Intermediate Sign Language
ASL II - ASL 1220 Section 01
CASPER COLLEGE-COURSE SYLLABUS
SPRING 2016

Instructor: Gail Schenfisch, MS RID IC, CI and CT, QMHI (Qualified Mental Health Interpreter)
Lecture Hours: 4 Lab Hours: 0 Credit Hours: 4
Class Time: 8:00-8:50 PM Days: M-Th Classroom: LH 283
Office Phone: 307-268-2588 Email: gschenfisch@caspercollege.edu
Office Hours: Monday-Thursday 10-11 and Monday 3-4 Office: LH 296

Course Description: This course will provide intermediate level knowledge of American Sign Language vocabulary and grammar, 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 the Teaching of Foreign Language 5C’s to include: Communication, Culture, Connections, Comparisons and Community. ASL 1220 fulfills the Gen. Ed. requirement for Cultural Environment.

Statement of Prerequisites: Successful completion (C or better) of CO/M 1200 or ASL 1200 or with instructor’s permission.

Goal: The course will focus on expressive and conversational skills in the parameters of sign language. Students will demonstrate fluency, rate, and accuracy, ASL grammar and skills in receptive and expressive decoding of sign language. You will be a conversational learner.

Outcomes: Students will:
#1. Demonstrate effective oral/expressive and written/receptive communication.
#4. Demonstrate knowledge of diverse cultures and historical perspectives
#5. Appreciate aesthetic and creative activities

Course Objectives- Students will develop skills in the reception, analysis, evaluation of American Sign Language through signed and oral communication. Students will learn to express complete thoughts in American Sign Language and English while and refine their understanding of how to communicate appropriately, demonstrating a heightened awareness of diverse cultures. Students will learn to apply audience – appropriate conventions to the preparation and presentation of signed communications and develop a deeper understanding of aesthetic cultural historical and philosophical dimensions of traditions within the deaf community.

Methodology: Students will learn to be presented language opportunities within the classroom through a variety of teaching models: live instruction, guest speakers and video presentation with native language user, demonstrations, cultural interactions, structured activities as well as group work. Work will be evaluated through written receptive tests, group feedback, video evaluations and observations of expressive signing following a grading rubric.

** Please check with your advisor or registrar to determine which graduation requirement American Sign Language will satisfy.

Evaluation Criteria: 90-100=A, 80-90=B, 70-80=C, 60-70=D, 60 or less F
Assignments & Quizzes, Midterm, Final Exam will all be graded on a points system equally. ATTENDANCE IN CLASS IS CRITICAL
Students will be allowed up to three unexcused absences per semester. Each unexcused absence after three will result in a reduction of your final grade by one-half a letter grade (a 90% will become an 85% with 4 absences etc.). Beyond these 3 absences, only a school/college sanctioned absence or medical absence will be excused (an official school/college or department excuse or a
note from your doctor will be necessary to excuse you). The note must be submitted by the next class meeting following your absence. No absences of any kind will excuse you from class responsibilities. 3 absences = no grade reduction 4 absences = a 5% reduction of your final grade 5 absences = a 10% reduction in final grade and so on. Tardiness: Attendance will be taken promptly at the start of class. If you enter the room after the roll call has been completed, you will be considered tardy. 3 tardies = 1 absence.

Assignments are due on the posted date. Assignments will be accepted one day late with reduction of one letter grade. Late assignments after the grace day, will NOT be accepted. No electronic submissions will be accepted. Quizzes typically occur on a weekly basis to coincide with each unit.

Required Text, Readings, Materials:
- Learning American Sign Language (2nd ed.) by Humphries and Padden, 2004
- A Loss for Words: The Story of Deafness in a Family by Lou Ann Walker 1986
- For Hearing People Only – (3rd ed) by Moore and Levitan 2003

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Class Policies

Last Date to Change to Audit Status or to Withdraw with a W Grade: See catalog.
Cell Phone Policy: All cell phones must be turned off and must remain in backpacks, purses, etc. during the class. For an already established emergency situation about which you may be expecting a call, the instructor must be notified before class begins.
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. Students plagiarizing any portion of work will be immediately withdrawn from class by the instructor.
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.
Calendar or schedule indicating course content: This syllabus is your guide for this course; specific information regarding assignments will be given in class. Assignments are subject to
revision and/or deletion based upon the instructor’s assessment of needs and progress of the class working from the syllabus.

**Student Calendar ASL 1220**  
**Spring 2016**

| WEEK 1 | Jan 19-21 | Introductions and Personal Information  
Warming Back -  
| WEEK 2 | Jan 25-28 | **Unit 13** More Ways to Express Yourself  
Timber overview – Readings- Signing Naturally 6.2 and 6.3  
| WEEK 3 | Feb 1-4 | **Unit 13** More Ways to Express Yourself  
For Hearing People Only Readings due Tuesday  
Signing Naturally 6.4  Record story for self-review due week 4  
| WEEK 4 | Feb 8-11 | **Unit 14** Experiences and Current Activity  
Timber rough draft due in YouTube Monday  
For Hearing People Only Readings due Tuesday  
A Loss for Words questions due Wednesday pp. 1- 68  
| WEEK 5 | Feb 15-18 | **Unit 15** Future Plans and Obligations  
For Hearing People Only Readings due Tuesday  
A Loss for Words questions due Wednesday pp. 68 -12  
Submit ‘Timber” final story to YouTube drop by Wednesday  
| WEEK 6 | Feb 22-25 | **Unit 16** Directions and Instructions  
For Hearing People Only Readings due Tuesday  
A Loss for Words questions due Wednesday pp. 127- 208  
Signing Naturally “Gum Story” overview  
ABC Stories -Group work  
| WEEK 7 | Feb 29-Mar 3 | **Review Units 11-16**  
For Hearing People Only Readings due Tuesday  
Group ABC stories due in class  
A Loss for Words –Exam  
Submit Gum Story draft for self-evaluation by Monday  
| WEEK 8 | Mar 7-10 | Love is Never Silent video  
**Unit 17** Suggestions and Advice  
Submit “Gum Story” story to YouTube drop by Monday  
For Hearing People Only Readings due Tuesday  
| WEEK 9 | Mar 12-15 | Spring Break – NO CLASSES  
| WEEK 10 | Mar 21-24 | **Unit 18** Attitudes and Opinions  
For Hearing People Only Readings due Tuesday  
| WEEK 11 | Mar 28-31 | **Unit 19** Recreational Activities  
**Assignment #1 Comparison Paper due Monday**  
For Hearing People Only Readings due Tuesday  
| WEEK 12 | Apr 4-7 | **Unit 20** Travel – Places and Experiences  
For Hearing People Only Readings due Tuesday  
Signing Naturally “Wrong Name” overview  
| WEEK 13 | Apr 11-14 | **Unit 21** Occupations and Professions  
Submit “Wrong Name” draft for self-evaluation by Monday  
For Hearing People Only Readings due Tuesday  
| WEEK 14 | Apr 18-21 | **Unit 22** The Body, Health and Emergencies  
For Hearing People Only Readings due Tuesday  
Assignment #2:Response paper “Deaf Experience” due 4/20  
| WEEK 15 | Apr 25-28 | **Unit 23** Current Events  
For Hearing People Only Readings due Tuesday  
Submit “Wrong Name” Story to YouTube drop by Monday  

Weekly Assignments

**WEEK 16**
May 2-5

**Unit 24** How Things are Done

For Hearing People Only Readings due Tuesday

**WEEK 17**
May 10

Social Cultural Event 8-10 a.m.

Final Exam to match the published College Schedule

This schedule is a guideline for students (and the teacher). All assignments are due on their due date. No electronic submissions accepted

Spring Assignments

- **Weekly Fingerspelling Assignment:**
  Students will be required to submit weekly fingerspelling practice on Mondays with 25 minimum correct words at fast or deaf speed. Please use the following web site:
  http://asl.ms/(/)().htm

- **Weekly For Hearing People Only** readings will be due each week on Tuesday. Students will complete a worksheet to accompany their readings. This book will help students develop insight into the nature of language and culture by comparing Deaf culture and hearing culture. Reading assignments will be distributed electronically every week. Students are to come prepared on the assigned date having read the printed materials, completed the study questions.

- **ABC Stories – Group work** Students will work together in groups of 2-3 to develop an ABC story to present in class. Be ready to present on the first due date.

- **A Loss for Words** – Students will read the book A Loss for Words and answer the questions on the worksheets. Assignments are due as listed above.

- **Recordings from Signing Naturally** Students will complete the overview of the activity and record both a practice video which is done for a self-evaluation as well as recording a final copy of the assignment to submit on assigned due dates. Students may use that Language Lab or personal recording devices.

- **Assignment #1 Comparison Paper -Love is Never Silent /A Loss for Words**
  A CODA (child of deaf adults) lives between two worlds – the world of their first language (ASL) and the world of their second language. After reading “A Loss for Words” and watching, “Love is Never Silent”, write a full 2-3 page paper comparing the book and the movie to one another. What did you learn about deaf culture? Talk about how the materials made you feel, what emotions they evoked. What was the difference in Margaret’s experiences to Lou Ann’s? What scenes were particularly poignant to you from the book and the movie and why? Did the time frame of the book vs. the movie portray a different acceptance of deafness? Your paper is due at the beginning of class on the due date. Your paper should be typed using a 12 point font and double spaced. It will be graded on grammar, spelling and content. This paper will be worth 25 points. No electronic submissions will be accepted.

- **Assignment #2 Outside Observation**
  During the semester you will be required to attend and participate in at least one hour of a deaf experience. These events might include Deaf bowling, Deaf coffee, a Deaf Expo, WYHI Contact, observe a classroom which uses an interpreter, or attend an interpreted event in the community (to name a few). You may attend more than one event. You must interact with at least one participant at the event (this experience should be different than last semester's observation). Using the information from your observation, students will report back to the class summarizing their experience using sign (notes are allowed). Also, students will write a two page response paper describing the experience. How did you feel? What did you learn? How many participants were involved? Who did you talk with while you were there? Please refrain from mentioning specific names of participants. Describe the person in a way that clarifies your story but respects the Deaf community's privacy.
  Your paper is due at the beginning of class on the posted due date. Your paper should be typed using a 12 point font and double spaced. It will be graded on grammar, spelling and content. This paper will be worth 25 points. No electronic submissions will be accepted.