



WORL 101-01 Syllabus

Introduction to American Sign Language

Fall 2016

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Course Description: This is an intensive, introductory course to American Sign Language and Deaf culture. Emphasis is placed on developing basic conversational fluency in common situations, as well as on vocabulary and involvement in the Deaf community. Attendance to five Deaf community events is required for this course.

Silent Time: This course uses as much instruction in immersion in the target language as feasible to maximize exposure and engender conversational fluency, but certain grammatical and cultural aspects will be explicated in spoken English lectures, and students will have a specified time to ask questions in spoken English. Spoken language is not to be used during immersive discussions in ASL or “silent time” beginning upon entering the classroom.

Student Learning Outcomes: Upon completion of this course, students will be able to:

- Demonstrate the ability to manage common interactions and appropriately ask for clarification and repetition in ASL
- Demonstrate basic use of topic-comment structure, role shifting, classifiers, and indexing
- Explain what the parameters of ASL are
- Explain how to continue to develop fluency through involvement in the Deaf community
- Demonstrate fluency at the ACTFL Novice Mid level

Required Texts:

- *Don't Just Sign...Communicate!: A Student's Guide to ASL and the Deaf Community* by Michelle Jay
- *Don't Just Sign...Communicate!: A Student's Guide to Mastering ASL Grammar* by Michelle Jay
- Online text: www.tobermorey.com

Attendance: Attendance is extremely important, as a lot of the learning and practice will occur in class. Absence from class will result in losing three percentage points for participation and losing the opportunity to take quizzes and tests. Students should drop the class after missing two weeks of class cumulatively, i.e. six class sessions. Students should also be mentally present and

thus are not to use electronics during class unless the instructor asks them to. Check in with me ahead of time if you are going to miss class to attend extracurricular activities and want to request limited accommodation.

Grading Criteria: Students earn points for participation in class (for which attendance is requisite), in particular, using the target language during silent time. Students lose points by using spoken English during silent time.

Students are required to attend at least five Deaf community events during the term and type 250-word reports on their experience at each of the events for a total of five reports. Students are encouraged to attend additional Deaf community events to develop fluency. Reports on Deaf community events are due Monday, November 28th but may be turned in early.

With the exception of attendance to Deaf community events and the accompanying reports, homework assignments are due the following class meeting. Assignments and due dates are listed on this syllabus. Much of the homework consists of reading, and quizzes will be given on the reading the following class meeting. Other assignments are project based or require minimal research and should be typed unless specified to be handwritten.

A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	0% - 59%

Late work: Assignments are due when collected in class. Late work can only earn a maximum of 50% credit.

Revisions & Retakes: Test and quizzes are administered in class and cannot be retaken or taken at a later date. Homework assignments cannot be revised for additional credit. The final exam also cannot be retaken or taken at a later date.

Extensions: Students who are absent from class may email homework to turn it in on time. Students should request extensions on homework prior to the day it is due.

Grade weighting:

In-class participation & silent time: 40%

Homework, tests, and quizzes: 40%

Attendance to five Deaf community events & accompanying reports (required to pass): 10%

Final exam: 10%

Academic Misconduct Policy: Pacific University has no tolerance for academic misconduct/cheating. It is university policy that all acts of misconduct and dishonesty be reported to the Associate Dean for Student Academic Affairs. Sanctions that may be imposed for such misconduct range from an “F” for the assignment, an “F” for the course, and suspension or dismissal from the university. Forms of academic misconduct include but are not limited to plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies.

Learning Support Services for Students with Disabilities: If you have documented challenges that will impede your learning in any way, please contact our LSS office in Clark Hall (ext.2717; lss@pacificu.edu). LSS staff will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any appropriate ADA accommodations for specific courses.

Tutoring and Learning Center (TLC): The TLC is located in Scott Hall, 1st-floor. The center focuses on delivering one-on-one and group tutoring services for foreign languages, math and science courses and writing skills in all subjects. Students should consult with the center's director for information on tutoring available for other subjects. Day and evening hours; walk-ins welcome!

Unauthorized Recordings: Students are prohibited from making audio and/or visual recordings of lectures or presentations without prior consent of the instructor or presenter.

Office Hours & Location: To be determined. I am typically available immediately after class. Beyond official office hours, I want to make myself available as much as possible to help students. The best way to contact me is email. Please do not hesitate to contact me by email, text, or call if you have any questions or need help, and I will get back to you as soon as I can.

Class Time & Place: Monday, Wednesday, Friday 4:45 p.m. – 5:50 p.m.; Marsh Hall, Room 201

Course Schedule:

Week 1:	5
Week 2:	7
Week 3:	8
Week 4:	9
Week 5:	10
Week 6:	11
Week 7:	12
Week 8:	13
Week 9:	14
Week 10:	15
Week 11:	16
Week 12:	18
Week 13:	20
Week 14:	21
Week 15:	22

Week 1:**Monday, August 29th**

In class:

Self introductions
 Course introduction
 Finger spelling
 Numbers 0 – 10

Homework: Assignment 1

Attend at least five [Deaf community events](#) this term. Type a 250-word report on your experience at each event for a total of five reports.

Due Monday, November 28th

Homework: Assignment 2

- Read the course syllabus
- Purchase the required, printed texts
- Read tobermorey.com > American Sign Language > [Finger Spelling 101](#)
- Read *A Student's Guide to Mastering ASL Grammar* p. 28 – 29: Finger Spelling
- Read *A Student's Guide to Mastering ASL Grammar* p. 33 – 37: Cardinal Numbers

Quiz on reading

Due Wednesday, August 31st

Wednesday, August 31st

In class:

Review vocabulary
 Practice self introductions
 Quiz on reading
 Discuss reading

Homework: Assignment 3

- Watch tobermorey.com > American Sign Language > [Finger Spelling with Toby](#) (Requires Adobe Flash)
- Read tobermorey.com > Deaf Culture & Community > [Medical & Cultural Views of Deafness](#)
- Type a brief statement explaining why you wanted to take this class and why you want to learn ASL. Email that to the instructor, or print it and turn it in during class.
- Read tobermorey.com > Deaf Culture & Community > Deaf Community Events > [Preparing for Your First Deaf Community Event](#)
- Choose three events you might attend, and attach that list to the statement about why you're taking the class.

Quiz on reading and finger spelling

Due Friday, September 2nd

Friday, September 2nd

In class:

Review vocabulary

Quiz on vocabulary, finger spelling, and reading

Discuss reading

New vocabulary: People and Pronouns

Introduce yourself to classmates

Homework: Assignment 4

- Read *A Student's Guide to ASL and the Deaf Community* p. 49 Introducing Yourself
- Read tobermorey.com > American Sign Language > [Name Signs](#)
- Read *A Student's Guide to ASL and the Deaf Community* p. 49 – 50 Name Signs
- Read tobermorey.com > American Sign Language > [Sign Languages Around the World](#)
- Read tobermorey.com > American Sign Language > [ASL & English: ASL/PSE/MCEs](#)
- Read *A Student's Guide to Mastering ASL Grammar* p. 23 – 25: Introduction to American Sign Language; p. 89 Word Order
- Read *A Student's Guide to ASL and the Deaf Community* p. 21 – 23: The Top 5 American Sign Language Myths

Quiz on reading

Due Wednesday, September 7th

Week 2:**Monday, September 5th**

Labor Day: No class

Wednesday, September 7th

In class:

Review vocabulary

Quiz on reading

Discuss reading

Music video: "All I Want"

Demonstrate signing for take-home test

Homework: Assignment 5

Take-home, Expressive Test 1 of 5: Introduce yourself in ASL

1. My name _____ [your name finger spelled].
2. I hearing/hard of hearing/deaf.
3. I live/from _____ [city/state/home].
4. I Pacific University ASL student.
5. I college _____ [your grade in school].
6. I study/major _____ [subject].
7. I age _____ [your age].
8. My favorite hobby/interest _____ [hobby].
9. I have _____ [#] brothers, _____ [#] sisters.
10. Nice meet you.

Due Friday, September 9th

Friday, September 9th

In class:

Review vocabulary

Quiz on vocabulary

Review self introductions

Homework: Assignment 6

- Read tobermorey.com > American Sign Language > [Questioning Facial Expressions](#)
- Read *A Student's Guide to ASL and the Deaf Community* p. 50 Facial Expression
- Read *A Student's Guide to Mastering ASL Grammar* p. 93 – 96 Questions
- Read lifeprint.com > [Numbers 21 – 30](#)

Quiz on reading

Due Monday, September 12th

Week 3:**Monday, September 12th**

In class:

New vocabulary: Colors and Questions

Quiz on reading

Discuss reading: Types of questions and facial expressions

Homework: Assignment 7

- Read tobermorey.com > American Sign Language > [Conversing in ASL](#)
- Answer the following questions:
 1. What signs should you avoid using when you miss a whole statement and what should you do instead?
 2. Why would you sign back signs you understand with a questioning expression if you miss some signs in a statement?
 3. Why should you "restate" back to the person you're conversing with what you think he or she signed when you're not sure?
 4. What sign should you use with a questioning expression if you miss a finger spelled word?
 5. How can you get the signer to slow down finger spelling to your pace?
 6. How can you increase your own finger spelling speed?
 7. In addition to spelling with the signer, how else can you catch finger-spelled words?
 8. Why do you suppose you should avoid feigning understanding?

Turn in your typed answers.

Due Wednesday, September 14th

Wednesday, September 14th

In class:

Review vocabulary

Review homework

City Populations activity

Color Touch activity

Homework: Assignment 8

- Read tobermorey.com > Deaf Culture & Community > [Interacting with Deaf People](#)
- Read *A Student's Guide to ASL and the Deaf Community* p. 50 – 52 Open Communication and Deaf Culture Do's and Don'ts
- Read tobermorey.com > Deaf Culture & Community > [Avenues into the Deaf Community](#) (Requires Adobe Flash)

Quiz on reading

Due Friday, September 16th

Friday, September 16th

In class:

Review vocabulary
 Quiz on vocabulary and reading
 Discuss reading

Homework: Assignment 9

- Read *A Student's Guide to Mastering ASL Grammar* p. 101 Negation and Reversal of Orientation
- Read tobermorey.com > Deaf Culture & Community > [AG Bell v. the NAD](#)

Quiz on reading

Due Monday, September 19th

Week 4:

Monday, September 19th

In class:

New vocabulary: Verbs

Quiz on reading

Tic Tac Toe activity

Homework: Assignment 10

Read tobermorey.com > American Sign Language > [History of ASL](#)

Quiz on reading

Due Wednesday, September 21st

Wednesday, September 21st

In class:

Review vocabulary

Quiz on reading

Reenactment of Deaf history

Homework: Assignment 11

Read *A Student's Guide to ASL and the Deaf Community* p. 65 – 73 Learn About Deaf History

Quiz on reading

Due Friday, September 23rd

Friday, September 23rd

In class:

Review vocabulary

Lecture on the Americans with Disabilities Act (ADA)

Quiz on vocabulary and reading

Discuss reading

Demonstrate signing for take-home test

Homework: Assignment 12

Take-home, Expressive Test 2 of 5: Record and send me video of you signing the following:
Sign a polar question, a non-polar question, and a rhetorical question using appropriate facial expressions.

Due Monday, September 26th

Week 5:

Monday, September 26th

In class:

New vocabulary: Time

Review homework: Types of questions

Review of verbs: Being proactive

Homework: Assignment 13

Research the meanings of the following terms:

1. simultaneous communication
2. total communication
3. Bilingual Bicultural

Explain what each method is and how it could be used to teach Deaf children English.

Turn in your typed explanations.

Due Wednesday, September 28th

Wednesday, September 28th

In class:

Review vocabulary

Review homework

The Price is Right activity

Homework: Assignment 14

- Research each of the following schools and answer questions 1 – 3 below for each school:

A. Oregon School for the Deaf

B. Washington School for the Deaf

C. Tucker-Maxon

Questions for each school:

1. Where is the school located?
2. What grades does the school teach?
3. Does the school teach ASL, oralism, or both?

- Teach a friend or family member how to sign the following:

1. “Happy [holiday of your choice]!”

2. “Good morning!”

3. Days of the week

Type whom you taught and how well they were able to learn the signs. What did you notice while trying to teach them the signs?

Turn in your typed findings.

Due Friday, September 30th

Friday, September 30th

In class:

Review vocabulary

Discuss homework on schools for the Deaf

Quiz on vocabulary

Homework: Assignment 15

Read *A Student's Guide to Mastering ASL Grammar* p. 38 – 39: Money

Quiz on reading

Due Monday, October 3rd

Week 6:**Monday, October 3rd**

In class:

New vocabulary: Money

Quiz on reading

Discuss reading

Tic Tac Toe activity

Homework: Assignment 16

Read tobermorey.com > Deaf Culture & Community > [Communication Technologies](#)

Read tobermorey.com > Deaf Culture & Community > [Using Relay](#)

Quiz on reading

Due Wednesday, October 5th

Wednesday, October 5th

In class:

Review vocabulary

Quiz on vocabulary and reading

Discuss reading

Demonstrate signing for take-home test

The Price is Right activity

Swat Team activity

Homework: Assignment 17

Take-home, Expressive Test 3 of 5: Record and send me video of you signing the following:

Explain a favorite holiday tradition in ASL.

Due Monday, October 10th

Friday, October 7th

All-faculty Conference/Fall Break: No class

Week 7:**Monday, October 10th**

In class:

New vocabulary: Feelings

Preproduction period, BICS, CALP

Homework: Assignment 18

Read tobermorey.com > Deaf Culture & Community > [Using an Interpreter](#)

Quiz on reading

Due Wednesday, October 12th

Wednesday, October 12th

In class:

Review vocabulary

Quiz on reading

The Price is Right activity

Swat Team activity

Homework: Assignment 19

Read *A Student's Guide to Mastering ASL Grammar* p. 73 – 78 Classifiers

Quiz on reading

Due Friday, October 14th

Friday, October 14th

In class:

Review vocabulary

Quiz on vocabulary and reading

Discuss reading

Homework: Assignment 20

- Review the signs you have learned so far from [weeks 1 - 7](#).
- Prepare to sign in class a brief report of what you did over the weekend.

Due Monday, October 17th

Week 8:**Monday, October 17th**

In class:

New vocabulary: Classifiers

Review weekend

Homework: Assignment 21

- Watch Youtube.com > [ASL Classifier Story: "Bad Date"](#)
- Showing Location with Classifiers:

Draw (by hand or on the computer) a radical map showing your home and three other places such as the library, the campus, or your favorite restaurant. Practice signing the relative locations of the places on your map in front of a mirror in preparation for signing it to the class. Using your map as a reference, use classifiers to sign to the class the locations in relation to your home.

Due Wednesday, October 19th

Wednesday, October 19th

In class:

Review vocabulary

Review homework on classifiers

Practice classifiers

Practice describing bedrooms

Homework: Assignment 22

- Watch Youtube.com > [ASL Classifiers \(CLs\) for Furniture & Objects](#)
- Showing Motion with Classifiers

Draw (by hand or on the computer) an epic diagram of an accident involving vehicles or other objects that can be shown with classifiers. Keep your description simple and focus on the relative motion of the objects involved. [See examples online](#). Practice signing your description of the accident using classifiers in front of a mirror in preparation for signing it to the class.

Due Friday, October 21st

Friday, October 21st

In class:

Review vocabulary

Review homework on classifiers

Demonstrate signing for take-home test

Homework: Assignment 23

Take-home, Expressive Test 4 of 5: Record and send me video of you signing the following:
Use classifiers to describe four objects in your bedroom.

Due Monday, October 24th

Week 9:**Monday, October 24th**

In class:

New vocabulary: Opposites

Listing

Homework: Assignment 24

- Read *A Student's Guide to Mastering ASL Grammar* p. 102 – 103: Pronouns and Indexing with subsection Indexing on your non-dominant hand
- Watch Youtube.com > [ASL: Listing](#)

Receptive Quiz on indexing/listing

Due Wednesday, October 26th

Wednesday, October 26th

In class:

Review vocabulary

Receptive Quiz on indexing/listing

The Price is Right activity

Homework: Assignment 25

Practice using listing/indexing to list your family members by first name preparatory to signing it in class.

Due Friday, October 28th

Friday, October 28th

In class:

Review vocabulary

Listing: family

Giving instructions in ASL

Quiz on vocabulary

Homework: Assignment 26

- Read *A Student's Guide to Mastering ASL Grammar* p. 68 – 69: Body Language/Role Shifting; 145: Role Shifting
- Watch Youtube.com > [Basic Role Shift Sequence in ASL – Egg Toss](#)

Quiz on reading

Due Monday, October 31st

Week 10:**Monday, October 31st**

In class:

New vocabulary: Food

Quiz on reading

Role shifting & receptive quiz

Homework: Assignment 27

1. Cook dinner for your family, friends, or roommates. (Get help as needed.)
2. Take a selfie of you with your culinary creation. Email me the photo, or print it out.
3. Report the following to the class in ASL:
 - a. What you made for dinner; Example: *Spaghetti with ice cream for sauce, I finish cook.*
 - b. Why you chose that meal or dish; Example: *Why? Spaghetti easy cook, and ice cream taste good on spaghetti.*
 - c. How it went; Example: *Cooking finish easy, but now my family hate me.*
4. Type out the gloss of your answers for #3 above and turn it in with the photo.

Due Wednesday, November 2nd

Wednesday, November 2nd

In class:

Review vocabulary

Demonstrate signing for take-home test

The Price is Right activity

Homework: Assignment 28

Take-home, Expressive Test 5 of 5: Record and send me video of you signing the following:

Demonstrate Listing: Sign a list of your three favorite foods.

Demonstrate Role Shifting: Sign a 5-line dialogue or short story using role shifting.

Due Friday, November 4th

Friday, November 4th

In class:

Review vocabulary

Quiz on vocabulary

Discuss reading

Homework: Assignment 29

- Read *A Student's Guide to Mastering ASL Grammar* p. 59 – 69: Phonology
- Watch Youtube.com > [5 Parameters of ASL](#)

Quiz on reading

Due Monday, November 7th

Week 11:**Monday, November 7th**

In class:

New vocabulary: Interrupting conversations & Interpreting common words

Quiz on reading

ASL parameters worksheet

Homework: Assignment 30

Similar Sign Pairs:

Working alone or with classmates, look up the signs below if you do not know them. Identify what parameter makes each of the following pairs of signs different from each other.

Example: red & pink = Hand Shape (i.e. the only difference between the signs for red and pink is the hand shape.)

If you are not sure, make your best guess, and we'll go over it in class together. You may revise your answers in class on this assignment before turning it in.

1. mom & dad
2. what's up & thrilled
3. thrilled & excited
4. really? & true
5. family & class
6. horse & rabbit
7. apple & onion
8. naked & rude
9. I-don't-understand & understand?
10. Oregon & Washington
11. niece & nephew
12. event & thrilled
13. evil & listen
14. chocolate & church
15. grandfather & grandmother
16. car & bus
17. fine & cool
18. not & denial
19. computer & Colorado
20. seems & compare
21. sit & train
22. please & sorry
23. please & enjoy
24. subway & New York
25. feel & concern
26. hate & awful
27. will & eventually

28. groovy & funky
29. search & explore
Due Wednesday, November 9th

Wednesday, November 9th

In class:

Review vocabulary

Similar Sign Pairs

Activity: interrupting video and practice interrupting

Homework: Assignment 31

- Read *A Student's Guide to Mastering ASL Grammar* p. 80: “State of being” Verbs
- Read *A Student's Guide to Mastering ASL Grammar* p. 55 – 56: Sign Variation

Due Friday, November 11th

Friday, November 11th

In class:

Review vocabulary

Review homework

Activity: ASL grammar practice

Quiz on vocabulary

Homework: Assignment 32

Using an online ASL dictionary or app, look up as many of the signs as you can find from the week 12 vocabulary list on seasons & weather. Turn in a screenshot or photo of the dictionary or app you used showing the sign of your favorite type of weather.

Due Monday, November 14th

Week 12:**Monday, November 14th**

In class:

New vocabulary & review homework: Seasons & Weather

Activity: Is this an emergency?

Tic Tac Toe activity

Homework: Assignment 33

Weather Report: Choose one of the following:

Choice A: Draw a weather map with at least five different kinds of weather on it. You may do this by hand or digitally, but do NOT just copy and paste an image—create your own weather map. Prepare to sign a weather report in class using the map.

Choice B: Create a 5-day weather forecast with at least five different kinds of weather on it. You may do this by hand or digitally, but do NOT just copy and paste an image—create your own weather forecast. Prepare to sign your weather report in class.

Due Wednesday, November 16th

Wednesday, November 16th

In class:

Review vocabulary

Weather Reports

World Map Weather

Homework: Assignment 34

Emergency Preparedness:

Scenario 1

Type a list in gloss of three (3) things you should have or three things you should do to prepare for one of the following disasters:

Choice A: Hurricane

Choice B: Earthquake

Choice C: Blizzard

Choice D: Famine

Example: PREPARE FOR HEAT WAVE (list of 3):

1. GENERATOR FOR ELECTRICITY

2. AIR CONDITIONER

3. ICE WATER

Scenario 2

Type a list in gloss of four (4) things you should have or four things you should do to prepare for one of the following emergencies:

Choice A: Heart Attack

Choice B: Tsunami or Flood

Choice C: Zombie Apocalypse

Choice D: Car Accident

Practice signing both of your lists using listing/indexing in front of a mirror preparatory to signing it in class.

Due Friday, November 18th

Friday, November 18th

In class:

Review vocabulary

Quiz on vocabulary

Emergency Preparedness: listing

Homework: Assignment 35

Read *A Student's Guide to ASL and the Deaf Community* p.127 – 136: Resources

Type a list of the five resources you want to learn more about or find most useful.

Due Monday, November 21st

Week 13:**Monday, November 21st**

In class:

New vocabulary: Frequency and Comparing

Review foods

Thanksgiving plans

Homework: Assignment 36

Thanksgiving dinner:

- Eat turkey.
- Teach everyone at your Thanksgiving dinner how to sign, “Happy Thanksgiving!”
- Make a list of all the foods on the table you know how to sign and a separate list of all the foods you don’t know how to sign. Teach those at the dinner how to sign the foods you know the signs for. Turn in both lists for credit.
- Finish typing up assignment 1, the five reports on the five Deaf community events you attended if you have not yet done so.

Due Monday, November 28th

Wednesday, November 23rd

No class

Friday, November 25th

No class

Week 14:**Monday, November 28th**

In class:

Review vocabulary

Turn in assignment 1: Report on Deaf community events

Discuss homework on available resources

Homework: Assignment 37

Review vocabulary lists for weeks 1 – 4. Type a list of signs you do not know. Look up the signs online. Go over the signs with classmates. Quiz each other on the signs.

Due Wednesday, November 30th

Wednesday, November 30th

In class:

Review vocabulary

Review homework

The Price is Right activity

Swat Team activity

Homework: Assignment 38

Review vocabulary lists for weeks 5 – 8. Type a list of signs you do not know. Look up the signs online. Go over the signs with classmates. Quiz each other on the signs.

Due Friday, December 2nd

Friday, December 2nd

In class:

Review vocabulary

Review homework

Quiz on vocabulary

Homework: Assignment 39

Review vocabulary lists for weeks 9 – 12. Type a list of signs you do not know. Look up the signs online. Go over the signs with classmates. Quiz each other on the signs.

Due Monday, December 5th

Week 15:**Monday, December 5th**

In class:

Review homework

Review for final exam

Homework: Assignment 40

[Study for the final exam](#) ahead of time. Don't cram.**Wednesday, December 7th**

Reading Day: No class

Friday, December 9th

Final Exam in classroom 3:00 p.m. – 5:30 p.m.

