

**San Jose State University-College of Education**

Department of Special Education

Fall 2014

**EDSE 14B-01 (47984) American Sign Language (ASL) level 2**

**Instructor:** Sandra Amundsen, MA

**Class section/day/time:** EDSE 14B-01 (47984) Mondays/Wednesdays 12 noon- 1:15 PM

**Classroom:** Sweeny Hall 230

**Office:** SH 221

**Office hours:** 8:30-9:00 am or by appointment

**E-mail:** [PrincessASLteacher@gmail.com](mailto:PrincessASLteacher@gmail.com)

Email me with your first and last name, the hour of your class, and the subject line "SJSU ASL 2"

**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 intermediate 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

### **Required Text**

"ASL AT Work" ISBN: 978-1-58121-081-1

## **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 in your workbook using the accompanying DVDs.

#### **Grades are based on the following:**

##### **Production Exam:**

You will get more information later in the semester.

##### **Comprehensive Exam:**

This is a comprehension exam covering Units from the workbook. The exam tests your ability to understand what is being signed to you.

##### **Expressive Final Exam:**

. 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**

Review, Unit 3  
Read workbook pp. 64-69

## **September 1**

Labor Day Holiday, No class  
Read workbook pp. 74-76

## **September 3**

Complete workbook/DVD p.79 ( I will check your homework on Sept. 8)

**September 8**

Complete workbook p. 84-85  
Review vocabulary pp. 86-93  
Introduce Unit 4

**September 10**

Read workbook pp. 100-103  
Read workbook pp. 106-110

**September 15**

Complete workbook p. 118 ( I will check your work on Sept. 17)  
Review Vocabulary 119-128

**September 17**

Introduce Unit 5  
Read workbook pp. 134-139

**September 22**

Read pp. 142-143  
Complete workbook p. 153 ( I will check your work on Sept. 24)  
Review vocabulary pp. 154-160

**September 24**

Introduce Unit 6  
Read workbook pp. 172-177

**September 29**

Complete workbook p. 185 ( I will check your work on Oct 1)  
Review vocabulary pp. 186-189

**October 1**

Review Units 3-6

**October 6**

**Comprehension Exam #1    Units 3-6**  
**Production Exam #1 due**

**October 8**

Introduce Unit 9  
Read workbook pp. 260-261, 264-267

**October 13**

Complete workbook p.277 ( I will check your work on Oct. 15)  
Review vocabulary pp. 278-281

**October 15**

Introduce Unit 10  
Read pp. 288-297

**October 20**

Complete workbook p.309 (I will check your work on Oct. 22)

Review vocabulary pp.310-316

**October 22**

Introduce Unit 11

Read workbook pp. 322-325, 328-332

**October 27**

Complete workbook p. 341

Review vocabulary 342-346

**October 29**

Introduce Unit 12

Read workbook pp. 352-354, 356-358

**November 3**

Complete workbook p. 369

Review vocabulary pp.370-376

**November 5**

Introduce Unit 13

Read pp. 382-388, 390

**November 10**

Complete workbook p. 396

Review vocabulary 397-399

Units 9-13 Review

**November 12**

**Comprehension Exam #2 Units 9-13**

**November 17**

**Production Exam #2**

**November 19**

Introduce Unit 14

Read pp. 406-409, 412-415

**November 24**

Complete workbook p. 425

Review vocabulary pp. 426-430

**November 26**

No class (class is cancelled)

**December 1**

Introduce Unit 15

Read pp. 436-441, 444-445

**December 3**

Complete workbook p. 456-457

Review vocabulary pp.458-462

**December 8**

Prepare for final exam. Details to be announced.

**December 10**

**Final Exam: Your Own Childhood Story**