

## **UNDERGRADUATE American Sign Language II**

Sample Syllabi

Instructor:

Email address:

Cell phone #:

### **Course Description**

This is the second in a 2-level series of courses in American Sign Language (ASL).

This course emphasizes the learning of basic person-to-person conversational signing skills as a second language, including use and comprehension of ASL vocabulary, syntax, and fingerspelling. Students are expected to learn over 1,500 vocabulary items, presented in semantic groupings such as numbers, people and occupations, emotions and feelings, mental actions, food, etc.

Students gain experience in both formulating and sending messages and understanding the signed messages of other in class. Students are also given in-class practice responding contingently and spontaneously to questions posed by the instructor and other students. Increasingly, students are expected to rely wholly on ASL communication, and effective use of communication repair strategies, as the course progresses. Students are given field assignments to promote maximum interaction with the Deaf community to facilitate effective second language learning. Moreover, field assignments are designed to enhance student understanding of the dynamic language, culture, and multicultural issues alive in the Deaf community today.

**Course Credits**                      3 hours

**Course Prerequisites**            ASL I

### **Desired Learner Outcomes/Objectives**

Upon successful completion of this course, the student will be able to ASL to:

- Give reasons and make requests using the topic-comment structure.
- Ask where and give specific locations using locative classifiers.
- Correct and/or confirm information using question structures.
- Demonstrate knowledge of ordinal numbers, numbers 101-190 and multiples of 100 to 1,000.
- Open a conversation using appropriate ASL etiquette.
- Describe people with a large variety of physical characteristics, clothing, hair styles and personal attributes.
- Express needs, wants and concerns using recurring and continuous time signs.
- Demonstrate knowledge of verb inflections.
- Make a request, ask for permission, and negotiate, using conditional sentence structure.
- Express concern by proper use of facial expressions and role shifting.
- Ask for clarification by using inflected verbs.
- Demonstrate knowledge of clock numbers.
- Ask and tell when, using appropriate "when" clauses.

- Tell about daily life and special life events, using contrastive structures and phrases for sequencing.
- Narrate family immigration history using possessive forms and descriptive/locative classifiers.
- Ask about nationality of a family name using contractive structure and possessive forms.
- Correct and elaborate on information in the target language using descriptive and locative classifiers.
- Demonstrate knowledge on the proper use of numbers in dates and addresses.

### Required Texts

Humphries, T. & Padden, C. (1992) *Learning American Sign Language*. Englewood Cliffs, NJ: Prentice Hall.

Tennant, R.A. & Gluszak Brown, M. (1998). *The American Sign Language Handshape Dictionary*. Washington, DC: Gallaudet University Press.

Hager Cohen, C. (1994). *Train Go Sorry: Inside a Deaf World*. New York, NY: Knopf Publishing Group.

### Evaluation of Learner Outcomes

➤ Attendance	5%
➤ Participation and patience	15%
➤ Song/book presentation	10%
➤ How-To presentation	10%
➤ Discussion leader	5%
➤ Group discussion participation	5%
➤ Teaching presentation	10%
➤ Quizzes	40%

### Attendance and Policy Statements

Language learning takes time, active practice, and patience. Your success in learning ASL depends to a great extent on the number of hours you participate in ASL communicative experiences. For this reason, I expect you to attend all classes and participate in all classroom activities.

- During this summer session I will allow a maximum of one class period of excused absence. \*\*Make sure you get notes /information from a classmate.
- Each 2 hour of absence after that (excused or unexcused) will lower your grade by one level (e.g., an additional 2 hours of absence would reduce a B to a B-).
- I am unable to schedule make-up classes. Make-ups for class presentations, daily vocabulary activities, and quizzes are also not offered.

### **Participation and Patience**

Learning a new language requires active participation and patience. There will be moments of confusion in this course. Keep trying to understand, and use ASL. Use the “magic formulas for clarification” that you will learn the first day of class. When you are confused, avoid speaking English and fingerspelling. Use signs that you know to ask questions. Be patient with yourself, your classmates and your instructor.

You should prepare for class by reading the assigned material and viewing the corresponding videotapes before the class period they are reviewed. In other words, you should come to class on each day having studied the vocabulary for that day on your own. I may or may not be viewing the videotapes during class. I will focus primarily on grammar and interactive practice in class.

### **Song/Book Presentation**

Each student will be expected to select a song or children's picture book to present in sign language to the class. Instructor must approve the selection by Wednesday, June 22. You may choose to present alone or with **one** other class member.

### **How-To Presentation**

Each student will be expected to prepare and deliver to the class in sign a three to five minute how-to speech. This project will be completed individually. There will not be two presentations allowed on the same topic, therefore; you may want to select two topics, or have the topic approved as soon as possible.

### **Discussion Leader & Group Discussion Participation**

Each student will be responsible to lead discussions in small groups on a specific number of chapters of the novel, *Train Go Sorry*. In small groups, the leader will assess the knowledge and understanding of the other group members. It is the sole responsibility of the leader to grade the other members. Instructor has the ability to change grades, if she feels necessary. Leaders will be graded on preparation of material, knowledge of material, and ability to guide a quality discussion the other team members. Leaders will be asked to summarize to the class what was discussed in the group.

### **Teaching Presentation and Quiz Development**

The first night of class, you will sign up to teach a unit of the additional vocabulary. You will be responsible for presenting the unit information to the class (including an interactive game in which your classmates will acquire and practice the new vocabulary and ASL structures taught in the class). Your grade will be evaluated on preparation, quality of teaching, and creativity of the game. The instructor will be teaching the first couple of units; use that as a guide for your teaching experience.

### **Quizzes**

Each student will be expected to complete a short quiz the day following the completion of each unit.