
<td>10%</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>950 points</strong></td>
<td><strong>10%</strong></td>
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</tbody>
</table>

*Save all your Tests, Quizzes, and Papers. If you have a dispute with a recorded grade (or an absent grade), you will have to provide the original test, quiz, or paper to refute it.*

**Student Responsibilities:**

- **Attendance:** Attendance is mandatory. In order to acquire a new language, you must be present. The final grade in this class will be affected by active participation, including attendance, as follows: Students are allowed a total of three absences; on the fourth the student will be dropped. Arriving late or leaving early will count as half an absence. If you accumulate absences after the drop date, you must make-up* the absences in order to pass this course.

- It is the instructor's discretion to withdraw a student after the add/drop deadline due to excessive absences.

- Students who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule, will receive an evaluative letter grade in this class.

- Students who talk during the signing portion of class will be asked to leave and it will count as an absence. This is a visual language and these types of interruptions are very distracting.

- If a student is going to be absent, it is advisable to contact the instructor. If a student misses a class, s/he should make arrangements to get the notes/information that was covered from your classmate(s).
• If you are not completing the course, **DROP YOURSELF**. Do not assume the instructor will drop you.

• **Credit/No Credit**: Beginning Fall 2009, the title “credit/no credit” will change to “pass/no pass” in accordance with Title 5, section 55022.

*You may make up an absence by attending a Deaf Community Event and writing a 2-page response paper within two-weeks of the missed class.

*Please do not try to negotiate with me on this attendance/participation policy. I will stand firm on this policy.

**Classroom Behavior:**
Our class has a **NO VOICE** policy. Enrollment in college assumes maturity, seriousness of purpose, and self-discipline. Disruptive behavior will result in expulsion from the classroom and an absence. *Policy 3100.1 (College Catalog p. 62)*. Disruptive behavior includes: receiving text messages or cell phone calls, leaving and returning for reasons other than emergency, and talking (using your voice) during lessons.

**Turn off your pager, cell phone, and/or i-pod** before entering classroom. Put it in your backpack or your purse. You will be told to leave class if prolonged ignoring the class policy or your participation will be lowered if I find you disregarding the policy.

**Academic Integrity:**
Cheating and plagiarism (using as one’s own ideas, writings or materials of someone else without acknowledgement or permission) can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment to a failing grade in the course. The instructor may also summarily suspend the student for the class meeting when the infraction occurs, as well as the following class meeting. For further clarification and information on these issues, please consult *policy 3100.3 – College Catalog p. 48*

**Accommodations for Students with Disabilities:**
Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact Disabled Students Programs and Services (DSP&S) early in the semester so that reasonable accommodations may be implemented as soon as possible. Please Contact your instructor and/or the Disabled Students Programs & Services Office: Program Coordinator | Phone: (619) 388-3513 | (619) 388-3313 (TTY), for further information.

**E-mail**: When sending me an email, please include your full name and your class time.

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**Tentative Fall Schedule for AMSL 115:**
(Subject to change)

**M:** 8/22  
Introduction & Unit 1 “Getting to Know You”
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8/24</td>
<td>W</td>
<td>Introduction &amp; Unit 1</td>
</tr>
<tr>
<td>8/29</td>
<td>M</td>
<td>Unit 1; Group Dialogue Presentation/Group Discussion</td>
</tr>
<tr>
<td>8/31</td>
<td>W</td>
<td>Unit 1; Review Test</td>
</tr>
<tr>
<td>9/5</td>
<td>M</td>
<td>Labor Day holiday; No class!! Have a safe holiday!</td>
</tr>
<tr>
<td>9/7</td>
<td>W</td>
<td>Unit 1; <em>(Test#1 Unit 1)</em>; Unit 2 “Exchanging Personal Information”</td>
</tr>
<tr>
<td>9/12</td>
<td>M</td>
<td>Unit 2; DW Paper1 Due;</td>
</tr>
<tr>
<td>9/14</td>
<td>W</td>
<td>Unit 2 Group Dialogue Presentation/Discussion</td>
</tr>
<tr>
<td>9/19</td>
<td>M</td>
<td>Unit 2 Review Test</td>
</tr>
<tr>
<td>9/21</td>
<td>W</td>
<td>Unit 2; <em>(Test#2 Unit 2)</em></td>
</tr>
<tr>
<td>9/26</td>
<td>M</td>
<td>Unit 3 “Discussing Living Situations”</td>
</tr>
<tr>
<td>9/28</td>
<td>W</td>
<td>Unit 3</td>
</tr>
<tr>
<td>10/3</td>
<td>M</td>
<td>Unit 3; Group Dialogue Presentation/Discussion</td>
</tr>
<tr>
<td>10/5</td>
<td>W</td>
<td>Unit 3; “Talking about Family”; DW Paper2 Due</td>
</tr>
<tr>
<td>10/10</td>
<td>M</td>
<td>Unit 3 Group Dialogue Presentation; <em>(Test#3 Unit 3)</em></td>
</tr>
<tr>
<td>10/12</td>
<td>W</td>
<td>Unit 4</td>
</tr>
<tr>
<td>10/17</td>
<td>M</td>
<td>Unit 4 “Talking About Activities”;</td>
</tr>
<tr>
<td>10/19</td>
<td>W</td>
<td>Unit 4;</td>
</tr>
<tr>
<td>10/24</td>
<td>M</td>
<td>Unit 4; Group Dialogue Presentation;</td>
</tr>
<tr>
<td>10/26</td>
<td>M</td>
<td>Unit 4; <em>(Test#4 Unit 4)</em></td>
</tr>
<tr>
<td>10/31</td>
<td>M</td>
<td>Unit 5; “Talking About Activities”; DW Paper3 Due</td>
</tr>
<tr>
<td>11/2</td>
<td>W</td>
<td>Unit 5;</td>
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<tr>
<td>11/7</td>
<td>M</td>
<td>Unit 5</td>
</tr>
<tr>
<td>11/9</td>
<td>W</td>
<td>Unit 5 <em>(Test#5 Unit 5)</em></td>
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<tr>
<td>11/14</td>
<td>M</td>
<td>Unit 6 “Storytelling”, Intro. To Classifiers</td>
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<tr>
<td>11/16</td>
<td>W</td>
<td>Unit 6; Classifiers; Presentation Practice;</td>
</tr>
<tr>
<td>11/21</td>
<td>M</td>
<td>Unit 6; Classifiers; Presentation Practice</td>
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<tr>
<td>11/23</td>
<td>W</td>
<td>Unit 6 <em>(½ ASL Presentations)</em>; DW Paper4 Due; Documentary Film</td>
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<tr>
<td>Th/S 11/24 – 11/27</td>
<td>Thanksgiving Holiday; Happy eating!!!!</td>
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<tr>
<td>11/28- 11/30</td>
<td>M/W</td>
<td>Unit 6; <em>(½ ASL Presentations)</em>; Documentary Film</td>
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<tr>
<td>Short skits, Charade, Mime Presentation;</td>
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<tr>
<td>Lab projects: Paper Due; Audism &amp; Cochlear Implant &amp; Cultural Plunge Due</td>
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<tr>
<td>12/5 - 12/9</td>
<td>M/F</td>
<td>Dead Week (No class!!!!)</td>
</tr>
<tr>
<td>12/14</td>
<td>W</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>
Deaf World Textbook Articles to Read or blog on Internet

**Writing Format:** MLA style. See sample format: [MLA Template Word.doc in the Assignment folder](BLACKBOARD) (BLACKBOARD)

**Font/size:** Arial, size 12

**Number of Pages:** As assigned. Two or three full pages, double spaced with one-inch margins and Works Cited page, Paper must be **TYPED** and **STAPLED**.

**Tips for Effective Essay Writing:**
1. [http://depts.gallaudet.edu/englishworks/writing/template.html](http://depts.gallaudet.edu/englishworks/writing/template.html)

**Rubrics:**
- Names: 2 pts
- Class/time: 2 pts
- Date: 2 pts
- Format: 5 pts
- Page #: 2 pts
- Double spaced: 2 pts
- Title: 5 pts
- Introduction: 5 pts
- Body (answered all questions): 10 pts
- Closure: 5 pts
- Works Cited: 5 pts
- Stapled: 5 pts

**50 points**

**Others:**
1. For due dates, please check syllabus or handout.
2. Spelling and grammar must be corrected.
3. Submit your reaction paper on or before the due date and your class time.
4. -25 points if you do not submit your paper by the due date and -50 points if the paper is two days late.

**I. Reading Assignment #1:**
1. Read and research at least 2 articles and blogs on AUDISM through websites. Due: *Sept. 12th*

**Writing Assignment #1**
1. What is “Audism”? Who invented the word, Audism?
2. Who have the audits’ attitude?
3. How do they discriminate or stereotype against deaf or hard of hearing?
4. What other things have you learned from reading articles/blogs?
5. What is your reaction?

II. Reading Assignment #2
1. Read and research at least 2 articles and blogs on through websites. Due: Oct. 5th
   2. In surdam memoriam: Karl Jaekel, page xi
   3. Prologue: Autobiography of Laurent Clerc, page 1

Writing Assignment #2:
1. Compare the lives of the Laurent Clerc and Uncle Charlie. Both were deaf. How were they
different or similar? How did they learn sign language? How was communication with their
families? How was their vocation chosen?
2. What was the society’s view of deaf people and sign language during that time? In your
experience or opinion, what attitudes and beliefs still exist today or not?
3. What do the authors of these articles want hearing people to understand about sign language?

Paper on Audism

DUE:____________

1. Reading Assignment #1:
   Read and research at least 10 articles and blogs on AUDISM through internet.

2. Writing Assignment #1  3 full pages, and a cited page
   1. What is “Audism”? Who invented the word, Audism?
   2. Who have the audist attitude?
   3. How do they discriminate or stereotype against deaf or hard of hearing?
   4. What other things have you learned from reading articles/blogs?
   5. What is your reaction?

3. How to cite your sources. See examples below From SDSU, The High Tech Center
   Documenting Your Sources: MLA Style (Adapted from “A Student's Guide to the Presentation of Essays:
   Documenting Sources,” University of Calgary Grammar Guide.

A. World Wide Web In-text Citation Works Cited Entry
   Title: Victorian Women

   1) Scholarly Project:
      1997 http://www.indiana.edu/~letrs/vwwp/.

   2) Professional Site:
      Write this way An Interactive Guide to Writing. 28 Aug. 1998. Department of English,

   3) Personal Site:
      Author: Gill
B. Electronic Versions of Printer Texts

In-text Citation Works Cited Entry
Author: Wharton 256


C. An article in an online journal

In-text Citation Works Cited Entry
Author: Moore, par. 24


D. Posting to a Discussion List

In-text Citation Works Cited Entry
Author: McGillivray


E. Posting to a Newsgroup

In-text Citation Works Cited Entry
Author: Edmonson


F. Private E-mail

In-text Citation Works Cited Entry
Author: Wirth

Wirth, Eric. “Re: In-text citations for websites.” E-mail it.
Sample Writing in MLA Format

Your last name

Your Name & last name

Professor Miller

SDCC, ASL 115 (9:35-11:15 AM) Class

(Date)

Your Title (entry here)

This template contains presetting for the essential features of MLA format:
Margins, indentations, font, line spacing, and window/orphan control. To use this template,
select “File—Save As” and save the template under a new name. Then use type-over insertions
to replace the header, information block, and title. Finally, replace the text in the body of the
template by using type-over insertions, or delete the body text in blocks. (Hint: leave the sample
A quotation that occupies more than four typed lines should be indented one inch (or ten spaces) from the left margin. It should be double spaced, without quotation marks at the beginning and end of the quoted material. Its right margin should be set at 1". Its parenthetical citation should be placed after the block’s last item of punctuation. (“Source” 16)

I suggest printing this template to make sure that your printer is properly configured to produce an MLA page.

Your

last name 2

Works Cited

Last name, First name. “Title of a Book”. City: Publisher, year.


Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). Date you accessed the site [electronic address].
Signing Presentation #1:
Dialogue: You do a 1 ½ -2 minutes dialogue in ASL. The ASL conversation should look very natural. Do not look at the paper while you are signing because it will make your signing appear unnatural.

1. Introduce yourself and pretend that you are talking to me. (Write and submit your own script)
2. Manual Alphabet
3. Numbers 1-21
4. Closure comment

Signing Presentation #2:
Dialogue: Using ASL grammar rules that you have learned from SN Unit 1, 2, 5, 6. Exchanging personal information about Families with names, numbers and fingerspelling. (Unit 2 & 3).
1. Asking/telling for/giving names
2. Name and number of siblings, Families, etc
3. Numbers 21-31

Signing Presentation #3:
Dialogue: Using ASL grammar rules that you have learned from SN Units 1,2,5,6,4 Develop your own script.
1. Asking/telling where, how to come or go to a place, about marital status, have children/siblings, how many,
2. Wh-questions: Where, How
3. Nouns-verb pairs
4. Numbers 31-50, Time signs
5. Suggesting activities