American Sign Language III
CASPER COLLEGE COURSE SYLLABUS
ASL 2200 Section 01
Spring 2016

Instructor: Gail Schenfisch, M.S.  RID IC, CI, CT,  QMHI (Qualified Mental Health Interpreter)

Lecture Hours: 4 hours        Lab Hours: 0 hours        Credit Hours: 4 credits
Class Time: 4-5:40 p.m.       Days: M and W          Room: LH 283
Office Phone 307-268-2588    Email: gasl@caspercollege.edu

Office Hours: M -TH 10-11:00, Monday 3-4 and by appointment    Office LH 296

Course Description: This course will provide intermediate to advanced level instruction in 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 the Teaching of Foreign Language 5 C’s to include: Communication, Culture, Connections, Comparisons and Community. Discussions will focus on deafness, deaf history, current trends and related topics. The direct experience method (using ASL with no voice) will be used to enhance language acquisition.

Statement of Prerequisites: Successful completion (C or better) of CO/M 1220 or ASL 1220, and/or with instructor’s permission.

Goal: To apply conversational strategies and maintain conversation at an intermediate to advanced level of communicative competency in American Sign Language.

Outcomes: Students will:
- Demonstrate effective signed and written communication in American Sign Language and English.
- Demonstrate knowledge of diverse cultures and historical perspectives.
- Appreciate aesthetic and creative activities and traditions within the deaf community.
- Demonstrate an understanding of the relationship between the practices and perspectives of deaf and hearing cultures.

ASL 2200 fulfills the Gen. Ed. requirement for Cultural Environment.

Course Objectives: Students will develop proficiency in the reception, analysis, evaluation and interpretation of information and information sources through signed and oral communication and apply audience appropriate conventions to the preparation and presentation of signed communication. Students will develop an appreciation and deeper understanding of deafness, the deaf community and its’ history, as well as be exposed to visual languages from around the world. Students will demonstrate the ability to discuss social and work topics in American Sign Language with responses generally 3-5 sentences in length with some confidence.

Methodology: Intermediate/advanced vocabulary and ASL grammar will be taught and reinforced through classroom presentations and activities, cultural models and visual media presentation. Discussions will focus on deafness, deaf history, current trends and related topics. The direct
experience method (using ASL with no voice) will be used to enhance language acquisition.

**Evaluation Criteria:** 90-100=A, 80-89=B, 70-79=C, 60-69=D  59 and below = F
Written receptive quizzes will be administered for each unit. Tests and quizzes will be weighted by the number of points assigned to them. All work in class will be graded by assignment length. Points will be averaged from the total number of possible points and the grade will be determined using the above criteria.

*Attendance* 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 5 percentage points (a grade of 91% will be reduced to 86% for the fourth unexcused absence and so on for each absence thereafter). Only a school/college sanctioned absence or medical absence will be excused (an official school/college excuse form 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 = 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 full letter grade. It is the student’s responsibility to follow up with the teacher. **Late assignments after the grace day will NOT be accepted. No electronic submissions will be accepted.**

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.

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American Sign Language III
**Student Calendar – Spring 2016**  
**Mondays and Wednesday ASL 2200**  
Instructor - Gail Schenfisch, MS  RID IC, CI/CT, QMHI

**WEEK 1**  
Jan 20  
**Unit 13 Locating Things Around the House**  
- vocabulary topic/comment, ordinal numbers, reference points, locative classifiers, semantic classifiers

**WEEK 2**  
Jan 25 & 29  
**Unit 13 Locating Things Around the House**  
ABC Story Video

**WEEK 3**  
Feb 1 & 3  
**Unit 13 Locating Things Around the House**  
**ABC Story present in class February 3**

**WEEK 4**  
Feb 8 & 10  
**Unit 14 Complaining, Making Suggestions & Request**  
recurring, continuous signs, temporal aspect, inflecting Verbs, role shifting, conditional sentences

**WEEK 5**  
Feb 15  
No School – President’s Day  
Feb 17  
**Unit 14 Complaining, Making Suggestions & Requests**  
**Role Play – presentation in class February 17**

**WEEK 6**  
Feb 22 & 24  
**Unit 15 Exchanging Personal Information: Life events**  
*when clauses, phrasing for sequencing events, contrastive structure, possessive forms, descriptive CL*  
**Deaf Biography (rough draft on YouTube – review with instructor**

**WEEK 7**  
Feb 29 & Mar 2  
**Unit 15 Exchanging Personal Information: Life events**  
**Deaf Biography Final Presentation Due Mar 7th**

**WEEK 8**  
Mar 7 & 9  
**Unit 15 Exchanging Personal Information: Life events**

**WEEK 9**  
March 14-18  
**Spring Break**

**WEEK 10**  
Mar 21 & 23  
**Deaf President Now -Discussion**

**WEEK 11**  
Mar 28 & 30  
**Unit 16 Describing and Identifying Things**  
*descriptive CL, instrument CL, topic comment, NMM*

**WEEK 12**  
Apr 4 & 6  
**Unit 16 Describing and Identifying Things**

**WEEK 13**  
Apr 11 & 13  
**Unit 16 Describing and Identifying Things**  
**Store Scavenger Hunt – Meet April 13th off campus.**

**WEEK 14**  
Apr 18 & 20  
**Unit 17 Talking About the Weekend**  
*temporal sequencing: finish w/ when clause, time signs with durative aspect, element CL*  
**Deaf Response Paper Due April 18**

**WEEK 15**  
Apr 25 & 27  
**Unit 17 Talking About the Weekend**
For Hearing People Only Reading due on Wednesday

Unit 17 Talking About the Weekend

For Hearing People Only Reading due on Wednesday

WEEK 16 May 2 & 4

WEEK 17 May 9 & 11

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

Course Assignments

Weekly Assignment
Students will submit weekly fingerspelling (25 words per week) using the following web site – http://asl.ms/().htm Fingerspelling papers are due on Mondays at the beginning of class. This assignment will be worth 5 completion points. Fingerspelling speed ≥ fast

ABC Story - Students will complete an ABC story to present to class. Assignment is due according to syllabus.

Role Play - Students will work in small groups to prepare an in class presentation to accompany Chapter 14.

Deaf Biography Students will research a person (historic or current) who is deaf and has made a contribution to society. Students will prepare a signed 3 to 5 minute recorded presentation to share their research with the class. The week before the assignment is due students will review their rough draft of the recording in a private conference with the instructor to get feedback. The final revised recording will be presented to the class. Information should include insight as to why the deaf person is noteworthy and what impact this individual had on deaf or hearing culture. Presentation should include a visual aid (such as a Power Point or Prezzi). However the main emphasis of this assignment will be on the signed presentation.

Response Paper – Observation of a Deafness Related Activity
During the semester you will be required to attend and participate in a minimum of one hour of a “deaf event”. You may attend more than one event. You must interact with at least one deaf or hard of hearing participant whom you don't already know. Using the information gleaned from your observation, write a full 2 page response paper telling about your experience. You will be asked to report back to the class about your experiences within a week of attendance. This report will be given in American Sign Language.

Please refrain from mentioning specific names of participants in your paper or in class. Describe the person in a way that clarifies your story but respects the Deaf community's privacy. Also attach a “verification” of your attendance. Possible activities will be listed in class or may be approved by the instructor prior to attending. Do not wait until the last week to complete this assignment.

Deadly Charm - Students will read and complete the worksheets to accompany this book. Reading and assignments are due as posted in the syllabus.

For Hearing People Only – Students will complete weekly readings to develop their understanding of Deaf culture and perspectives.