

Course Syllabus

Teacher: Suzanne Terrio, Ed.M., M.A., C.S.C., C.I.C

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Course Name: American Sign Language I (Lecture)

Course #: HDEV1401-001-???

May Term 2016: May 12 – May 26

Time: 9:00 AM – 12:00 Noon, 1:00 PM – 4:00 PM, Daily

Location: TBD

Course Description

This basic foundational course will provide an understanding for Communication Techniques with Deaf people on the job, in your personal life, or in academia. The student will apply at least 10 grammatical features of ASL, including Non-manual grammatical markers, and commonly used Classifiers. You will understand potential misconceptions for cross cultural communication with Deaf people. There will be a Deaf person assisting in class to maintain a signing environment.

Important Note: The class will mainly be conducted in American Sign Language, and visual modalities.

Instructor Biography

Suzanne Terrio, Ed.M., M.A. C.S.C., certified interpreter through the National Registry of Interpreters for the Deaf, Texas State Certified in Court Interpreting, Certified Teacher of the Deaf, and Certified Teacher of ASL, and Certified School Administrator, received her B. A. in Education from Queens College, City University of New York; M.A. from New York University in Deaf Education , an Ed.M. in Administration and Supervision from Columbia University, T.C., interpreter training from Gallaudet University and the Bi-Cultural Center in Washington D.C., and the Julliard Program for Theatrical Interpreting. After a decade of teaching at the New York School for the Deaf, Suzanne has over three decades of experience as a court/legal interpreter, community interpreter in medical, corporate, business, educational settings., TV Cable Interpreting (Winner of the Channel 13 UTIE Award), Sorenson Video Relay Service Interpreting, and the sole staff interpreter in the Oil Industry with a Deaf Petroleum Engineer; Adjunct Faculty at Collin College, Plano; Adjunct at Texas Woman's University, Denton; and Adjunct at Southern Methodist University, S.M.U. She is assisted in class by her Deaf husband LeRoy, who has an M.B.A. in Finance from Pace University, N.Y., and 31 years of experience as a Manager Corporate Accounting for GTE/Verizon. This course is designed to familiarize students' understanding of Deaf/Hard of Hearing in academia and in the work place, and to develop basic techniques for communication. Mr. and Mrs. Terrio are married over three decades with two adult daughters, one is a certified ASL/Spanish Interpreter, and one is a Teacher of Deaf Students, and for Special Education.

UC Requirements fulfilled:

Students with limited familiarity with Deaf people and American Sign Language, or those who need a refresher course for previous experience.

Prerequisites: None

Text(s) & Other Materials/Supplies

- Learning American Sign Language, Second Edition (2004) by Tom Humphries and Carol Padden
- DVD-“See What I Mean” by Tom Holcomb.

Helpful Web Resources:

1. www.lifeprint.com
2. www.aslpro.com
3. www.aslrose.com
4. www.signingsavvy.com

Student Learning Outcomes

- SLO 1: Interpretation (Reading & Listening): The student will demonstrate ability to interpret meaning in the target language.
- SLO 2: Interpretive Communication (Speaking & Listening): The student will be able to express and negotiate meaning in the target language.
- SLO 3: Presentational Communication (Speaking): The student will demonstrate the ability to sign a given discourse, applying a minimum of 10 ASL grammatical features, using clear ASL parameters, such as handshapes, Non-Manual Signals, Palm Orientation, Movement, Placement, Body Contact, and conceptually accurate ASL signed vocabulary.
- SLO 4: Cultural Understanding: The student will be able to apply Deaf Culture Techniques in a No Voice English Environment having learned aspects of deaf culture.

Expected Learning Outcomes & Their Assessments

- SLO 1: Interpretation (Reading & Listening): The student will demonstrate ability to interpret meaning in the target language.
- SLO 2: Interpretive Communication (Speaking & Listening): The student will be able to express and negotiate meaning in the target language.
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Assignments:

Activities	Points
<p>Attendance: Attendance is extremely important. As permitted by University policy, with the department, the instructor reserves the right to drop students who miss more than one class (6 hours of instruction).</p> <p>Participation: Your active participation is expected, both individually and in group work.</p>	10
<p>In-Class Quizzes: Mostly unannounced, at the beginning of class. Please, be punctual. If a student is late and misses the quiz, a grade of "0" will be assigned.</p>	10
<p>Perspective Language Application: Paper: Interview with Deaf Person using a variety of Techniques of Communicating with Deaf People due on Wednesday, May 18</p>	20
<p>Expressive & Receptive: Units 1 – 12 - Group dialogues from Humphries & Padden textbook-Learning American Sign Language</p> <ul style="list-style-type: none">• Memorize the dialogue• Use eye contact• Adequate lighting• Incorporate gestures <p>Performance Presentation: Each student will give at least one basic performance presentation in ASL to the class on a topic agreed upon by the instructor.</p> <p>Creative Activity: Student will perform textbook dialogues as framework, substituting vocabulary for functional language and pragmatic communication in ASL.</p>	20
<p>Expressive Grammar: Expressive / Receptive final (10 points each):</p> <ul style="list-style-type: none">• Given picture in diamond shape• Sign the scenario showing 10 grammatical features from your attached rubric (e.g., ASL, incorporating gestures, etc.)• Receptive: ASL Translation into English language	20
<p>Deaf Culture: Summary paper (2 pages max) of DVD – "See What I Mean" or Deaf Culture DVD due on Monday, May 23, 2016</p>	20
	100

Grading Policies

Your course grade will be determined on a scale as follows:

- A: 90% - 100%
- B: 80% - 89%
- C: 70% - 79%
- D: 60% - 69%
- F: 59% or below

No Talking Policy

We insist on maintaining a signing environment at all times in the classroom. There are two reasons for this: One, in accordance with Deaf Culture it is considered rude and insulting to talk in front of Deaf persons and not make the information passing between you and another person accessible. Since there will be a Deaf person present in the room 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. Two, this is an immersion class, which means primarily the target language is used. Using only ASL in a functional language approach helps you develop both your comprehension skills and your expressive skills quickly and effectively. Talking disrupts this process and delays your language acquisition. If a fellow student asks you for help, feel free to help by using signs you have learned, gestures, or if needed, by writing back and forth. In this way, you keep the atmosphere a visual one.

Participation in Class

Regular, active participation in class is vital to your success, and is expected of all students.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance

If you wish to be absent on holidays that require missing class, you should notify the professor in writing at the beginning of the semester, and should discuss with him/her, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities

If you are participating in an officially sanctioned, scheduled University extracurricular activity, you should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is your responsibility to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue).

Students are encouraged to practice and videotape himself/herself outside of class with a signing partner. The calendar can be tweaked based on student progress, school cancellations, weather conditions, etc.

Thursday, May 12

- Introduction to Syllabus
- Introduction to Class
- View: “See What I Mean”
- What is Deaf Culture, Folklore?
- Deaf Leaders, Gallaudet University Protest
- Unit 1 – Introductions and Personal Information
 - Introductions
 - Personal Information
 - More Personal Information
 - Vocabulary

Friday, May 13

- Non-Manual Signals – Dr. Byron Bridges, NMS
- Examples of the semantic / modifier NMS (Student will write 10 examples of types of NMS and application)
- Bill Vicars – ASL teacher
- Unit 2 – Learning ASL
 - Going to Class
 - Objects in the Classroom
 - Showing you Understand and Asking for Help
 - Vocabulary

Monday, May 16

- Trix Bruce Classifiers Stories (Student will perform a simple ASL discourse with controlled vocabulary, NMS, gestures, body language)
- Bill Vicars – ASL teacher
- Unit 3 – Politeness
 - Asking Politely
 - Thanks
 - Interruptions and Apologies
 - Vocabulary

Tuesday, May 17

- Unit 4 – Descriptions
 - Physical Appearance
 - Clothing
 - Personality and Character
 - Vocabulary
- Unit 5 - Requests
 - Polite Commands
 - Requests to Do Something
 - More Requests
 - Vocabulary

Wednesday, May 18

- Unit 6 – Expressing Yourself
 - How You Feel
 - Opinions and Preferences
 - Anxiety
 - Vocabulary
- Unit 7 – More Descriptions
 - Objects and Their Location
 - Objects, Number, and Location
 - How Many
 - Vocabulary

Summary paper (2 pages max) due Wednesday, May 18 on deaf culture -- DVD titled “See What I Mean” or Deaf Culture DVD

Thursday, May 19

- Unit 8 – Family and Friends
 - Family Information
 - Family Relationships
 - Friends and Acquaintances
 - Vocabulary
- Unit 9 – More Descriptions
 - How Others Look
 - Personality
 - Physical Features
 - Vocabulary

Friday, May 20

- Picture stories
- Unit 10 – At Home and Daily Living
 - Your Residence
 - Objects in Your Residence
 - What You Do Every Day
 - Vocabulary

Monday, May 23

- Unit 11 – Food and Food Shopping
 - The Menu
 - Quantities
 - Prices
 - Vocabulary
- Unit 12 – Offering and Declining
 - Food and Drink
 - Offering Help
 - Declining and Explaining
 - Vocabulary

Deaf Interview Paper Due on Monday, May 23

Tuesday, May 24

- Picture stories / Final Prep

Wednesday, May 25

- Picture stories / Final Prep
- Perform Expressive Final – 10 grammatical features
 - Student Performances of a Final ASL Discourse using Picture Story Cards, or basic ASL discourse of your choice. (Clear with the instructor)

Thursday, May 26

- Perform Expressive Final – 10 grammatical features (continued)
 - Student Performances of a Final ASL Discourse using Picture Story Cards, or basic ASL discourse of your choice. (Clear with the instructor)
- Receptive final

DEAF EVENT (MUST HAVE DEAF PERSON(S) PRESENT AT A DEAF EVENT)

<p>NAME OF STUDENT:</p>	
<p>DATE AND TIME OF EVENT:</p>	
<p>LOCATION:</p>	
<p>SIGNATURE OF DEAF PERSON(S) (PICTURE OF SIGNATURE(S) OF DEAF PERSON(S) DIGITALLY ATTACHED PERMITTED)</p>	
<p>DEAF CULTURE OBSERVATIONS E.G.; TURN-TAKING; NMS; FORM OF GOODBYES; LIGHTING; ETIQUETTE; POSTIONING, ETC.</p>	
<p>DESCRIPTION OF EXPERIENCE OR ACTIVITY (USE MORE SPACE IF NEEDED)</p>	

Sign to class; be prepared to tell class in ASL about your event. Digital photos of the activities and proof of stubs or tickets **ARE** encouraged.

STUDENT NAME: _____

ASL RUBRIC

Grammatical Features	Examples
Pronouns	
Sign Space	
Yes/No Questions	
W-H Questions	
Classifiers	
Sasses, Sizes & Shape Classifiers	
Numbers	
Directional Verbs	
Noun-verb pairs	
Topic / Comment	
Compounds	

Fingerspelling	
Time Indicators	
Non-Manual Signals	
Role Shift	
Modulation	
Rhetorical Questions	
Conjunctions	
Referential Index	
Locatives	
Conceptual Accuracy	

New Vocabulary

Overall Fluency Scale 1-10 _____

Assessor (Receptive) _____