

**Course: Com-D 3910 Sign Language II**

**This Course meets Council on Education of the Deaf Standards 1.1, 1.2.6**

Instructors: Jan Kelley-King and Curt Radford

Phone: 797-1385 E-mail: [Jan.KelleyKing@usu.edu](mailto:Jan.KelleyKing@usu.edu) [curt.radford@usu.edu](mailto:curt.radford@usu.edu)

Office Hours: TBA – It is best to email us for an appointment.

**Course Objective:** Students will enhance conversational skills in American Sign Language focusing on the grammatical structure of ASL, history of ASL, the unique number systems of ASL, lexicalized fingerspelling, ASL folklore and poetry, and deaf-like, idiom-like expressions used in ASL.

**Required Texts:**

1. American Sign Language I and II at Utah State University
2. Certain Chapters on Electronic Reserve from *For Hearing People Only*

**Other References:**

1. Gallaudet ASL Dictionary as optional text..
2. Sign Language Lab in room 002 of the Lillywhite building:
  - Lab assistants available during lab hours
  - DVDs and VHS covering a wide array of ASL and Deaf Culture information

The grading scale based on percentage earned of the total number of points possible.

90 - 93	A-	80 - 82	B-	70 – 72	C-	60 - 62	D-
94 - 100	A	83 – 86	B	73 – 76	C	63 – 66	D
		87 – 89	B+	77 - 79	C+	66 – 69	D+

**Extra credit is not available for any student.** You receive the grade you earn based on test scores only.

**Important Note regarding grading:**

In order to receive an "A", you must earn 92% of the total points possible. You must participate in class discussions and activities. In order for your papers and presentations to receive the grade of an "A", your work must be exceptional. This means your work stands out from the rest showing insight, organization, preparation, and is presented clearly and professionally. It is expected that all assignments will be complete and well done, however, not all assignments receive A's. According to university policy, an "A" is earned only by one whose work goes beyond complete and well-done. It exhibits exceptional performance. To give A's to all well-done papers would be unfair to those whose papers are truly outstanding.

## Description of Course Requirements

ASL Lab Attendance : You are required to sign up for a regular lab session and attend the lab at that time, one hour, once per week. Sign Language Lab attendance is required. You **MUST** attend the same lab session each week. Labs cannot be made up. In addition to your required lab session, the lab will be open for extra help during posted hours. Lab attendance for extra help is optional.

### Group Presentation

You will work with your ASL lab group to research a topic within the field of deafness. During lab meetings, your group will discuss this topic and prepare a final presentation of information to the class. Each group will have 40 minutes to present their topic. It is expected that you will use all resources available to you, i.e. journal articles, books, internet resources and interviews. You will be required to cite several sources of information and you must conduct at least two interviews with Deaf adults to get their insight about your topic. You will receive additional information about this requirement.

### Research / Reflection Paper

Each person in the lab group must write a reflection paper about the topic the group has researched during the semester. In your paper, be sure to appropriately cite your sources of information. In addition to the research, you must include a reflection describing what you learned. Describe anything you learned that was particularly new or interesting or even perplexing. Reflect on the process of preparing a group presentation in your second language. Describe any shift in perceptions you had about the topic, ASL or deafness in general as a result of this research project. **Your papers are due on the day your group presents.**

### Expressive ASL Projects

You will be required to sign stories during the semester. Other expressive exercises include the spontaneous translation of sentences, quotes and stories that incorporate ASL structure, idiom-like expressions, unique number systems, lexicalized fingerspelling, and conceptually accurate signs.

ASL Grammatical Structure and ASL History Exam: This exam will cover the grammatical structure of ASL, as well as cultural and historical information covered in lectures, the text and other required readings.

Receptive and Expressive Pop Quizzes and Participation: Students will occasionally be quizzed over material that has been covered in class. Sometimes the quizzes will require students to translate sentences from ASL to English or from English to ASL. Sometimes the quizzes will include questions from material previously covered. Sometimes students will be called upon to translate phrases and quotes from English into ASL.

Receptive/Expressive Tests covering Idiom-like expressions, conceptually accurate signing, unique number systems, and lexicalized fingerspelling: Students will translate ASL sentences into written English and from written English into ASL.

Discussions and Quizzes from required reading assignments

Information from the book, articles that the instructor will provide, and course reserves will be assigned for reading and discussion during lab sessions and/or class time. ALL discussions will be in ASL.

**Five Off-voice Interactions with Deaf Adults or Off-voice Campus Activities with USU students (10 points each):** You must use ASL outside of class in interactions with Deaf Adults. Locally, there are Deaf Education Student Association events weekly. They will count for one interaction. If you attend Silent Weekend, that will count for three interactions. If you attend Winter Workshops, that will count for two interactions. You may also arrange your own interaction, but it must be an off-voice, ASL interaction with a Deaf adult. You could visit the Sanderson Community Center of the Deaf in Salt Lake City or attend any other workshops, activities, or meetings locally or out of town during which you have an opportunity to have meaningful ASL conversations with Deaf adults. Interactions during which you are using spoken English or communicating through an interpreter or interactions with children do not satisfy this requirement. Write a paper describing each activity and **include the following:** date, time, place, people you met, nature of the activity, and what you learned from the interaction.

**Attendance**

You must attend all classes in order to keep up with the new vocabulary and sentence structures that will be introduced. **Makeup tests and make up quizzes are not given.** Except in case of emergency, any test missed will result in a zero. Expressive projects must be video taped during your assigned lab time. Any late projects will result in a 10 point deduction per day that it is late.

**Course Fee:**

Make your sure have paid the lab fee required for this course or you will be dropped from the roll. The course fee that you paid goes toward paying the lab instructors during open lab times, maintenance of the equipment, and buying current video tapes.

**Accommodations for Students with Disabilities:**

Students with disabilities that require accommodation for this course should contact the instructor during the first week of class. The disability must be documented through the Disability Resource Center. Disability Resource Center. Expressive and receptive ASL tests cannot be given outside of class. The rules and grammar test may be taken at the DRC if necessary.

**\*\* Class is conducted strictly in NO VOICE** with the exception of portions of the class period when video tapes will be used for Sign to Voice interpreting practice and for clarification as determined necessary by the instructor.

**COURSE POLICIES**  
(taken directly from Syllabus Resource page on USU website)  
[http://www.usu.edu/aa/faculty/syllabus\\_resources.cfm](http://www.usu.edu/aa/faculty/syllabus_resources.cfm)

**Academic Integrity - "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

*The Honor Pledge:* To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

---

**Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: <http://www.usu.edu/student-services/pdf/StudentCode.pdf#Article7> (Article VII. Grievances, pages 25-30).

---

**Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

---

## **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

---

## **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course.

Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

## **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

## Sign Language II Spring, 2012 Point Values and Requirements

<u>Assignments and Exams</u>	<u>Points Possible</u>
Expressive Project 1: Personal Experience Story	50
Expressive Project 2: Joke	50
Expressive Project 3: Story with idiom-like expressions	400
Expressive Project 4: Fairy Tale	100
Expressive Project 5: ASL Poem	50
Homework: Grammatical Structure	50
History Exam	100
Exam: Grammatical Structure	100
Receptive/Expressive Test Lesson 7 And Grammatical Structure/Linguistics	100
Deaf Humor Canvas Assignment	40
Receptive/Expressive Test: Lesson 9-10 Idiom and Deaf-like Expressions	100
Receptive/Expressive Test: Lesson 11-12 Unique Number Systems and Lexicalized Fingerspelling	100
5 Interactions with Deaf Adults (10 points each)	50
Research / Reflection Paper	50
Group Presentation (Average of your score and group score)	100
Lab Participation / Attendance	60
POP Quizzes and Participation Points (variable point values)	100
Final Exam: Receptive and Expressive	<u>100</u>
<b>TOTAL POINTS:</b>	<b><del>1500</del> 1400</b>

EXTRA CREDIT is not available for any student.

## HELPFUL RESOURCES FOR ASL II STUDENTS

### **Robert G. Sanderson Community Center of the Deaf and Hard of Hearing**

5709 South 1500 West

Taylorsville, Utah 84123

800.860.4860 (toll free-in state only)

**For announcements about Deaf activities in Utah, visit these sites:**

- <http://www.uad.org/>
- <http://www.deafservices.utah.gov/>
- **These websites provide opportunities for you to subscribe to UAD announce and online newsletters that will keep you posted on upcoming events about deafness.**

For information about your group topic or any topic related to deafness, Deaf Culture or American Sign Language, visit the following websites:

**American Society for Deaf Children**    <http://www.deafchildren.org/>

**National Association of the Deaf**    <http://www.nad.org/>

### **REQUIRED THAT YOU VISIT THESE SITES :**

**(See information about the group project and research/reflection paper for details.)**

**Laurent Clerc National Deaf Education Center:** <http://clerccenter.gallaudet.edu/>

**List of all Deaf Schools in the U.S. and their websites:**

(for easier access you will find this link on the above Clerc center website)

**[http://clerccenter.gallaudet.edu/Clerc\\_Center/Information\\_and\\_Resources/Info to Go/Resources/Websites of Schools and Programs for Deaf Students .html](http://clerccenter.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_to_Go/Resources/Websites_of_Schools_and_Programs_for_Deaf_Students_.html)**

You must visit at least one School for the Deaf website and report on it during lab.

See lab schedule for details of what is due each week in lab.

You must include the Laurent Clerc center website and a School for the Deaf website in the list of sources for the research/reflection paper.

## LAB PARTICIPATION

- 4 – Very prepared, brought necessary information, participated fully, on time
- 3 – Same as 4 but arrived late, left early, or did not participate fully
- 2 – Somewhat prepared, missing some required information or did not participate fully
- 1 – Unprepared, did not bring information required or did not participate
- 0 – missed lab

**Refer to the lab schedule for the lab assignments.**

WEEK 1: No lab	WEEK 9: SPRING BREAK <u>4/4</u>
WEEK 2: _____ / 4	WEEK 10: _____ / 4
WEEK 3: _____ / 4	WEEK 11: _____ / 4
WEEK 4: _____ / 4	WEEK 12: _____ / 4
WEEK 5: _____ / 4	WEEK 13: _____ / 4
WEEK 6: _____ / 4	WEEK 14: _____ / 4
WEEK 7: _____ / 4	WEEK 15: _____ / 4
WEEK 8: _____ / 4	WEEK 16: _____ / 4
<b>TOTAL: _____ / 60</b>	

Lab participation is **very important**. While it may seem that missing or coming unprepared is not worth many points and will not impact your overall grade, it will impact the group presentation and the dynamics of the lab. If you come unprepared, or you miss lab, it penalizes the entire group. You have to find and share information so that the topic can be covered completely and so that everyone in the group can decide what information to share in the presentation and how best to share it. Everyone is responsible for the presentation. You need to help each other and give feedback to each other throughout the semester so that by the time you present this in front of the class, your signing is very clear, in ASL (not English), error-free (no sloppy or incorrect signing), and the information is accurate. This can only happen if you practice discussing the topic and associated vocabulary EVERY week. This can only happen if EVERYone is prepared and you ALL participate and provide feedback to each other.

**PLEASE be responsible and do your part.**



## Sign Language II Group Research Projects

Goals of the Group Research Project:

- To give you an opportunity to explore an aspect of the language, community, history, and culture of Deaf people.
- To give you a meaningful purpose to meet and talk with Deaf people.
- To provide you an opportunity to use your ASL skills in a more challenging conversational setting.
- To give you an opportunity to teach others what you learned and to learn from what others teach.

You should thoroughly research your topic, preparing to share all pertinent information. You should conduct your planning sessions in ASL.

Develop an outline of what information you want to explore.

Divide responsibilities among group members.

Learn about and discuss the ENTIRE topic as a group – do not go off and prepare your portion of the presentation on your own. The goal is to SHARE information and discuss the topic as a whole, each person sharing his or her information with the group.

Refer to the lab schedule. **You are responsible to bring materials and prepare for lab meetings.** The lab instructor will hold you accountable as will your lab members.

Set some deadlines for portions of your project to be completed. Everyone should come to every meeting prepared so that time is not wasted. You should be able to adequately prepare for the presentation during your weekly lab meetings if everyone comes prepared. If you find that you need additional planning meetings, conduct these meetings in ASL just as you do during your lab sessions.

Search for sources of information:

- Video tapes / DVDs
- Internet sites (see syllabus for suggestions)
- Journal Articles
- Books
- Interviews with members of the Deaf community – conducted in ASL – two are required. Other interviews with Deaf or hearing people using ASL or written English are optional. Two ASL interviews with Deaf Adults REQUIRED.

Decide on a presentation format: lecture, talk show, game show, role play, drama

Make a list of what you will need for your presentation day: overhead, powerpoint projector, Elmo projector, TV/VCR, etc.

The presentation will be given as a group with equal presentation time given to each member (or as close to equal as possible).

Research / Reflection papers will be required of each member, individually, and are due on the day that your group presents.

**Examples of topics that have been explored in the past are:**

- Cochlear Implants – the controversy
- Educational Options for Deaf children – mainstreaming verses residential schools (some groups also explored the oral education method, signing exact English, etc.)
- Methods of communication in Deaf Education: oral, signed English, ASL, Simultaneous Communication, cued speech, etc.
- Residential Schools for Deaf children – history, pros, cons, sports
- History of Deaf Education – how have the educational experiences of Deaf people impacted their language and culture
- Bilingual Bicultural Education (similar to ESL instruction ) the Bi Bi philosophy and movement and how it has impacted Deaf Education
- Deaf culture – the folklore, ASL literature, history, poetry,
- Deaf Culture: social norms, values, role of hearing people, etc.
- Family Relationships – Deaf parents with hearing children / Hearing parents with Deaf children, all Deaf families, hearing and Deaf siblings, etc.
- Early childhood and deafness – language development, etc.
- Technology and its impact on the Deaf community
- Job opportunities for Deaf people – discrimination
- Role of interpreters in Deaf Education, the work place, Universities, etc.
- ASL – how it differs in different parts of the country – how it compares to Signed languages of other countries, how it has changed over time, the history and social aspect of ASL
- Come up with a different idea . . . . .

## **Suggested Reading**

For Hearing People Only Chapters are on course reserve.

Go to the USU library website and click on course reserves.

Select

ComD 3910 password KEL3910

ComD 2910 password KEL2910

Chapters will be under one or the other, not necessarily in numerical order so look through the entire list.

All students should read these chapters BEFORE the History Exam:

Chapters 1, 2, 4, 5, 6, 7, 17, 18

For lab meetings, here are some chapters you can read based on the topic your lab is going to study. There is much more information available if you research the Laurent Clerc National Deaf Education Center online (see syllabus), but here are a few readings to get you started:

Cochlear Implants: 41, 42, 43

Deaf Education 19, 77, 126, 129 plus history-related chapters above

Interpreting 94, 95

Deaf-Hearing Relationships 40, 21, 22, 23, 24, 130, 131, 106, 107, 110

Family Relationships 45, 46, 106, 107, 108

Deaf people in the work place 77, 78, 79

Different Topic? See instructor for chapter suggestions.

## **RUBRIC FOR ASL II LAB PROJECT PRESENTATION AND PAPER**

### **Presentation: \_\_\_\_\_ / 100**

\_\_\_\_\_/10 Time management. Time was used wisely and equally shared among group members.

\_\_\_\_\_/20 Clarity of the information presented.

\_\_\_\_\_/15 Application of ASL principles – not signing English.

\_\_\_\_\_/10 Sign articulation – no sloppy signing – clear handshapes, , movement, etc.

\_\_\_\_\_/15 ASL presentation matched intended English concepts.

\_\_\_\_\_/10 Visual Aids supported the content.

\_\_\_\_\_/10 Content was well researched and accurate.

\_\_\_\_\_/10 Lab members interacted and presented as a group.

Lab members learned about the topic as a whole (not each member only knowledgeable about one part of the topic – information was shared and practiced during the semester.)

### **Paper: \_\_\_\_\_ / 50**

\_\_\_\_\_/10 Sources were accurately cited:

\_\_\_\_Journal articles – 1 required

\_\_\_\_Books – 1 required

\_\_\_\_Websites – 3 required \*

\_\_\_\_Interviews with Deaf Adults (conducted in ASL) – 2 required

\_\_\_\_Interviews with others (conducted in English or ASL) – optional

\_\_\_\_\_/8 Paper included a reflection of the process and lab experience.

\_\_\_\_\_/6 Paper included a reflection of shifts in perception or new information learned.

\_\_\_\_\_/8 Paper included a reflection of the interview experience with interview questions attached.

\_\_\_\_\_/8 Information about the topic was accurate and supported by credible sources.

\_\_\_\_\_/10 Writing is proofed and error-free, double-spaced, APA format.

\* EVERYONE MUST visit and use as a reference the Laurent Clerc National Deaf Education Center Website and AT least one website from a School for the Deaf – NOT Utah. You need to visit the website of one of the other Schools for the Deaf in the U.S., most of which have Deaf adult role models and have great videos of classroom activities, ASL news shows produced by Deaf kids, newsletters produced by Deaf kids, poetry and folklore archives produced by Deaf kids, etc. You need to visit at LEAST one of those schools for the Deaf websites and cite it as one of your references.