

# AMERICAN SIGN LANGUAGE - INTERMEDIATE I

## ASL 2010.001 - Fall 2012

**Instructor Details:** David Davenport  
Email: david.davenport8@gmail.com  
Office Hours: Monday/Wednesday, 5:00 PM - 6:00 PM

**Class Meetings:** Monday/Wednesday: 7:00 PM - 9:00 PM - 4 credits  
Room: Murray 111  
Date: August 20 - December 7, 2012

### COURSE DESCRIPTION

This course, which is intended for students who already have some basic American Sign Language (ASL) skills, focuses on expressive and receptive skills in ASL as well as emphasis on grammar, linguistics, literature, and discourse styles at an intermediate level. Students learn to use ASL to (1) tell about unforgettable moments, (2) present the facts, (3) discuss about rules, (4) tell an accident incidents experience. Students will also learn about Deaf culture and community. Class meets four hours a week for fifteen weeks with additional time outside of class for completing course assignments. **Prerequisites:** ASL 1020

### COURSE GOALS

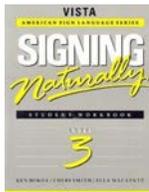
Students will be able to converse in American Sign Language, develop new appreciation for ASL literature, linguistic structures and Deaf culture.

### COURSE OBJECTIVES

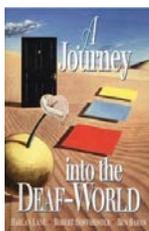
Upon the completion of the course, the students will be able to:

- \* Comprehend ASL signs, phrases, fingerspelling, non-manual signals, number signs and depicting verbs as signed by the instructor and videos from workbook.
- \* Demonstrate their expressive skills in a grammatically correct manner and using depicting verbs and space in ASL through his/her class exercises, debates and interactions as observed by the instructor.
- \* Demonstrate his/her presentational skills using formal techniques and signs choices as observed by the instructor.
- \* Demonstrate an understanding about Deaf Culture and community through the Deaf community event journal, class discussion and book.
- \* Demonstrate an ability to utilize the Deaf cultural behaviors in his/her ASL signing in class exercises, debates and interactions as observed by the instructor.

### COURSE MATERIAL



1. Smith, D., Lentz, E. & Mikos, K. (2001). Signing Naturally: Sign Level Three. San Diego, CA: Dawn Sign Press.



2. Lane, H., Hoffmeister, R. & Bahan B. (1996). A Journey into the Deaf-World. San Diego, CA: Dawn Sign Press.

## ASSIGNMENT DESCRIPTIONS (Due dates are on schedule below)

- \* **Deaf Community Events:** (50 points each)  
You are required to attend two out of class activities at Deaf community events during the semester. An event should have a least five Deaf people. The purpose of the events is to interact with Deaf people and learn more about the Deaf culture and language. You are required to interact to at least two Deaf people at each event. This means that you chat with them one-on-one; do not just observe a group conversation. The list of Deaf community events will be handed out (email) from your instructor. You have to share your experience in ASL through video. You are required to submit two videos for two Deaf community events to the instructor.
- \* **A Journey into the Deaf-World Project:** (150 points)  
You will be in a group of three with other students and together will be responsible to teach the class for 45 minutes. You will be teaching about your assigned chapters in the book, *A Journey into the Deaf-World*. Each person in your group will alternately teach part of the assigned chapters. Your group will also need to create a quiz based on the information you presented. As a group, you can decide how you want to teach; however, you are required to use Power-point or Keynote presentation. On the day you teach, turn in to your instructor a copy of quiz/answer and copy of your presentation. Before the day you teach, each of you (individually) will need to make a video in which you express in ASL what you learned from your assigned chapters. You may express your perspectives and opinions using critical/analytical thinking. You will need to cite examples or quotes from the book. The length of video should be about 3-4 minutes.
- \* **Signing Stories Assignments:** (25 points each)  
There will be four *Signing Stories Assignments* from the workbook (page 232-237) which you will watch a video clip from DVD and fill out answers from the questions in the textbook. The answers must to be typed and brought to class. The information about due dates are on the schedule.
- \* **Quizzes:** (5 points each)  
Quizzes will be given periodically. Quizzes will be from classroom discussions, Units 18-21 or vocabulary we learned in class. Some quizzes may be announced and some not announced. Missed quizzes may not be made up under any circumstances.
- \* **Expressive Exams:** (100 points each)  
There will be four expressive exams during the semester which you will sign (via video or in class). The exams will indicate your expressive skills and knowledge from what you have learned in class. Each exam is come from each unit (Unit 18-21). Exam#1 & 4 will be in classroom. You will use YouTube videos for Exam#2 &3. Exams date are on the schedule. The instructor will give you further information during the semester.

## EVALUATION/ASSESSMENT

Coursework will be Weighted:	Points	Weight
Expressive Exams (4)	400	<b>80%</b>
Quizzes (5)	100	
Journey into the Deaf-World Project (1)	150	<b>20%</b>
Signing Stories Assignments (4)	150	
Deaf Community Events (2)	100	
Attendance	100	
<b>Total:</b>	<b>1000</b>	<b>100%</b>

Grading Scale	
A = 100% - 95%	C = 75% - 73%
A- = 94% - 90%	C- = 82% - 80%
B+ = 89% - 86%	D+ = 69% - 66%
B = 85% - 83%	D = 65% - 63%
B- = 82% - 80%	D- = 62% - 60%
C+ = 79% - 76%	E = below 60%

## EXPECTATION/POLICIES

### \* **No-Spoken Language Policy:**

There is a No-Spoken language policy for this class. When you step into the classroom you are required to not use your voice. That sound is lacking might be difficult to some of you but it is the best way to learn ASL. It is similar with other foreign language classes that do not allow spoken English. If any students use their voice, it will affect with the grade. Please respect this policy and use ASL to communicate with everyone even with your classmate sitting next to you. You will response and ask questions in ASL whenever possible and use other manual means (pantomime, gestures, etc.) when necessary.

### \* **Attendance:**

Consistent attendance and participation is essential to the learning of any language. That will greatly influence your comprehension and speed in learning the language because ASL is a visual language; it is not possible to take notes from your classmates. Remember, you are responsible for all information distributed during class, including any changes in the class schedule regardless of whether you are in attendance when the changes are made. You will be graded for the attendance.

### \* **Problem Resolution:**

Problems or concerns should be addressed to me first (in most situations). I want to work with you so please feel free to discuss concerns with me. I am always happy to help you out. If we are unable to resolve concerns together, you may contact the ASL program coordinator Mitch Jensen. He can be reached at [REDACTED] or email at [REDACTED].

### \* **University Student Code:**

"All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee." [REDACTED]

### \* **Accessibility Services for Students:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. [REDACTED]

### \* **Student Responsibilities and Behavior:**

**Complete** all homework/reading assignments

**Take responsibility** as a learner. Study outside of class each day even when no specific assignment is given.

**Participate.** Everyone must participate with class discussion, questions, and conversations with classmates and instructor in ASL. Everyone will make mistakes (it is common with learning a new language). Use what you have got to the best you can.

**Respect others.** Unruly, disruptive, disrespectful, or uncooperative behavior will result in your being administratively withdrawn from the class. Respect the no-voice policy.

**Contact me.** If you can't come to class on the day of a test or other assignment, please contact me. This should occur BEFORE the starting time of the class period. If you are unable to contact me prior to class, do it as soon as possible. Don't wait until the next time you attend class.

# COURSE OUTLINE

All are Tentative

Date	In-Class Discussion	Reading/Assignments Due
8/20	Introduction, Syllabus, Review	
8/22	<u>Unforgettable Moments</u> Unit 18.1 "Pass, Throw, and Spill"	Read p.2-6, 22-24
8/27	Unit 18.2 "Tripping and Falling"	Read p.7, 24-26
8/29	Unit 18.3 "Injuries and Mishaps"	Read p.8-13, 26-30
9/3	No Class - Labor Day	
9/5	Unit 18.4 "Kiss, Hug, and Poke" & "A Teacher I'll Never Forget" p.232 A#1	<b>SS Assignment#1</b> (p. 232)
9/10	Unit 18.5 "Unforgettable Moments"	Read p.14-21
9/12	<b>Expressive Exam#1</b> (Unit 18) in class.	
9/17	<u>Sharing Interesting Facts</u> Unit 19.1: "Whole-Part"	Read p.32, 41-43
9/19	Unit 19.2 "Listing"	Read p.33, 44-46
9/24	Unit 19.3 "Comparisons" & "Never above the Waist" p.234 A#2	<b>SS Assignment#2</b> (p. 234-5) Read p.35-37,
9/26	Unit 19.4 "Illustrate a face by using classifiers"	47-50 Read p.38-40, 51
10/1	<b>Expressive Exam#2</b> (Unit 19) in class.	
10/3	<u>Explaining Rules</u> Unit 20.1 "Driving Rules"	Read p.54-58
10/8-10	No Classes - Fall Break	
10/15	Unit 20.1 "Cultural Rules/Customs"	Read p.58-63
10/17	Cultural Movie: "Audism Unveiled" - Cultural Discussion	
10/22	Unit 20.2 "Card Games" & "Group Game" Read p.64-69	Read p.64-69 - Bring a card game
10/29	<b>Expressive Exam#3</b> (Unit 20) in class.	
10/31	<u>Telling About Accidents</u> Unit 21.1 "Horse" & "A Lesson about Sound" p.236	<b>SS Assignment#3</b> (p. 236) Read p.72-82
11/5	Unit 21.2 "Bicycles" <b>JDW Project group 1 Presentation</b>	Read p.83-94 Group 1 assignment Due
11/7	Cultural Movie: "Sweet Nothing in My Ear" - Cultural Discussion	
11/12	Unit 21.3 "Automobiles: a near miss" <b>JDW Project group 2 Presentation</b>	Group 2 assignment Due
11/14	Unit 22.3 "Automobiles: getting a ticket" <b>JDW Project group 3 Presentation</b>	Answer Questions p.95-101 Group 3 assignment Due
11/19	<b>JDW Project group 4 &amp; 5 Presentation</b>	
		Group 4 & 5 assignment Due
11/21	No Class - Thanksgiving Holiday	
11/26	Unit 21.3 "Automobiles: two-car accident" <b>JDW Project group 6 Presentation</b>	Read p.105-107 Group 6 assignment Due
11/28	Unit 21.3 "Auto.: single-car accident & "Some Thoughts on Fingerspelling" p.237 <b>JDW Project group 7 Presentation</b>	<b>SS Assignment#4</b> (p. 237) Read p. 108-115 Group 7 assignment Due
11/3	Unit 21 Describing an Accident: Presenting Own Narrative <b>JDW Project group 8 Presentation</b>	Group 8 assignment Due
11/5	<b>Expressive Exam#4</b> (Unit 21) in class.	