

**San José State University**  
**Connie L. Lurie College of Education, Special Education Department**  
**EDSE 14A-02 (40707) – American Sign Language (ASL) I – Fall 2022**

**Course and Contact Information**

<b>Instructor:</b>	Everett Smith
<b>Office Location:</b>	SH 221
<b>Email:</b>	<a href="mailto:everett.smith@sjsu.edu">everett.smith@sjsu.edu</a>
<b>Phone:</b>	408.217.6289 (voice message) / 831.406.9632 (text message)
<b>Office Hours:</b>	By appointment
<b>Class Days/Time:</b>	Mondays/Wednesdays 12:00PM – 1:15PM
<b>Classroom:</b>	SH 230
<b>Prerequisites:</b>	None

**Course Format**

For the Fall of 2022 this class meets in person at the designated class time in Sweeney Hall 230 twice each week on Mondays and Wednesdays except on holidays. Unless otherwise notified, we will not meet on Zoom this semester.

Except for the required workbook, all course materials such as the syllabus, videos, quizzes, assignments, and guidelines are to be found on the course site in Canvas. You are responsible for regularly checking our course site in [Canvas](http://sjsu.instructure.com) [http://sjsu.instructure.com] as well as messages via Canvas or SJSU email to stay on track and learn of any updates.

**Course Description**

Introductory course covering basic vocabulary and grammatical structures, appropriate cultural and linguistic behaviors within the Deaf community and basic information about the Deaf community.

**Course Content**

The development and cultivation of receptive and expressive skills are absolutely crucial in successful acquisition of ASL. As per Signing Naturally lessons, the following skills will be covered: Unit 1 – Introducing Oneself; Unit 2 – Exchanging Personal Information; Unit 3 – Discussing Living Situations; Unit 4 – Talking About Family; Unit 5 – Telling About Activities; Unit 6 – Storytelling (*optional*).

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

- Demonstrate basic expressive and receptive proficiency in ASL for basic conversation with other signers.

- Demonstrate basic knowledge and awareness of Deaf Community and Culture in contextual settings.
- Demonstrate basic proficiency in, and comprehension of, introduced ASL vocabulary and grammar.
- Reasonably process, express, and describe thoughts, objects, and concepts in ASL.
- Use signs and facial expressions in a conceptually accurate fashion.
- Comprehend, reproduce, and respond to statements and/or questions in ASL with reasonable accuracy.
- Replicate/adapt basic ASL stories, and perform your own storytelling.

All of these course goals are embedded in our course activities, assignments, and lectures.

## Required Texts/Readings

### Textbook

Smith, C., Lentz, E. M., & Mikos, K. (2008). *Signing Naturally: Student Workbook, Units 1-6*. DawnSignPress. (ISBN: 978-1-58121-210-5).

DVD and/or a card with scratch-off access code should be included with the textbook. You do not need to have both DVD and access code; one or the other is fine. However, if either is damaged or not included, please contact the publisher or the bookstore for resolution. As a last resort, you may subscribe to the [Signing Naturally online video library](https://www.dawnsign.com/subscribe/signing-naturally-1-6) [https://www.dawnsign.com/subscribe/signing-naturally-1-6] at an additional cost.

Important note: If buying a used Signing Naturally textbook, please ensure it is the correct edition (2008).

### Other - Technology

A computer with webcam and high-speed internet connection is required. Either an access code or a DVD set should be included with the student workbook. If the latter, a DVD player is required. If neither is included, you should subscribe to the Signing Naturally video library. The DVD or online video subscription is necessary for practice and completion of weekly assignments.

## Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.” More details can be found from [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) [http://www.sjsu.edu/senate/docs/S16-9.pdf].

1. For optimized contribution to and alignment with the learning outcomes of this introductory ASL course, please use only signs that are taught in class or covered in Signing Naturally workbook. While some of you might already possess some signing skills, fully utilizing the Signing Naturally and lecture content helps avoid ambiguity and confusion. The sign(s) you know might not match what is learned in this course. **The development of receptive skills is of paramount importance. If you use sign(s) that you and your classmates did not learn in this course, your classmates might not be able to understand you; therefore, communication as well as their developing reception would be hindered.**

2. For a successful immersion in visual-based environment, do make every effort (challenge yourself) to **refrain** from mouthing English words, or using voice in any way, while signing. If your partner can hear you or read your lips, she/he will lose the opportunity to not only improve her/his receptive skills, but also lose the ability to pick up on new signs by a Deaf signer.
3. It is highly impractical to attempt to speak, whisper, or mouth English and sign in ASL simultaneously. It does not improve, but can debilitate, ASL skills. In other situations, one does not speak two spoken languages at the same time.

## **Assignments**

### **Participation (graded)**

I will assign exercises, activities, discussions, and/or pop quizzes during in-person sessions throughout the semester for participation points.

### **Examinations (graded)**

- Comprehension quizzes evaluate your ability to comprehend what is being signed to you. Three comprehension quizzes will be administered in this course. The first two quizzes will be administered in person in class. The third and final quiz is cumulative (units one through five) and will be taken online. See Final Quiz below. More information will be provided before each comprehension quiz.
- The Personal Introduction Assignment will ask you to introduce yourself in ASL, including your name and information about you using signs we have learned in class thus far. To be uploaded via the GoReact app in Canvas.
- For the Narrative Assignment, you will present your own story using the vocabulary and grammar learned so far in class (Units 1 – 4). You will have the option of recording your story live or submit a pre-recorded video of your story. Either option will be done via the GoReact app in Canvas. More specific guidelines will be provided later in the semester.
- The Interview consists of brief, one-on-one conversation with your instructor who will evaluate your ability to hold a brief conversation in ASL. This presents an opportunity to assess and review your first-level ASL knowledge and skills overall. Each student will be prompted to sign up for an individual time slot to meet with me individually in the classroom. More information will be provided later in the semester.

### **Final Quiz (graded)**

The final cumulative quiz aka third comprehension quiz (mentioned above) covers units one through five and will be taken online via Canvas Quiz. More information will be provided closer to the end of the semester.

University policy on final examination can be found in [University Policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) [http://www.sjsu.edu/senate/docs/S17-1.pdf], which states that:

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

## Grading Information

<u>Assignments</u>	<u>Points / Percentage</u>
Participation	30 / 30%
Comprehensive Quiz #1 (Units 1 & 2)	10 / 10%
Personal Introduction in ASL Assignment	8 / 8%
Comprehensive Quiz #2 (Units 3 & 4)	10 / 10%
Narrative Assignment	15 / 15%
Interview (One-on-One)	15 / 15%
Final Comprehensive Quiz (Cumulative)	12 / 12%
Total:	100 / 100%

### Grading Scale (percentage = letter grade)

93 percent - 100 percent = A  
90 percent - 92.9 percent = A minus  
87 percent - 89.9 percent = B plus  
83 percent - 86.9 percent = B  
80 percent - 82.9 percent = B minus  
77 percent - 79.9 percent = C plus  
73 percent - 76.9 percent = C  
70 percent - 72.9 percent = C minus  
67 percent - 69.9 percent = D plus  
63 percent - 66.9 percent = D  
60 percent - 62.9 percent = D minus  
0 percent - 59.9 percent = F

**Extra Credit:** No extra credit offered in this course.

### Late Policy / Make-Up Exams

Make-up examinations, early examinations, and late assignments will be permitted within reason. Notify me by email (preferred) or phone ASAP if you must miss an examination, assignment, or an in-class activity. You should arrange for your make-up with me within one week of the time the examination was scheduled or otherwise you may not be able to take the make-up or early examination. If you need to take an early examination, you should notify me at least one week before the scheduled examination. It is your responsibility to contact me if you need a make-up examination, early examination, or make up a missed assignment. You should be able to provide a university-approved verification, written note from physician, or other legitimate reason(s) to document need for these alternatives.

## **Classroom Protocol**

### **Attendance / Participation**

“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 know you will be absent from class make arrangements for a classmate to take notes and collect handouts for you.”

(Excerpt from Signing Naturally syllabus)

**Note that University Policy F15-12** [<http://www.sjsu.edu/senate/docs/F15-12.pdf>] states that

“Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Attendance shall not be used as a criterion for grading.”

Attendance is, however, absolutely crucial in learning and using ASL. Hence, your participation is required and is worth 30% of the course grade. I will allow up to two days of missed participation without deduction of points, though.

### **Classroom behavior**

I will always be respectful and considerate of my students' needs, and I expect to be afforded the same courtesy. However, if I find a student or students engaging in distracting or disruptive classroom behavior that hinders other students' opportunity to learn, I will have to ask the student(s) in question to take a break outside the classroom, and return when ready to focus on ASL lessons.

### **Tardy**

1. Be on time for class. Late entrances can cause disruptions/distractions.
2. It is especially important to be on time for scheduled examinations/activities. Late arrivals may miss a significant if not entire part of the examination or activity. This can negatively affect your scores.

### **Communication**

Our classroom adopts a visual environment that is as closely representative of the Deaf world as possible. We will rely on our ability to communicate visually and using our hands, body language, and facial expressions without using our voice. During each class session, please maintain a respectfully silent but vividly visual atmosphere for all who are here to learn ASL.

Keeping our voices turned off enable us to:

1. Experience what it is like for Deaf individuals who primarily rely on ASL to communicate.

2. Prepare our minds to immerse and function in a visual environment, with increased motivation to express ourselves in ASL in the absence of a spoken language.
3. Develop respectful awareness of, and communication etiquette in, the presence of Deaf signers.

### Cell phones and other electronic devices

Please make sure your devices are turned off or in silent mode during class time. You may check your device outside the classroom especially in an emergency.

### Contacting Me

Email is the best and quickest method of communication outside class for this course. I check my email often and will respond within 24 hours during weekdays. I generally do not respond to emails on the weekend unless it is an urgent situation.

- When you email me, it is helpful for you to include the course title in the subject line. I teach several classes and I may have difficulty remembering what course you are in, especially at the beginning of the semester. This is optional with Canvas messages.
- Please feel free to schedule an appointment to meet me in my office when you have additional questions or need help.
- You may try calling me on the telephone, but if you need to leave a message, indicate who you are and how to contact you, as well as specifying the class you are taking from me.

### University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) [http://www.sjsu.edu/senate/docs/S16-9.pdf], relevant university policy concerning all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc.

## EDSE 14A-02 / American Sign Language I, Fall 2022 Course Schedule

**Course Schedule** (subject to change with fair notice)

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	Syllabus – American Deaf Culture Awareness – Gain Access to Canvas
1	8/24	In-person instruction/participation. <i>Teacher's notes on the lesson(s) taught will be uploaded to Canvas after each class session.</i>
2	8/29	In-person instruction/participation.
2	8/31	In-person instruction/participation.
3	9/5	<b>Labor Day – Campus Closed – No class</b>
3	9/7	In-person instruction/participation.
4	9/12	In-person instruction/participation.
4	9/14	In-person instruction/participation.

Week	Date	Topics, Readings, Assignments, Deadlines
5	9/19	In-person instruction/participation.
5	9/21	In-person instruction/participation.
6	9/26	In-person instruction/participation.
<b>6</b>	<b>9/28</b>	<b>Comprehension Quiz #1</b> (Units 1 & 2) – <i>In-Person in SH 230</i>
7	10/3	In-person instruction/participation.
7	10/5	In-person instruction/participation.
8	10/10	In-person instruction/participation.
8	10/12	In-person instruction/participation.
9	10/17	In-person instruction/participation.
<b>9</b>	<b>10/19</b>	<b>Personal Introduction in ASL</b> ( <i>Final version to be uploaded via GoReact app in Canvas</i> )
10	10/24	In-person instruction/participation.
10	10/26	In-person instruction/participation.
11	10/31	In-person instruction/participation.
11	11/2	In-person instruction/participation.
<b>12</b>	<b>11/7</b>	<b>Comprehension Quiz #2</b> (Units 3 & 4) – <i>In-Person in SH 230</i>
<b>12</b>	<b>11/9</b>	<b>Narrative Assignment</b> ( <i>Final version to be upload via GoReact app in Canvas</i> )
13	11/14	In-person instruction/participation.
13	11/16	In-person instruction/participation.
14	11/21	In-person instruction/participation.
<b>14</b>	<b>11/23</b>	<b>Non-Instructional Day – No class.</b>
<b>15</b>	<b>11/28</b>	<b>Interview Day - Check Appointment Signups in Canvas</b>
<b>15</b>	<b>11/30</b>	<b>Interview Day - Check Appointment Signups in Canvas</b>
<b>16</b>	<b>12/5</b>	<b>Interview Day - Check Appointment Signups in Canvas</b>
<b>Final</b>	<b>12/8 – 12/14</b>	<b>Final Quiz (Online): Comprehension Quiz #3</b> may be taken at any time during the SJSU Final Examinations week (12/8 – 12/14).