

**San José State University**  
**Connie L. Lurie College of Education, Special Education Department**  
**EDSE 14A-01 (40464) – American Sign Language (ASL) I – Fall 2016**

**Course and Contact Information**

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<b>Office Hours:</b>	Mondays/Wednesdays 9:00AM – 10:00AM (by appointment only)
<b>Class Days/Time:</b>	Mondays/Wednesdays 10:30AM – 11:45AM
<b>Classroom:</b>	Sweeney Hall (SH) 230

**Course Site**

Canvas Learning Management System (LMS) at <http://sjsu.instructure.com> will be used as our course site. The course syllabus, handouts, notes, and assignment instructions can be found on Canvas. You are responsible for regularly checking our course site, as well as checking with the messaging system through MySJSU (Canvas and SJSU Email) at <http://my.sjsu.edu> to 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 Learning Outcomes (CLO)**

The development and cultivation of receptive and expressive skills are absolutely crucial in successful acquisition of ASL. Expected acquisition of language functions as exactly outlined in Signing Naturally Units 1-6 are as follows: 1). Introducing Oneself; 2). Exchanging Personal Information; 3). Discussing Living Situations; 4). Talking About Family; 5). Telling About Activities; 6). Storytelling.

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

1. Demonstrate basic expressive and receptive proficiency in ASL for basic conversation with other signers.
2. Demonstrate basic knowledge and awareness of Deaf Community and Culture in contextual settings.
3. Demonstrate basic proficiency in, and understanding of, introduced vocabulary and grammar.
4. Reasonably express in ASL thoughts and ideas, and describe objects/concepts.
5. Use signs and facial expressions in a conceptually accurate fashion.
6. Comprehend, reproduce, and respond to (when applicable) statements and/or questions in ASL with reasonable accuracy.
7. Replicate basic ASL stories, and perform your own storytelling.

## Required Texts/Readings

### Textbook

Smith, C., Lentz, E. M., & Mikos, K. (2008). *Signing Naturally: Student Workbook*. DawnSignPress. (DVD should be included.)

### Other technology requirements / equipment / material

A DVD player is strongly recommended for the interactive Signing Naturally DVD that comes with the student workbook. The DVD is required for the completion of majority of homework 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 forty five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities.” More details can be found from University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

1. For optimized contribution to and alignment with course learning outcomes, please use only signs that are taught in class or covered in Signing Naturally workbook. I am aware that some of you may already possess some signing skills. However, fully utilizing the Signing Naturally content helps avoid ambiguity and confusion. For example, 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 would not be able to understand you; therefore, their developing reception would be hindered.** This will not be fair to you and to them.
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. It is a “sign” of disrespect, too.
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.
4. Due to its roots in the English language, please keep fingerspelling to a minimum except when instructed, depending on lesson covered (names, cities, etc.). If you are not able to recall or I have not taught a sign for a concept/object, express/describe what you seek in another way.

## Assignments

As part of regular review and study outside class, homework will be assigned at end of each class. These homework assignments are found in Signing Naturally workbook with DVD. Homework will NOT be graded. However, these assignments will provide an opportunity to drastically enhance receptive and expressive skills, as well as knowledge of ASL and Deaf Culture. Homework is also expected to greatly improve class preparedness and performance on the exams, which are graded.

## Exams (graded)

1. There are two production exams. First production exam evaluates your reproduction “The Gum Story” or “Gallaudet and Clerc Story.” During the second production exam you will present your own

childhood story using the vocabulary and grammar learned in class. A more specific guideline will be provided later in the semester.

2. Comprehension exams evaluate your ability to comprehend what is being signed to you. There are three of these exams, each of which focuses on two units of Signing Naturally content at a time. More information will be provided before each comprehension exam.

### **Final Exam (graded)**

Final Exam: Exit Interview consists of one-to-one conversation with your instructor who will evaluate your ability to hold a brief conversation in ASL. Interaction with guest ASL signers composed of Deaf, hard-of-hearing, and/or hearing individuals also constitutes the final exam. This presents an opportunity to assess and review your first-level ASL knowledge and skills overall. More information will be provided closer to the end of the semester. University policy on final examination can be found in University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>), which states that:

“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

### **Grading Information**

<u>Exam</u>	<u>Weightage</u>
Comprehensive Exam: Units 1 & 2	15%
Comprehensive Exam: Units 3 & 4	15%
Production Exam: Gum Story or Gallaudet and Clerc Story	15%
Comprehensive Exam: Units 5 & 6	15%
Production Exam: Your Own Story	15%
<u>Final Exam: Exit Interview</u>	<u>25%</u>
	100%

### **Percentage Breakdown**

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
0% - 59%	=	F

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

## **Make-Up Exams**

**No make-up exams are given if you are late or absent on the day the exam is administered.** You can make up an exam (in equivalent format) if you can supply me with proof of reason for your absence. A few examples of proof to get your absence excused: Obituary of a close relative and a copy of the program from the service, note on funeral home's stationery, note from medical professional stating specifically that you were too sick to take the exam, etc.

## **Classroom Protocol**

### **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 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** at <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.**”

### **Classroom behavior**

I will always be respectful and consider my students' needs, and I hope I will 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 leave the classroom. (They can come back in when ready to respectfully continue focusing on ASL lessons.)

### **Tardy**

1. Please be on time for class. Late entrances can cause disruptions/distractions. The door will be closed at start of class at 10:30AM.

2. It is especially important to be on time for scheduled exams. Late arrivals may miss a significant part of the exam, or not be able to take the exam altogether. That can significantly and negatively affect exam 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 by giving your vocal chords a rest for an hour and fifteen minutes.

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 can check your device outside the classroom especially in an emergency, but you risk missing a portion of the lecture that may help your performance on an exam or exams.

### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## EDSE 14A-01 / American Sign Language I, Fall 2016 Course Schedule

Course Schedule (subject to change with fair notice)

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24	Introduction – Syllabus – American Deaf Culture Awareness
2	8/29	Lessons 1.1, 1.2, 1.3, 1.4
2	8/31	Lessons 1.5, 1.6, 1.7
3	9/5	<b>No Class – Labor Day – Campus Closed</b>
3	9/7	Lessons 1.8, 1.9, 1.10
4	9/12	Lessons 1.11, 1.12; Unit 1 Review
4	9/14	Lessons 2.1, 2.2, 2.3
5	9/19	Lessons 2.4, 2.5, 2.6
5	9/21	Student Narrative homework follow-up; Lessons 2.7, 2.8
6	9/26	Lessons 2.9, 2.10, 2.11; <i>Timber</i> 6.1
6	9/28	Lessons 2.12; Unit 2 Review
7	10/3	<b>Comprehension Exam: Units 1 &amp; 2</b>
7	10/5	Lessons 3.1, 3.2, 3.3, 3.4
8	10/10	Lessons 3.5, 3.6, 3.7, 3.8; <i>Gum Story</i> 6.5
8	10/12	Lessons 3.9, 3.10, 3.11, 3.12; <i>Gum Story</i> 6.6

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
9	10/17	Lessons 3.13, 3.14, 3.15, 3.16; <i>Gum Story</i> 6.7
9	10/19	Lesson 3.6; Unit 3 Review; <i>Gum Story</i> 6.8
10	10/24	Lessons 4.1, 4.2, 4.3, 4.4
10	10/26	Lessons 4.5, 4.6, 4.7; <i>Gallaudet and Clerc Story</i> 6.9
11	10/31	Lessons 4.8, 4.9, 4.10; <i>Gallaudet and Clerc Story</i> 6.10
11	11/2	Lessons 4.11, 4.12, 4.13; <i>Gallaudet and Clerc Story</i> 6.11
12	11/7	Lessons 4.14, 4.15; Unit 4 Review; <i>Gallaudet and Clerc Story</i> 6.12
12	11/9	<b>Comprehension Exam: Units 3 &amp; 4</b>
13	11/14	<b>Production Exam: <i>Gum Story</i> or <i>Gallaudet and Clerc Story</i></b>
13	11/16	Lessons 5.1, 5.2, 5.3; Childhood Story: <i>Wrong Name</i> 6.13
14	11/21	Lessons 5.4, 5.5; Childhood Story: <i>If Only I Could Fly</i> 6.14
14	11/23	<b>No Class – Non-instructional Holiday</b>
15	11/28	Lesson 5.6, 5.7; Childhood Story: <i>A True Fish Story</i> 6.15
15	11/30	Lesson 5.8, 5.9; Childhood Story: <i>I Wanna Be Different</i> 6.16
16	12/5	Unit 5 Review; Childhood Story: <i>There's a Ghost in My Room</i> 6.17
16	12/7	<b>Comprehension Exam: Units 5 &amp; 6</b>
17	12/12	<b>Production Exam: Your Own Childhood Story</b>
Final Exam	12/14 (9:45AM – 12:00PM)	<b>Final Exam: Exit Interview</b> For the SJSU final exam schedule, please refer to <a href="http://info.sjsu.edu/static/catalog/final-exam-schedule-fall.html">http://info.sjsu.edu/static/catalog/final-exam-schedule-fall.html</a> .