### CASPER COLLEGE COURSE SYLLABUS
#### ASL 2220–01 American Sign Language IV

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<tr>
<th>Semester/Year: Spring 2019</th>
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<td>Lecture Hours: 4</td>
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<tr>
<th>Class Time: 8:00-8:50 a.m.</th>
<th>Days: M–TH</th>
<th>Room: LH 283</th>
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<tr>
<th>Instructor’s Name: Gail Schenfisch, MS, RID CI/CT, QMHI</th>
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<tr>
<th>Instructor's Contact Information: LH 296</th>
<th>Office Phone: 307-268-2588</th>
<th>Email: <a href="mailto:gschenfisch@caspercollege.edu">gschenfisch@caspercollege.edu</a></th>
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**Office Hours:** Monday 7:00-8:00 a.m., Monday-Thursday 10:00-11:00 a.m., Monday 12:00-1:00 p.m

**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 ASL 2200, 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:

- #1. Demonstrate effective oral/expresive and written/receptive communication.
- #4. Demonstrate knowledge of diverse cultures and historical perspectives
- #5. Appreciate aesthetic and creative activities

ASL 2220 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. Final grades will be based as follows:
Weekly Assignments 10%, Homework 20%, Receptive Quizzes 20%, Recorded Videos 30% and Expressive Presentations 20%.

**Required Text, Readings, and Materials:**

Students will need access to a recording device for self-recorded video presentations. Required texts are as follows:

- **Deadly Charm: The Story of a Deaf Serial Killer** by Vernon and Vernon  
- **Facilitating Manual Communication for Interpreters, Students and Teachers** by Leo Dicker 1978  
  (provided in class by instructor)
- **For Hearing People Only – (3rd ed)** by Moore and Levitan 2003  

**Class Policies:**

- **Last Date to Change to Audit Status or to Withdraw with a W Grade:** See college catalog.

  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._

**Automatic Withdrawal Statement:** Students who have not attended and/or participated in a class they are enrolled in during the first week of the semester will be automatically dropped from that class at the beginning of the second week. If you have questions about this matter please contact your instructor.

**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 Chair/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Code Violations:** (Cheating and Plagiarism) Casper College demands academic honesty. Academic code violations focus on academic dishonesty, which includes but is not limited to, cheating, plagiarism, buying, selling, or stealing exams; substituting for another person, collusion when collaboration is not approved; knowingly furnishing false information; and copyright violations. Violations of the college's academic code can result in a range of negative consequences from failing a graded assignment to expulsion from the college. See the Student Code of Conduct for more information on this topic ([www.caspercollege.edu/student-handbook](http://www.caspercollege.edu/student-handbook))

**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.

Harassment and discrimination: Casper College seeks to provide an environment that is free of bias, discrimination and harassment. If you have been the victim of sexual harassment/gender or sex discrimination/sexual misconduct/assault, we encourage you to report this. If you report this to an employee, she or he must notify our college's Title IX Coordinator, Linda Toohey, Associate Vice President for Student Services, 125 College Drive, GW 412, Casper, WY 82601; (307) 268-2667; linda.toohey@caspercollege.edu about the basic facts of the incident. Employee concerns should be directed to the Human Resources Director. For more information about your options, please go to: caspercollege.edu/nondiscrimination.

ASL 2220-1- Syllabus Calendar
Spring 2019 - Schenfisch

WEEK 1 Jan 22-24 Vocational words
Daily Moth exploration Year in review opens on Thursday
Multiple Meaning Workbook (MMW) discussion

WEEK 2 Jan 28-31 Vocational words
Watch “A Teacher I Will Never Forget” (worksheet due 2/5)
Multiple Meaning Workbook (MMW) Lesson due Wednesday
Daily Moth post due Friday in Moodle for partner peer review
Peer review of Daily Moth to be completed by Monday at 8:00 a.m.

WEEK 3 Feb 4-7 Vocational words/School words
Peer review of Daily Moth to be completed by Monday at 8:00 a.m.
For Hearing People Only Readings open Tuesday
Multiple Meaning Workbook (MMW) Lesson due Wednesday
Daily Moth post due Thursday in Moodle for partner peer review

WEEK 4 Feb 11-14 School words
Watch “Never Above the Waist” (worksheet due 2/19)
For Hearing People Only Readings due Tuesday
Multiple Meaning Workbook (MMW) Lesson due Wednesday

WEEK 5 Feb 18 Presidents Day Remembrance - No classes
Feb 19-21 School words/Countries
Multiple Meaning Workbook (MMW) Lesson due Wednesday
For Hearing People Only Readings due Tuesday
Daily Moth post due Thursday in Moodle for partner peer review
Peer review of Daily Moth to be completed by Monday at 8:00 a.m.
WEEK 6  Feb 25-26  Countries/Health Words
Watch “A Lesson about Sound” (worksheet due 3/5)

Feb 27-28  For Hearing People Only Readings due Tuesday
Classes are canceled on Feb 27 and Feb 28 for Sign Fest with Peter Cook.
Attendance in at least one 1.5 hour presentation of the Sign Fest is required.

WEEK 7  Mar 4-7  Health words
Multiple Meaning Workbook (MMW) Lesson due Wednesday
Daily Moth post due Thursday in Moodle for partner peer review
Peer review of Daily Moth to be completed by Monday at 8:00 a.m.

WEEK 8  Mar 11-14  Midterms
Children’s Stories due March 11th

WEEK 9  Mar 18-21  Spring Break – NO CLASSES

WEEK 10  Mar 25-28  Deadly Charm: The Story of a Deaf Serial Killer
Watch “Some Thoughts on Fingerspelling” (worksheet due Tuesday 4/2)
Multiple Meaning Workbook (MMW) Lesson due Wednesday
Daily Moth post due Thursday in Moodle for partner peer review
Peer review of Daily Moth to be completed by Monday at 8:00 a.m.

WEEK 11  April 1-4  Religious word
Multiple Meaning Workbook (MMW) Lesson due Wednesday
For Hearing People Only Readings due Tuesday

WEEK 12  April 8-11  Religious words
Watch “Whistle Stops Game” (worksheet due Tuesday 4/16)
Multiple Meaning Workbook (MMW) Lesson due Wednesday
Daily Moth post due Thursday in Moodle for partner peer review
Peer review of Daily Moth to be completed by Monday at 8:00 a.m.
For Hearing People Only Readings due Tuesday

WEEK 13  April 15-18  Interpreting
Multiple Meaning Workbook (MMW) Lesson due Wednesday
For Hearing People Only Readings due Tuesday

WEEK 14  April 22-25  Research presentation due April 23
Watch “Ordering at McDonalds” (worksheet due 4/30)
Multiple Meaning Workbook (MMW) Lesson due Wednesday
Daily Moth post due Thursday in Moodle for partner peer review
Peer review of Daily Moth to be completed by Monday at 8:00 a.m.
For Hearing People Only Readings due Tuesday

WEEK 15  April 29-May 2  Interpreting Vocabulary wrap up
Multiple Meaning Workbook (MMW) Lesson due Wednesday
For Hearing People Only Readings due Tuesday

WEEK 16  May 6-9  Wrap up Presentation of Outside research.
Multiple Meaning Workbook (MMW) Lesson due Wednesday
For Hearing People Only Readings due Tuesday

WEEK 17  May 13-16  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.
Spring Assignments

- **Weekly Fingerspelling Assignment:** Students will be required to submit weekly fingerspelling practice on Mondays with 25 minimum correct words/numbers at fast or deaf speed. This assignment will help students develop heightened skills in fingerspelling recognition. Please use the following web site: [http://asl.ms/(/]().htm

- **Weekly For Hearing People Only** readings will be due each week on Tuesdays. Students will complete the online quiz which accompanies their readings by 8:00 a.m. each week. 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 posted in Moodle.

- **Weekly Multiple Meaning Words** Students will complete weekly lessons to develop skills in vocabulary expansion and thinking about word meaning in spoken or written text as it translates to a conceptually accurate signed message. These assignments will be due on Wednesdays.

- **Every other week Daily Moth** Students will record themselves every other week and post their recording to Moodle. These posts will be due on Thursdays at 8:00. Students will also complete peer evaluations which will be due on the following Monday by 8:00 a.m. of two peer’s posts in Moodle. This activity will be randomized by Moodle.

-- **Every other week** students will watch a video and complete the worksheet or given activity for this video. These videos are native speakers presenting a short presentation. Worksheet will be due the following Tuesdays. This assignment gives student the opportunity to practice receptive skills via a variety of speakers.

- **Assignment Outside Observation report to class** During the semester you will be required to attend and participate in at least one hour of a deaf experience. You may attend more than one event. You must interact in sign 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). How did you feel? What did you learn? How many participants were involved? Who did you sign 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 presentation is due within a week of attending. This is to be a rehearsed presentation, include 3 main observations, will be graded using a rubric and should be no longer than 1 minute.

- **Deadly Charm: The Story of a Deaf Serial Killer** – Students will write discussion questions following the discussion schedule.

- **Children’s Book** – Students will be asked to present a children’s book and its interpretation to the class. The presentation will be graded for sign clarity, facial expressions, body shifts, and overall effectiveness. Students will be encouraged to present this story to a classroom in sign language outside of class. This activity will be due on March 11.

- **Signed Presentation** of a website or research related to deafness, Deaf culture, interpreting, gender issues or a famous Deaf American. Students will present information to the class in form of a 2-3 minute lecture on a topic of their choice. This presentation will be accompanied with a visual presentation of their choosing. Students will be graded on the quality of their visual aid as well as sign clarity, facial expressions, body shifts, and overall effectiveness. This activity will be due April 23.
REQUIRED OUTSIDE ACTIVITIES:
Nancy Rourke – Diversity in Art  February 12 – 6-7:30 p.m. Career Studies Building Room 160

Sign Fest – February 27 or 28th  Participate a minimum of 1 ½ hours of Peter Cook’s workshop. The option for times will be announced in class. You may attend one of two days - and are welcome to stay and participate in the breakout sessions in addition to Peter’s workshop. This event will occur at the Gateway Building.

Sign Fest – March 1   6:30-8:00 p.m. “A Feast for your Eyes” with Peter Cook–Aley Fine Arts Building

Community Potluck – April 29   5:30-7:30 p.m.  Energy Institute Room 100