

San Jose State University-College of Education

Department of Special Education
Spring 2015

EDSE 14A-01 (22420) American Sign Language (ASL) level 1

Instructor: Sandra Amundsen, MA

Class section/day/time: EDSE 14a-01 (40804) Mondays/Wednesdays 9:00 to 10:15 am

Classroom: Sweeny Hall 230

Office: SH 221

Office hours: Mondays/Wednesdays 9:15-9:30, 10:15-10:30, & 11:45-noon

E-mail: PrincessASLteacher@gmail.com

Email me with your first and last name, the hour of your class, and the subject line "SJSU ASL 1"

College Mission

The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in culturally diverse, technologically complex world.

Special Education Department Mission

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

Course Description

This course will focus on the naturally acquisition of American Sign Language (ASL) as a basic conversational language. Emphasis will be on increasing student communication abilities. Course will focus on language functions such as **family/friend, daily living/calendar, activities, making requests, asking telling about activities, making plan, tell short stories, and learn about deaf history.** **Communicative functions, vocabulary, grammar and culture aspects of the Deaf community will be introduced and studies throughout the course.**

Course Expectations

Upon completion of the course, students will be able to do the following:

Receptive skills: understand the vocabulary introduced, recognize facial expressions in the context of ASL, and read beginning level finger spelling.

Expressive skills: Use the vocabulary introduced in a wide variety of situations in the Deaf community, clearly finger spell, use correct facial expressions in a given situation, demonstrate appropriate social behaviors within Deaf community, and establish and maintain basic social relationships in ASL.

Knowledge: Demonstrate understanding of information concerning the Deaf community, its behaviors, values, and issues, and explain specific cultural and social values unique to American Deaf culture.

Student Learning Outcomes

1. Communicate thoughts and ideas in ASL at the novice level minimum
2. Observe the instructor during an immersion lesson and will respond to the instructor's questions with 90% accuracy
3. Recognize fingerspelling names, places, brand names, and titles in basic conversational mode
4. Recognize practices of the target culture and establish relationships between these and the perspectives (attitudes, values, and beliefs) of the target Deaf culture.
5. Understand grammatical structures of ASL
6. Demonstrate receptive and expressive signing skills in using conversational ASL
7. Utilize conceptually accurate signs and idiomatic expressions
8. Demonstrate the ability to initiate, conduct, and terminate short conversations in ASL using appropriate conversational regulators
9. Exhibit receptive and expressive skills in ASL
10. Demonstrate an awareness of Deaf culture through contextual settings in class
11. **Language Functions (Signing Naturally)**
 - 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
12. **ASL Functional/Cultural Components**
 - Rules of introductions
 - Rules of exchanging personal information
 - Rules of describing locations and directions
 - Rules of describing family and relatives
 - Rules of confirmation, negation, and correction of information
 - Rules of getting attention

Required Text

Smith, C., Lentz, E. and Mikos, K (2008) "Signing Naturally, student workbook & DVD, Level 1 Units 1-6"

ISBN 978-1-58121-210-5

Assignments

Signing Naturally Student Workbook

Regular review and study outside the classroom is the most important way for you to learn. During the semester you will have an opportunity to improve your receptive skills by completing Units 1-6 in your workbook using the accompanying DVDs.

All homework is due at the beginning of the class hour. If you are absent that day, do not email me your homework.

Grades are based on the following:

Production Exam:

You will videotape yourself telling "Timber Story" and "The Gum Story". You will get more information later in the semester.

Comprehensive Exam:

This is a comprehension exam covering Unit 1 -6. The exam tests your ability to understand what is being signed to you.

Expressive Final Exam:

You will prepare your own Childhood story using the vocabulary and grammar structures learned in class. The story will be told in front of a group rather than a camera. More specifics guidelines will be given later in the course.

Not all exams are worth the same value.

In class reflections:

Students will complete reflection paper based on course material and class discussion/lecture.

Comprehensive Exam #1	15%
Production Exam #1	15%
Comprehensive Exam #2	20%
Production Exam #2	20%
Reflection paper	10%
Final Exam	<u>20%</u>
	100%

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

NO MAKE-UP EXAMS given if you are absent or late. No make-ups without an obituary of a close relative and a copy of the “program” from the service or note on the funeral’s home’s stationary, or a note from your medical professional specifically state that you were too sick to take the exam on that day. If you do have an excused absence, I reserve the right to either give you a new exam, or to substitute the equivalent score of one of your previous or future exams. **Be on time to scheduled exams. Anyone arriving late will not be allowed to take the exams. No exceptions.**

- **DO NOT SCHEDULE JOB HOURS, DOCTOR APPOINTMENTS, VACATION, SPORTS, ETC.** that conflict with class meeting times.
- **No late work will be accepted.**
- **Homework is not accepted via e-mail.**
- **I do not discuss grades via email. See me before class or make an appointment.**

Participation and Attendance

ASL is an interactive language. You cannot really learn it practicing solely on your own or missing the daily activities from class. If you do miss a class, it is your responsibility to ask your classmates for work missed and new vocabulary/phrases introduced. The daily activities are intended to help you interact with your fellow classmates; learn to understand other signing styles and to become more comfortable with using your face and hands to communicate.

Class attendance is essential for success in any foreign language class. A considerable amount of material is discussed, practiced, and reviewed in class.

Each session will build on previous sessions. Please make effort to attend all classes. Your contribution is important. It has been my experience that poor attendance results in poor grade.

Please get to class on time. During the semester, the instructor will lock the door at the start of class. Arriving late to class during my lecture is highly distracting and disrespectful act that many students are not aware of.

RULES FOR INTERACTION IN CLASS

1. When practicing an interaction in class or when presenting a homework assignment, please do not use signs that we have not learned together. Many of you have some sign skills already, but I ask you not to sign words that I have not yet taught to the class. The reasons for this rule is:
 1. the sign you know might not be right
 2. the sign you know might be right, but it's not the sign I prefer for you to use in this class
 3. the main purpose of this class is to develop receptive skills. If you are using signs that your fellow students don't know, they can't practice their receptive skills. This is not fair to them.
2. No voicing, whispering, or mouthing while signing. If your partner can hear you or read your lips, he or she will not have the opportunity to develop good receptive skills.
3. NEVER, NEVER, NEVER, attempt to speak (or whisper or mouth) English and sign ASL at the same time. It is physically and mentally impossible.
4. No fingerspelling except as instructed (names, cities, etc.) If you don't remember (or I haven't taught) the sign for the word you want, find another way to express it.

Communication

When you enter the door of this classroom you enter a world intended to represent a Deaf signing world. This means that we will rely on visual means to express ourselves rather than verbal. Please keep your voices off for the duration of the class sessions. This also means turn your voice off when you enter the classroom even if the class session has not started.

There are three main reasons for this policy:

1. To experience what it might be like in an environment where people are using a language other than your preferred language.
2. To train your mind to function in a visual environment and gain more fluency in an immersion-like situation
3. To develop awareness in the presence of Deaf people and develop respectful ways of communicating in their presence

Keys to Success

Plan to study on your own at least 4-5 hours a week. When studying on your own: review old and new vocabulary (sign them will you do this), review numbers in various situations, practice facial expression, and the list goes on.....

Be prepared. Arrive to class prepared with appropriate supplies and be ready to participate. Use of English will be limited. So, if you don't understand something, Please do not ask the person next to you.—raise your hand and ask me!

Minor Annoyances

Chewing gum
Hats and caps
Eating
Sunglasses

ASL is a visual language and all of the above listed factors can prove to be distractions from what you have to say. Instead of paying attention to your message, your listener may be paying attention to your smacking gum or they may be unable to see your full expression and meaning hidden underneath your hat or sunglasses.

Cell phones and other electronic devices

Please turn off your cell phone and keep it out of sight during class. Do not leave it on your desk. Also, turn off any other electronic devices (music or video devices).

Class Buddy

Establish a “class buddy” or three! Exchange phone numbers and email addresses with 3-4 students to practice ASL outside of class. Form permanent study group for the semester. We are a community of learners. You need to work together in this class, get to know one another, and practice together. **This is required!**

Materials

Students are responsible to keep all materials in your binder.

Other details

I do not offer extra credit.

Incomplete will not be given regardless of the reason.

Class Schedule

This syllabus and schedule is subject to change at the instructor's discretion.

January 26

Introduction

Syllabus

January 28

Unit 1

Lessons 1.1, 1.2, 1.3, 1.4

February 2

Lessons 1.5, 1.6, 1.7

February 4

Lessons 1.8, 1.9, 1.10

February 9

Lessons 1.11, 1.12, Unit 1 Review

February 11

Unit 2

Lessons 2.1, 2.2, 2.3

February 16

Lessons 2.4, 2.5, 2.6

February 18

Lessons 2.7, 2.8

February 23

Lessons 2.9, 2.10, 2.11,

“Timber “ 6.1 will be introduced

February 25

Lesson 2.12, Unit 2 Review

March 2

Comprehension Exam #1 Units 1 & 2

March 4

Production Exam #1 Timber story due via youtube.com

Unit 3

Lessons 3.1, 3.2, 3.3, 3.4

March 9

Lessons 3.5, 3.6, 3.7, 3.8

March 11

Lessons 3.9, 3.10, 3.11, 3.12

March 16

Lessons 3.13, 3.14, 3.15

March 18

Lessons 3.16, Unit 3 Review

March 23-27

Spring Recess

March 30

Caesar Chavez Day, Campus closed

April 6

Unit 4

Lessons 4.1, 4.2, 4.3, 4.4

April 8

Lessons 4.5, 4.6, 4.7

April 13

Lessons 4.8, 4.9, 4.10

April 15

Lessons 4.11, 4.12, 4.13

April 20

Lessons 4.14, 4.15, Unit 4 Review

April 22

Comprehension Exam #2 Units 3 & 4

Production Exam #2 : Gum Story due via youtube.com

April 27

Unit 5

Lessons 5.1, 5.2, 5.3,

Childhood Story: “Wrong Name”

6.13

April 29

Lessons 5.4, 5.5,

Childhood Story: “If Only I Could Fly”

6.14

May 4

Lessons 5.6, 5.7,

Childhood Story: “A True Fish Story”

6.15

May 6

Lessons 5.8, 5.9, Childhood Story: “I Wanna Be Different”

6.16

Review Units 1-6

May 11

Comprehension Exam Units 1–6

May 13

Final Exam: Your Own Childhood Story