

University of Southern Maine

ASL 201 Intermediate American Sign Language I Fall 2012

Contact Information

Brenda Schertz, Instructor
Contact information: bschertz@usm.maine.edu
Building and Room number: Payson Smith 306
Class Times: Tuesdays and Thursdays, 10:15 am-12 pm
Office Hours: Mondays and Wednesdays 1:30-3:30 pm
Office Location: 49 Exeter Street, Portland

General Information

COURSE DESCRIPTION

This course focuses on further development of conversational skills, which include complaining, making suggestions and requests, exchanging personal information (life events), and describing and identifying objects in ASL. Students will learn and expand different conversational strategies to increase ASL vocabulary. Grammatical principles and functions will be emphasized. Appropriate cultural behaviors and conversational regulators in ASL will continue to be an important part of class.

COURSE GOALS

1. To develop basic conversational fluency in ASL using appropriate vocabulary, grammar, and conversational behaviors
2. To develop basic knowledge of ASL linguistic structures
3. Demonstrate understanding and utilization of conversational behaviors and functions of the language
4. Demonstrate understanding and utilization of appropriate cultural behaviors and increased understanding and appreciation of Deaf culture and ASL
5. To gain some understanding of Deaf culture, the Deaf community, and the importance of ASL to Deaf culture and the Deaf community

COURSE OBJECTIVES

Students completing this course should be able to:

1. Demonstrate in-depth conversational and narrative skills in ASL through discussion topics:
 - a. illnesses
 - b. complaints about roommates, partners, and neighbors
 - c. exchanging personal information and life events
 - d. describing objects

2. The student will use grammatical features in ASL through storytelling and live biographies by using:
 - a. inflections in temporal aspect
 - b. indicating verbs
 - c. when clauses
 - d. transition between events
 - e. clock numbers
 - f. descriptive depicting verbs
3. The student will demonstrate in writing and classroom interactions more advanced knowledge of:
 - a. the history and linguistic structure of ASL
 - b. basic knowledge of ASL Literature
 - c. Deaf culture and the Deaf community

REQUIRED TEXT

Signing Naturally: Student Videotext and Workbook, Level 2, by Lentz, Mikos, and Smith. You will be covering Units 14-16 throughout this semester. The videotext/DVD comes with the workbook and you are encouraged to view and study the DVD for at least 15 minutes three times a week. If you do not have access to a DVD, you can access the video on-line through Electronic Reserves. Complete the appropriate workbook activities as assigned in the course outline. These will not be collected but you will be tested on the workbook activities and readings.

STUDENT REQUIREMENTS

1. To attend class meetings and participate in class activities
2. To complete all homework assignments by the due dates
3. To complete all expressive videotape assignments
4. To complete typewritten reaction papers
5. To perform satisfactorily on all examinations
6. To post all videos (unlisted) on YouTube or on a similar site

COURSE PROCEDURE

Units of functions of the language will be covered equally throughout the course. Development of spontaneous communication competency will be heavily stressed through the Direct Experience Method/Natural Approach, with some Structured Approach reinforcements as needed. Dialogues will be presented by the instructor and/or through the use of professionally made videos from which the students are to deduct itemized vocabulary and phrases from common semantic groups and/or meaningful functions, situations and contexts. The instructor will also use videos, role-playing, and pictures to facilitate learning. Critical thinking and understanding of the dialogue delivered will be equally stressed through the use of group discussion. Communication activities in small groups will be conducted to ensure actual language acquisition and also in preparation for videotaping for refined critique. To obtain one-on-one personal feedback, you are strongly encouraged to make an appointment with the instructor.

Assignments

WRITTEN EXAMINATIONS

There will be three receptive skill and knowledge tests. They will be based heavily on class material and Signing Naturally workbook activities. Examinations are worth 30% of your grade. No make-up exams will be accepted!

REACTION PAPERS

You will write three reaction papers, for the following assignments:

- a. Video - *Deaf Culture Lecture: Tools for a Cross-Cultural Adventure*
- b. Article - *Deaf Culture: A World of Their Own*
- c. Paper - *Deaf Community Service Learning Experience*

For the first two assignments, a three-page typed paper is required. The video and article are now available on-line through Electronic Reserves. Papers are worth 15% of class grade.

a) Video, *Deaf Culture Lecture: Tools for a Cross-Cultural Adventure*

The video is available on-line through Electronic Reserves, and at the Glickman Library.

1. Go to E-Reserve website: <http://docutek.ursus.maine.edu>
2. Click on: **Electronic Reserves & Reserve Pages**
3. Type in the **Course Number**, which is ASL 201 in the Course Number field and click **Search** button.
4. Click on the highlighted (blue) Course Number on the left side of the screen.
5. Enter the password for this course, which is **7ngns63x**. Click on the **Accept** button.

This three-page paper must present a brief objective summation and your subjective reaction to the video. Include information that you learned about the Deaf community you were not aware before viewing the video. Discuss at least three points from the video in your paper.

b) Article, *Deaf Culture: A World of Their Own*

This three-page paper must present a brief summation and your subjective reaction to the article. Please explain and support your position with at least three points. This article is on Electronic Reserves (please see above for instructions).

c) Paper, *Deaf Community Service Learning Experience*

The objectives of Community Service Learning are to:

- a. meet members of the Deaf Community
- b. learn about resources available in the community
- c. increase understanding and appreciation of Deaf Culture
- d. practice conversational ASL skills
- e. decide if you genuinely want to work in the interpreting field

You will be responsible for selecting a site for your 5-hour Community Service Learning. There will be a list of potential sites for your fieldwork at a binder kept at the Department of Linguistics office, at 65 Exeter St, Portland. All placements will be coordinated through Kelly Fitzgerald, our administrative assistant at the Linguistics Department. When you have chosen your site please sign up on the first page in the binder. Please do not contact sites directly at this point. By the end of September each site will be contacted and your name given to your chosen site. At that time you can begin your Community Service Learning. When you contact your selected site please request to be paired with a Deaf person as your mentor/supervisor. If

that is not possible then request your mentor/supervisor to be fluent in ASL. A list of Deaf Community Resources in Maine can be found at www.maine.gov/rehab/dod/resource.htm

The following list are some of the recommended sites:

Alpha One, South Portland, ME. John Dunleavy, JDunleavy@alphaonenow.org.
Deaf Culture Festival, September 29, 2012. Brenda Schertz, bschertz@usm.maine.edu.
Maine Deaf Film Festival, April 2013. Brenda Schertz, bschertz@usm.maine.edu.
Goodwill Industries of Northern New England, Portland, ME. Carrie Burgin, cburgin@ginne.org.
Governor Baxter School for the Deaf, Mackworth Island, Portland, ME. joanna.luksha@gbds.org.
Motivational Services Inc. Augusta, ME. Sunrise House. Elinor Brown, ebrown@mocomaine.com.

After you have completed your 5-hour Community Service Learning, include the following information in your 3-page paper:

- a. Name of your service learning site and name of your site mentor/supervisor
- b. Number of Deaf people at the site
- c. Tasks or activities you participated in and the hours you logged at the site
- d. Experience (positive/negative)

EXPRESSIVE VIDEO ASSIGNMENTS

There will be three graded videos assigned this semester.

These videos will be worth 40% of class grade. All videos need to be posted on the dates listed in the course outline. Any student not submitting this video by the due date will have 5% deducted from their cumulative earned grade each week the assignment is late. There are no exceptions!

1. The **first** video assignment will be *One Fine Day* by Nonny Hogrogian. This story will be demonstrated in class and you can view a couple versions of the story on-line through Electronic Reserves or at the ASL Lab. This activity provides practice with eye gaze, role shifting and inflecting verb signs. This video cannot exceed 8 minutes in length.
2. The **second** video assignment will be *The Most Miserable Day in My Life*. Share a narrative that may involve health situation or a conflict with family, friends or neighbors. This video must incorporate grammatical features including: temporal aspect inflections; indicating verbs; and clock numbers. This video needs to be 3-4 minutes in length.
3. The **third** video assignment will be *Life Events Biography*. Each student will be assigned to develop a narrative highlighting significant events of a famous Deaf person's life. The biographies will be listed and discussed in class. Please also review Signing Naturally, Unit 15 video segment, to see demonstrations on non-manual behaviors occur with when clauses, sequencing events and family history vocabulary. This video needs to be 4-5 minutes in length.

VIDEO ASL INTERACTION REPORTS

Each student will attend two Deaf Cultural events and report back on each with a video report, following the guidelines in the *ASL Video Interaction Report*. Some cultural events will be announced in class and posted on the course's Blackboard. If you have an unannounced Deaf Culture event in mind, please see the instructor for prior approval. Without approval, your selection will not be accepted. The event must be one attended by at least ten deaf people where natural ASL is used and preferably not an interpreted event. The reports are worth 15% of class grade.

Interaction Targets:

You will have an opportunity to use what you have learned in class by observing Deaf people interacting during community events. For each of your observations, you must choose one of the interaction targets from the list below. Each observational target has questions for you to ponder about. You must select a different observational target for each observation. For both observations, you must be an active participant in the event. (Courtesy of Jim Lipsky, Northeastern University)

Interaction target A: Observe three Deaf people in conversation, using non-manual markers on the mouth. Choose 4 non-manual markers on the mouth and describe meaning for each. When were they used?

Interaction target B: Identify at least 4 classifiers incorporating objects and people that Deaf people use in conversation. Describe these classifiers and explain the context that they were used.

Interaction target C:

Do you think Deaf people perceive time differently than most hearing people? What do we mean by “Deaf Standard Time”? Give two examples of occurrences from your interactions.

Grading

Written Examinations Unit 14 - 10% Unit 15 - 10% Unit 16 - 10%	30%
Reaction Papers <i>Deaf Culture Lecture: Tools for a Cross-Cultural Adventure</i> - 5% <i>Deaf Culture: A World of Their Own</i> - 5% <i>Deaf Community Service Learning Experience Paper</i> - 5%	15%
Expressive Video Assignments <i>One Fine Day</i> - 13.33% <i>The Most Miserable Day in My Life</i> - 13.33% <i>Life Events Biography</i> - 13.33%	40%
Video ASL Interaction Reports Video report #1 - 7.5% Video report #2 - 7.5%	15%
	100%

GRADING SCALE. Letter grade awarded based on grades earned.

93 - 100	A	80 - 82 B-	67 - 69	D+	
90 - 92 A-		77- 79	C+	63 - 66	D
87 - 89 B+		73 - 76	C	0-59	F
83 - 86 B		70 - 72	C-		

Policies

ATTENDANCE POLICY

1. Attendance is mandatory, because participation is crucial to success in this course.

ASL is an interactive language. It is not possible to learn ASL by practicing by yourself. If you do miss a class, it is your responsibility to ask your classmates for missed work and new vocabulary that were introduced. Class activities are intended to help you interact with your fellow classmates; learn to understand other people's signing styles and become more comfortable with using your face and hands to communicate. Some students might feel uncomfortable participating, please come and talk with me about this so I can make accommodations.

2. Please get to class on time. Points will be deducted if you are late, leave early, miss class, are unprepared, or show disrespect. No make up work is allowed for absences or lateness.

3. For inclement weather please check UMA's Storm Line at 207-780-4800.

NOTE: Only three absences (two for once-a-week classes) are allowed without penalty. For each class missed after the third (or second for once-a-week classes) absence, the student in question will lose ten percent from her/his cumulative earned grade. If you encounter a problem that forces you to have this many absences, it is time to consider dropping the course or petitioning the Dean for permission to withdraw. Such permission is given only in the rarest of circumstances. If other sections of the same class are available at UMA, a student may attend these classes to make up for the missed classes, but only with the permission of his/her instructor, and these arrangements will need to be made in advance. Students who arrive at class after attendance has been taken are responsible for reporting their presence to the instructor.

NO VOICE POLICY

The course will be taught entirely in ASL. Using voice in the classroom when Deaf people are present is a disrespectful act. Deaf teachers cannot hear you, and are being denied access to that specific language mode. Since all of your teachers will be Deaf and your goal is to get to know Deaf people in the community, it is imperative that you develop the habit of signing when Deaf people are present. Focusing on what is being signed will enhance your sign language reception skills much more effectively than depending a fellow classmate to "help out" by having the student voice what was being said. This is an immersion class, and using only ASL helps you to develop both your comprehension skills and your expressive skills quickly and effectively. Talking disrupts this process and delays your language development. There are ways we can communicate without using voice such as: gestures, using signs you have learned, writing on blackboard or paper, etc. One percent of your cumulative grade will be deducted every time you use your voice in class. All cell phones and pagers must be turned off during class, and use of laptops or texting will not be allowed in class.

BEHAVIOR AND EXPECTATIONS

Do your best and have fun! Although ASL is every bit as challenging as any other foreign language course, the language will provide you with the opportunity to learn and listen with the eyes. Participate actively in class. RESPECT and TRUST are our main rules. This includes respect for yourself, for the instructors, your fellow classmates, and property. Respect includes allowing others to make mistakes (including us). Trust yourself and be willing to make mistakes because that is how you learn and improve. There will be no profanity in my class. You must act with manners towards me, others, and in general. Lack of respect will result in points being deducted. Visitors are not allowed without permission. Please make sure you have child-care arrangements made ahead of time.

All cell phones and pagers must be turned off during class, and use of laptops or texting will not be allowed in class unless by special permission from the instructor.

ADAPTATIONS

The Americans with Disabilities Act mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of a disability, please contact the Office for Academic Support for Students with Disabilities immediately at 242 Luther Bonney, 780-4706. Please see me if you need adaptations or if you have problems with course material.

ACADEMIC INTEGRITY

Plagiarism, cheating and falsification of information are violations of academic integrity that will not be tolerated in this class. Please check the USM Office of Community Standards website (www.usm.maine.edu/ocs/) for official definitions of these practices.

ADD/DROP DATES

The last day to **drop a class** and receive a 100% refund is September 12, 2012.

The last day to **withdraw and receive a W grade** is November 2, 2012.

For more information about USM's drop/withdraw policy please see <http://usm.maine.edu/reg/addingdroppingwithdrawal>

Facilities/Services

ASL LAB

(Signed Languages Research Lab, 49 Exeter Street, Portland, 780-5957)

At this site you can find videos to watch and practice with, books on signed languages, cameras to film yourselves, etc. Fall semester hours at the ASL Lab will be announced shortly. If you have your own cameras, use them. If not, you can use cameras at Linguistics office (780-4582) or at Instructional Technology/Media Services at 3 Bailey Hall, Gorham (780-5356). All videos you are required to view are now available on-line. As the semester progresses, you can get weekly updates on lab availability as well as activities offered at the lab on the ASL Classes Blackboard site.

ASL LAB TUTORING

Students wishing additional practice opportunities may contact the department administrative assistant, Kelly Fitzgerald by email kfitzgerald@usm.maine.edu for a list of approved ASL tutors, or call ASL Lab, 780-5957 to request free tutoring services from one of their ASL Lab assistants.

Course Outline

ASL 201 Intermediate ASL I, Fall 2012

Brenda Schertz, Instructor

Date	Topic	Assignments
8/30	Course Overview	Review VISTA Units 7-12 and Cumulative Review View: Asking to Borrow a Truck, p. 35, Level 2 Student workbook
9/6	SN Unit 14 Complaining, Making Suggestions and Requests	VISTA Workbook/video activities for Unit 14: Read/View: Inflections for Temporal Aspect, pp. 37-38 Read/View: Spatial Agreement, pp. 39-40 Bring to class: Narratives complaining about feeling sick for class First Reaction Paper, Video: Deaf Culture Lecture: Tools for Cross Cultural Adventure, due 9/8
9/13	SN Unit 14	VISTA Workbook/video activities for Unit 14: Read/View: Making Requests, p. 41 Read/View: Clock Numbers and Clock Numbers Practice, p. 42 Read: <i>One Fine Day</i> by Nonny Hogrogian to rehearse in class
9/20	SN Unit 14	VISTA Workbook/video activities for Unit 14: Read/View: The Fortune Teller, p. 43 Bring to class: Narratives complaining about neighbors/roommates/spouses Deaf Community Learning site confirmed by 9/22
9/27	Review VISTA Unit 14	VISTA Workbook/video activities for Unit 14: Read/View: The Story Corner: Final Exam, p. 44 Read/View: Cheers and Songs p. 44 First Graded video <i>One Fine Day</i> due 9/29
10/4	VISTA Unit 15 Exchanging Personal Information: Life Events	VISTA Workbook/video activities for Unit 15: Read/View: Discussing Nationalities, p. 59 Bring to class: A narrative about family nationalities Exam Unit 14 on 10/6

10/13	VISTA Unit 15	VISTA Workbook/video activities for Unit 15: Read/View: Transitions Between Events p. 60 Read/View: Jose's Life Story p. 61 and Cinnie's Autobiography pp. 62-64 Bring to class: A narrative telling about life events First ASL Video Interaction Report due 10/13 (No class on Tues. 10/11)
10/18	VISTA Unit 15	VISTA Workbook/video activities for Unit 15: Read/View: Telling About Unexpected Changes, p. 65 Read/View: The Immigrants, pp. 66-67 Bring to class: Your selected Deaf Biography Second Reaction Paper, Article: <i>Deaf Culture: A World of Their Own</i> due 10/20
10/25	VISTA Unit 15	VISTA Workbook/video activities for Unit 15 Read/View: Numbers, Number Practice and Dates/Addresses, p. 68 Read/View: It's A Small World p. 70-71 Rehearse: Your selected Deaf Biography in class Bring to class: A narrative telling about family history
11/1	Review VISTA Unit 15	VISTA Workbook/video activities for Unit 15: Read/View: <i>The Dead Dog</i> , p. 72 and <i>To A Hearing Mother</i> , p.73 Second Graded video <i>The Most Miserable Day in My Life</i> due 11/3
11/8	VISTA Unit 16 Describing and Identifying Things	Workbook/video activities for Unit 16: Read/View: <i>Have Clock Will Travel</i> , p. 87 <i>Describing Things Around Us</i> , pp. 88-91 Read/View: <i>Sequences for Describing Objects</i> , pp. 91-92 Bring to class: 3 photos of objects with pattern and texture Exam Unit 15 on 11/10
11/15	VISTA Unit 16	VISTA Workbook/video activities for Unit 16: Bring to class: 3 photos of objects with lids, pumps, handles or unique shaped objects Read: <i>Determining Perspectives & Describing Objects</i> pp. 92-95
11/22	VISTA Unit 16	VISTA Workbook/video activities for Unit 16: Read/View: <i>Potpourri</i> , <i>What's a Sashimi?</i> , <i>Money Number Signs & Matching Costs with Objects</i> , pp. 96-99 Bring to class: your favorite recipe showing how it is made Handout: <i>Reveille: Old Wake-Up Devices for Deaf People</i> Second ASL Video Interaction Report due 11/22 (No class on Thursday 11/24)

11/29	VISTA Unit 16	VISTA Workbook/video activities for Unit 16: Third Graded video <i>Life Events Biography</i> due 12/1
12/6	Review VISTA Unit 16	VISTA Workbook/video activities for Unit 16: Read/View: <i>Storytelling</i> and <i>The Ball</i> , p. 102 Third Reaction Paper, <i>Deaf Community Service Learning Experience</i> due 12/8
12/13		Exam Unit 16 on Tuesday December 13 at 8:30 am

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