CASPER COLLEGE COURSE SYLLABUS  
ASL 1200 Beginning Sign Language

Semester/Year: Spring 2015

Lecture Hours: 4  
Lab Hours: 0  
Credit Hours: 4

Class Time: 5:30-7:30pm  
Days: Tues/Thurs.  
Room: KT 154

Instructor’s Name: Maria Nolan, ASLTA, M.Sped, NBCT, M.Ed

Instructor’s Contact Information:  
I can be reached via email or phone (text ok). I work during the day so please leave a message.

Office Hours: Available before/after class by appointment

Course Description: This course will provide beginning level knowledge of American Sign Language, fingerspelling, deafness, and deaf culture. Emphasis will be on developing receptive and expressive language skills within the parameters of Sign Language using the American Council on Teaching of Foreign Language 5C’s to include: Communication, Culture, Connections, Comparisons and Community.

Statement of Prerequisites: No prerequisite for the course.

Goal: To apply conversational strategies to help maintain conversation (to a basic level of communicative competency) in American Sign Language.

Outcomes:
1. Demonstrate effective oral and written communication
4. Demonstrate knowledge of diverse cultures and historical perspectives

Course Objectives:
1. Communication- Communicate in Languages other than English
   1.1: Conversations, provide and obtain information, feelings and emotions and opinions
   1.2: Understand and interpret language on a variety of topics
   1.3: Present information, concepts and ideas on a variety of topics

2. Cultures- Gain knowledge and understanding of Other Cultures
   2.1: Demonstrate understanding of relationship between the practices and perspectives
   2.2: Demonstrate understanding of the relationship between the products and perspectives
3. **Connections** - Connect with Other Disciplines and Acquire Information
   3.1: Reinforce and further their knowledge of other disciplines through the foreign language
   3.2: Acquire information and recognize viewpoints through the foreign language and its cultures

4. **Comparisons** - Develop Insight into the Nature of Language and Culture
   4.1: Demonstrate Understanding Nature of Language through comparisons of Language studied and their own
   4.2: Demonstrate Understanding Concept of Culture through comparisons of Culture studied and their own

5. **Communities** - Participate in Multilingual Communities at Home and Around the World
   5.1: Students use the language both within and beyond the school setting
   5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

**Units Covered:**
Unit 1: Introductions and Personal Information
Unit 2: Learning ASL
Unit 3: Politeness
Unit 4: Descriptions
Unit 5: Requests
Unit 6: Expressing Yourself
Unit 7: More Descriptions
Unit 8: Family and Friends
Unit 9: More Descriptions
Unit 10: At Home and Daily Living
Unit 11: Food And Food Shopping
Unit 12: Offering and Declining

**Methodology:** We will focus on introducing language in context and reinforcing skills by engaging you in a variety of interactive activities. You will need to be an active learner and come prepared to sign with me and other students in the class. You will be immersed in ASL 4 hours a week. Enjoy!

Students will learn to expressively and receptively fingerspell, produce individual signs, phrases using correct grammar through teaching models, demonstrations, cultural interactions, structured activities as well as group work. Work will be evaluated through written, receptive tests, group feedback and observations.

**Evaluation Criteria:** 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 and below = F
- Class participation: 30%
- Assignments: 20%
- Quizzes: 20%
- Midterm: 15%
- Final Exam: 15%
Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

**Required Text, Readings, and Materials:**
Learning American Sign Language by Humphries and Patton  
Deaf Like Me by Spradley and Spradley

**MATERIALS:**
1. 1" binder  
2. 5 tabs (Assignments, notes, assessments, Resources)

**MOODLE:** You will be expected to view this class on MOODLE to access course information such as syllabus, topics covered, discussions, and quizzes and to view your grades. Please check MOODLE often. You will be given time in class to learn how to access.

**Class Policies:** Last Date to Change to Audit Status or to Withdraw with a W Grade: April 16th, 2015

**CLASSROOM RULES / DISCIPLINE POLICY:**
1- Eyes on teacher (or signer) at ALL TIMES.  
2- Limited use of your voice during  
3- Cell phones are to be where I cannot see them  
4- Laptops are to be used ONLY WHEN YOU ARE ASSIGNED TO USE THEM...bring them daily to access MOODLE, record finger-spelling assignments and stories.  
5- Be kind and respectful to others.  
6- Discuss grading and issues with Teacher at appropriate times (not in front of class).

**Attendance Policy:**
Class participation is crucial to passing this course. You will earn 25 points per class period = 50 per week. This includes attendance, participation in class and group activities. If you will be expected to journal online on MOODLE which will be part of this grading category. ONLY TWO ABSENCES allowed without proper documentation (Doctor or College Activity). More than two absences without meeting with the instructor will lead to INSTRUCTOR dropping you from course.

**No-Talking policy:**
It is considered rude to talk in front of a Deaf person. This class will be an ASL-Friendly environment. This will allow total immersion of the language you are learning and help you develop your comprehension and your expressive skills quickly and effectively. Talking can disrupt this process and may delay your language development. ***if another students asks you a question…please use the signs you have learned or write back/forth to converse.

**Cell phone/Personal Computer Use:**
All cell phones must be turned off and must remain in backpacks or purses etc…during class time. Their maybe times to use your devices as the class progresses but only at instructor's discretion.

**Homework, assignment and makeup policy:**
All assignments will be turned in ON-TIME. No late assignments. You will have a choice to turn in assignments via face-to-face (during class) or online through MOODLE by the beginning of class time on the day it is due.
*OUTSIDE SCHOOL COMMUNITY Experiences:* You will be asked to attend a minimal of 4 outside activities. You have the opportunity to go to DEAF Bowling 1x per month, DEAF Coffee or DEAF Ice cream socials 1x per month. You should have 8 or 9 opportunities. This will count as one of your assignments. YOU WILL BE EXPECTED TO USE SIGN LANGUAGE IN THE PRESENCE OF DEAF PEOPLE AT ALL TIMES. Please check white board or FACEBOOK, Casper DEAF Social (CDS) page.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.
Sign Language Transferability to the University of Wyoming:

A&S departments/degrees that **will not** allow sign language to meet the foreign language requirement:
- English
- History
- International Studies
- Modern and Classical Languages

A&S departments/degrees that **will** allow sign language to meet the foreign language requirement:
- African American Studies
- American Indian Studies
- American Studies
- Anthropology
- Art
- Astronomy and Astrophysics
- Biology
- Botany
- Chemistry
- Chicano Studies
- Communication and Journalism
- Criminal Justice
- Geography
- Geology
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology
- Statistics
- Theatre and Dance
- Women’s Studies
- Zoology and Physiology

*Students will need to check with out of state colleges to ascertain transferability to those institutions.*
## Calendar or schedule indicating course content:

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<tr>
<th>Week</th>
<th>Date</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tr>
<td>1</td>
<td>January 20, 21</td>
<td>Welcome and Introductions&lt;br&gt;&lt;strong&gt;Unit 1: Introductions and Personal Information&lt;/strong&gt;</td>
<td><strong>Unit 1: Introductions and Personal Information</strong></td>
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<tr>
<td>2</td>
<td>January 27, 29</td>
<td><strong>Unit 2: Learning ASL</strong></td>
<td><strong>Unit 2: Learning ASL</strong>&lt;br&gt;Assignment #1 DUE</td>
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<td>3</td>
<td>Feb. 3, 5</td>
<td><strong>Movie:</strong> Cochlear Implant—Silent Fury</td>
<td><strong>QUIZ 1</strong>&lt;br&gt;<strong>Unit 3: Politeness</strong></td>
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<td>February 10, 12</td>
<td><strong>Unit 3:</strong> Politeness&lt;br&gt;Assignment #2 DUE</td>
<td><strong>Unit 4:</strong> Descriptions</td>
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<td>5</td>
<td>February 17, 19</td>
<td><strong>Unit 4:</strong> Descriptions</td>
<td><strong>QUIZ 2</strong>&lt;br&gt;<strong>Unit 5: Requests</strong></td>
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<td>6</td>
<td>Feb 24, 26</td>
<td><strong>Unit 5:</strong> Requests</td>
<td>Assignment #3 DUE&lt;br&gt;<strong>Unit 6: Expressing Yourself</strong></td>
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<td>7</td>
<td>March 3, 5</td>
<td><strong>Unit 6:</strong> Expressing Yourself</td>
<td><strong>Quiz #3</strong>&lt;br&gt;Midterm review</td>
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<td>8</td>
<td>March 10, 12</td>
<td><strong>Midterm Exam</strong></td>
<td><strong>Unit 7:</strong> More Descriptions</td>
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<td>9</td>
<td>March 17, 19</td>
<td><strong>SPRING BREAK</strong></td>
<td><strong>SPRING BREAK</strong></td>
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<td>March 24, 26</td>
<td><strong>Unit 7:</strong> More Descriptions</td>
<td><strong>Unit 8:</strong> Family and Friends</td>
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<td>11</td>
<td>March 31, April 2</td>
<td><strong>Unit 8:</strong> Family and Friends</td>
<td>Assignment #4 DUE&lt;br&gt;<strong>Unit 9:</strong> More Descriptions&lt;br&gt;<strong>Quiz #4</strong></td>
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<td>April 7, 9</td>
<td><strong>Unit 9:</strong> More Descriptions</td>
<td><strong>Unit 10:</strong> At Home and Daily Living</td>
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<td>13</td>
<td>April 14, 16</td>
<td>Assignment #5 Presentations DUE</td>
<td><strong>Unit 10:</strong> At Home and Daily Living</td>
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<td>14</td>
<td>April 21, 23</td>
<td><strong>Quiz 5 (Units 9-10)</strong>&lt;br&gt;<strong>Unit 11:</strong> Food and Food Shopping</td>
<td><strong>Unit 11:</strong> Food and Food Shopping</td>
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<td>15</td>
<td>April 28, 30</td>
<td><strong>Unit 12:</strong> Offering and declining</td>
<td><strong>Unit 12:</strong> Offering and declining</td>
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<td>16</td>
<td>May 5, 7</td>
<td>Assignment #6 DUE&lt;br&gt;<strong>QUIZ 6</strong>&lt;br&gt;Cumulative Review Units 7-12</td>
<td>Final Exam</td>
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<td>17</td>
<td>May 12, 14</td>
<td><strong>Silent Dinner</strong>&lt;br&gt;Off Campus</td>
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*This schedule is a guideline for students and is subject to change per the instructor.*
Assignments for ASL 1200

Assignment #1: Community/Culture
Read the following 2 articles:
1-HISTORY of ASL: [http://www.nvcc.edu/campuses-and-centers/annandale/academic-divisions/languages--literature/asl/aslhistory.html](http://www.nvcc.edu/campuses-and-centers/annandale/academic-divisions/languages--literature/asl/aslhistory.html)
2-Deaf Culture: [http://www.deafculture.com/](http://www.deafculture.com/)
(Read Definitions, Deaf/Culture Comparisons AND Commentary)
*Write 2 (1-2 page) reaction papers; (one paper for EACH article)*
include the following in each paper:
  a. Name, ASL/Com 1200 and date at the top of the page
  b. Title of each Article
  c. Summarize the Article
  d. Describe 2 items/events in the article that IMPACT Deaf people today
  e. Personal Reaction to content discussed in both papers

Assignment #2: Connections/Comparisons
Film Review: (2 page paper) Sound and Fury
Describe the main characters in the movie.
Explain the problem.
Was there a solution? If so, explain
What is your opinion on the subject?
Will Deaf culture be extinguished if deaf people get cochlear implants?
What emotions did you feel during the film?
If you were the parent, what would you do?

Assignment #3: Communities/Cultures/Connections
DEAF TOPIC PAPER-2 pages typed:
Research one of the following topics relating to DEAFNESS. Provide a summary, 2 main points, the impact of deaf people as well as your reaction. Double-spaced 12pt font and DON’T FORGET to cite your resources properly.
Topics: Famous Deaf, Interpreting for the Deaf, Deaf Education, Postsecondary Schools for the Deaf (colleges), Residential Schools for the Deaf, Deaflympics, Miss Deaf America Pageant

Assignment #4: Comparisons
RESEARCH: Telecommunications for the Deaf and Hard of Hearing; Write a two-page paper.
Please include a summary describing 3 telecommunication devices you learned about, explain how you would use them and why. Be specific if the devices are for individuals who are deaf or hard of hearing or both. Include your personal reaction, such as likes, dislikes, would it work for you if you had a hearing loss, etc....

Assignment #5: Communication
One-Minute Sign Presentations:
These will be done in front of the class. Your topic will be your family. Be sure to remember your SIGN SPACE, FACIAL EXPRESSIONS and APPROPRIATE GRAMMAR. Your peers will provide you with feedback.

Assignment # 6: Communities/Communication
Students will be asked to do at least FOUR outside observation of a “DEAFNESS” related activity. A written observation paper will be due summarizing the observations and responding to reactions of participating or observing the activity. Papers should be at least two pages in length and written in 12 pt. font.