

San Jose State University-College of Education

Department of Special Education

Fall 2014

EDSE 14A-01 (40804) 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: 8:30-9:00 am or by appointment

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

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.

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.

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 -5. 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.

Comprehensive Exam #1	15%
Production Exam #1	15%
Comprehensive Exam #2	20%
Production Exam #2	20%
Final Exam	<u>30%</u>
	100%

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.

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.

Attendance

Hey, I understand—“stuff” happens. If your life is full of a lot of “stuff”—feel free to miss class. I won’t dock points. On the other hand, don’t miss class and then email me asking what you missed. If you plan on missing class a lot, make sure you have a class buddy or set up a study group. Attendance is essential. In order to learn the language well you need regular exposure and practice. Much of your learning will happen in class and it is vital for you to be present and participating to make the progress possible. 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.

ASL Classroom Policies

Tardy

Please be on time! Late entrances cause disruptions and distractions from the learning process not only yourself but your fellow classmates. If you students are habitually late the door will be locked.

Be on time to scheduled exams. Anyone arriving late will not be allowed to take the exams. No exceptions.

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

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.

Materials

Students are responsible to keep all materials in your binder.

Class Schedule

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

August 25

Introduction

Syllabus

August 27

Unit 1

Lessons 1.1, 1.2, 1.3, 1.4

September 1

Labor Day Holiday, No class

September 3

Lessons 1.5, 1.6, 1.7

September 8

Lessons 1.8, 1.9, 1.10

September 10

Lessons 1.11, 1.12, Unit Review

September 15

Unit 2

Lessons 2.1, 2.2, 2.3

September 17

Lessons 2.4, 2.5, 2.6

September 22

Lessons 2.7, 2.8

September 24

Lessons 2.9, 2.10, 2.11,

“Timber “ 6.1

September 29

Lesson 2.12, Unit Review

October 1

Review

October 6

Comprehension Exam #1 Units 1 & 2
Production Exam #1 Timber story due

October 8

Unit 3

Lessons 3.1, 3.2, 3.3, 3.4

October 13

Lessons 3.5, 3.6, 3.7, 3.8

October 15

Lessons 3.9, 3.10, 3.11, 3.12

October 20

Lessons 3.13, 3.14, 3.15 and

October 22

Lessons 3.16, Unit Review and

October 27

Unit 4

Lessons 4.1, 4.2, 4.3, 4.4

October 29

Lessons 4.5, 4.6, 4.7

November 3

Lessons 4.8, 4.9, 4.10

November 5

Lessons 4.11, 4.12, 4.13

November 10

Lessons 4.14, 4.15, Unit Review

November 12

Comprehension Exam #2 Units 3 & 4

November 17

Production Exam #2 : Gum Story due

November 19

Unit 5

Lessons 5.1, 5.2, 5.3,

Childhood Story: “Wrong Name”

6.13

November 24

Lessons 5.4, 5.5,

Childhood Story: “If Only I Could Fly”

6.14

November 26

No class (class is cancelled)

December 1

Lessons 5.6, 5.7,

Childhood Story: “A True Fish Story”

6.15

December 3

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

6.16

Review Units 1-6

December 8

Comprehension Exam Units 1–6

December 10

Final Exam: Your Own Childhood Story