

# **WORL 101-01 Syllabus**

## **Introduction to American Sign Language**

Fall 2017

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**Course Description:** This is an introductory course to American Sign Language and Deaf culture. Emphasis is placed on developing fluency to the ACTFL Novice Mid level through comprehensible input, as well as on 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 optimal to maximize exposure and engender conversational fluency, but certain linguistic 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.

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

- Demonstrate the ability to 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 what Deaf culture and the Deaf community are
- Demonstrate fluency at the ACTFL Novice Mid level, that is, communicate minimally using individual words and phrases that are formulaic and rote in informal, familiar situations and be understood by a sympathetic addressee

**Foreign Language Core Student Learning Outcomes:** Students who meet the Foreign Language Core requirement will be able to:

- Demonstrate development of linguistic skills in all four areas of the language of concentration; listening, speaking, reading, and writing sufficient to achieve the Intermediate Low level according to the ACTFL proficiency guidelines for western languages, and the Novice High level for non-western languages
- Demonstrate that they have familiarized themselves with the fundamental grammatical concepts needed to enhance the previously mentioned four linguistic skills

- Demonstrate acquisition of cultural, historical and geographical knowledge associated with the language
- Interact with native speakers of the language
- Demonstrate enhanced grammatical knowledge of English by comparing it with the target language

#### 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](http://www.tobermorey.com)

**Attendance Policy:** The importance of attendance cannot be overstated, as a lot of the learning and practice will occur in class. Absence from class that is not prearranged prior to the day of class will result in losing points for participation and losing the opportunity to take quizzes and tests. Students should also be mentally present and thus are not to use electronics during class except to record demonstrations as stipulated below. Check in with the instructor prior to the day of absence 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 27<sup>th</sup> 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:**

- Participation to develop skill:
  - In-class & silent-time participation: 30%
  - Attendance to five Deaf community events & accompanying reports: 20%
- Demonstration of skill development:
  - Receptive skills based on assignments, vocabulary quizzes, and TPRS quizzes: 20%
  - Expressive skills based on assignments and five take-home, expressive tests: 10%
  - Knowledge and understanding based on other homework assignments: 10%
  - Expressive & receptive skills based on the 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:** Carnegie Hall 103 by appointment. I am typically available immediately after class. 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 1:00 p.m. – 2:05 p.m.; Scott Hall, Room 210

**Course Schedule:**

**Week 1:**

**Monday, August 28<sup>th</sup>**

In class:

Self introductions  
 Course introduction  
 Finger spelling  
 Numbers 0 – 10

Homework Assignment 1: Deaf Community Events

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 27<sup>th</sup>

Homework Assignment 2k: Getting Started

- Review your video recording of this week's vocabulary
- Read the course syllabus
- Purchase the required, printed texts (Note there are two)
- 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 30<sup>th</sup>

**Wednesday, August 30<sup>th</sup>**

In class:

Review vocabulary  
 Practice self introductions  
 Quiz on reading  
 Discuss reading

Homework Assignment 3k: Views of Deafness

- Review your video recording of this week's vocabulary
- 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 five 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 1<sup>st</sup>

**Friday, September 1<sup>st</sup>**

In class:

Review vocabulary

Quiz on vocabulary, finger spelling, and reading

Discuss reading

New vocabulary: People and Pronouns

Introduce yourself to classmates

Homework Assignment 4k: Name Signs & ASL v. MCEs

- 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 6<sup>th</sup>

## Week 2:

### Monday, September 4<sup>th</sup>

Labor Day: No class

### Wednesday, September 6<sup>th</sup>

In class:

Review vocabulary

Quiz on reading

Discuss reading

Demonstrate signing for take-home test

Homework Assignment 5e: 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 8<sup>th</sup>

**Friday, September 8<sup>th</sup>**

In class:

Review vocabulary

Quiz on vocabulary

Review self introductions

Homework Assignment 6k: So Many Questions

- 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 11<sup>th</sup>**Week 3:****Monday, September 11<sup>th</sup>**

In class:

New vocabulary: Colors and Questions

Quiz on reading

Discuss reading: Types of questions and facial expressions

Homework Assignment 7k: Clarification

- Review your video recording of this week's vocabulary
- 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 13<sup>th</sup>**Wednesday, September 13<sup>th</sup>**

In class:

Review vocabulary

Review homework

City Populations activity

Color Touch activity

#### Homework Assignment 8k: Avenues

- Review your video recording of this week's vocabulary
- 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 15<sup>th</sup>

#### Friday, September 15<sup>th</sup>

In class:

Review vocabulary

Quiz on vocabulary and reading

Discuss reading

#### Homework Assignment 9k: Two Schools of Thought

- 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 18<sup>th</sup>

#### Week 4:

#### Monday, September 18<sup>th</sup>

In class:

New vocabulary: Verbs

Quiz on reading

Tic Tac Toe activity

#### Homework Assignment 10k: History of ASL

- Review [this week's vocabulary as found here](#)
- Read tobermorey.com > American Sign Language > [History of ASL](#)
- Read *A Student's Guide to ASL and the Deaf Community* p. 65 – 73 Learn About Deaf History

Quiz on reading

Due Wednesday, September 20<sup>th</sup>

#### Wednesday, September 20<sup>th</sup>

In class:

Review vocabulary

Quiz on reading

Reenactment of Deaf history



### Homework Assignment 11r: Verbs: It's what I do

- Review your video recording of this week's vocabulary
- Watch [this Youtube video of some ASL verbs](#) (3:20), and answer the following questions:
  1. What hand shape does the signer use to sign "run"?
  2. What hand shape does the signer use to sign "fly" as in an airplane?
  3. What sign which we have learned previously is similar to the sign for "pick up" (i.e. to clean)?
  4. Describe which way the person is shown falling in the sign for "fall" at 2:31 as opposed to the second time she signs the sign.
  5. How would you interpret the final sign in the video as a verb in English given that the video does not interpret it as a verb?

Due Friday, September 22<sup>nd</sup>

### Friday, September 22<sup>nd</sup>

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 12e: Take-home, Expressive Test 2 of 5: Question Everything

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 25<sup>th</sup>

### Week 5:

### Monday, September 25<sup>th</sup>

In class:

New vocabulary: Time

Review homework: Types of questions

Review of verbs: Being proactive

Homework Assignment 13r: Music Interpretation

- Watch [this Youtube video about interpreting music into ASL](#) (7:13) WARNING: THIS VIDEO CONTAINS OBSCENE LANGUAGE.

Quiz on reading

Due Wednesday, September 27<sup>th</sup>

### Wednesday, September 27<sup>th</sup>

In class:

Review vocabulary

Lecture: sim com, total communication, bi bi

Quiz on reading

TPRS quiz

The Price is Right activity

Homework Assignment 14r: The Fox and the Hound

• Watch [this Youtube video about a fox and a hound](#) (5:42), and answer the following:

1. How were the dogs called to go hunt?
2. Whom did the dog ask where he could find a fox?
3. Why did the dog first suspect he was talking to a fox?
4. Why did the dog feel he had outsmarted the fox at the end of the story?
5. How significant of a role did facial expression show in this storytelling?

Due Friday, September 29<sup>th</sup>

**Friday, September 29<sup>th</sup>**

In class:

Review vocabulary

Lecture: schools for the Deaf

Quiz on vocabulary

Homework Assignment 15r: Take my \$\$\$

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

• Watch [this Youtube video based on a true story](#) (3:02), and answer the following:

1. What did the Deaf man want to ask the hearing man about?
2. How was he trying to communicate with the hearing man?
3. What did he finally realize was the problem with his idea?
4. How much money did he give the hearing man?

Due Monday, October 2<sup>nd</sup>

**Week 6:**

**Monday, October 2<sup>nd</sup>**

In class:

New vocabulary: Money

Discuss reading

Homework Assignment 16k: Communications Tech

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

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

Questions:

1. How are TTYs and VPs different?
2. What do most Deaf people prefer to use for face-to-face communication with hearing people who don't know ASL?
3. What is one problem with real-time captioning?
4. What is the difference between closed captions and most subtitles?
5. What is the difference between closed captions and open captions?
6. What are reflective captions?

7. To whom should you address your conversation when using relay?
  8. What should you remember to say when beginning a conversation via relay?
  9. Why shouldn't you make embarrassing noises when conversing with a deaf person via relay?
  10. Why do many people hang up when first receiving a call via relay?
- Due Wednesday, October 4<sup>th</sup>

### Wednesday, October 4<sup>th</sup>

In class:

Review vocabulary

Discuss reading: Review of communications technologies

Demonstrate signing for take-home test

Homework Assignment 17e: Take-home, Expressive Test 3 of 5: Favorites

Record and send me video of you signing the following:

1. What is your favorite day of the week and why?
2. What is your favorite month and why?
3. What is your favorite holiday and why?

Example in gloss:

MY FAVORITE DAY, WHAT? MONDAY, WEDNESDAY, FRIDAY. WHY? ASL CLASS.

MY FAVORITE MONTH, WHAT? JULY. WHY? SUMMER, I LOVE

MY FAVORITE HOLIDAY, WHAT? CHRISTMAS, WHY? MAKES MY WIFE HAPPY.

Due Monday, October 9<sup>th</sup>

### Friday, October 6<sup>th</sup>

All-faculty Conference/Fall Break: No class

## Week 7:

### Monday, October 9<sup>th</sup>

In class:

New vocabulary: Feelings

Homework Assignment 18r: ASL Accident

- Read tobermorey.com > Deaf Culture & Community > [Using an Interpreter](#)
- Watch [this Youtube video about an "ASL accident"](#) (6:39). WARNING: THIS VIDEO CONTAINS A SIGNED DESCRIPTION OF GRAPHIC CONTENT. Answer the following:
  1. What kind of project or work was the signer's team working on when he was injured? (0:12)
  2. How did he get injured? (0:22 – 1:07)
  3. What was the nature of his injury?
  4. Where did they go after he was injured?
  5. What was his explanation to the interpreter about how he got injured? (4:20 – 4:45)

I'm not saying we'll have a pop quiz on the online reading, but I'm not saying we won't.

Due Wednesday, October 11<sup>th</sup>

**Wednesday, October 11<sup>th</sup>**

In class:

Review vocabulary

Pop quiz on reading?

Homework Assignment 19k: Classifiers

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

Quiz on reading

~~Due Friday, October 13<sup>th</sup>~~Due Monday, October 16<sup>th</sup>**Friday, October 13<sup>th</sup>**

No class due to teachers conference in Eugene ☹

Go to the Beaverton Starbucks Deaf night instead:

11405 SW Beaverton-Hillsdale Hwy.

Beaverton, OR 97005

The Starbucks is in the same building as Fred Meyer's

Second Friday of each month from 7 p.m. to 10 p.m.

~~In-class:~~~~Review vocabulary~~~~Quiz on vocabulary and reading~~~~Discuss reading~~~~Homework Assignment 20r:~~~~Due Monday, October 16<sup>th</sup>~~**Week 8:****Monday, October 16<sup>th</sup>**

In class:

New vocabulary: Classifiers

Review homework

Homework Assignment 21r: The Forest

- Watch [this Youtube video, "The Forest"](#) (4:21), and given a classifier and time index from the video, tell what each classifier is used to show:

#	classifier	time	shows
Example	CL5	0:08	expanse of the forest land
1	CLA	0:16	
2	CLbent3	0:19	
3	CL5	0:33	
4	CLbentL	0:59	
5	CLXX	1:59	
6	CL20	2:18	

7	CLO	2:27	
8	CL4	3:22 – 3:27	
9	CL1	3:50	
10	CLS	3:56	
11	CL1	4:03	

Due Wednesday, October 18<sup>th</sup>

### Wednesday, October 18<sup>th</sup>

In class:

Review vocabulary

Review homework on classifiers

Practice classifiers

Practice describing bedrooms

Homework Assignment 22r: Classifiers

- Watch [this Youtube video on ASL Classifiers \(CLs\) for Furniture & Objects](#) (4:46)
- Demonstrate you understand what classifiers to use by drawing a simple diagram of your room; include three objects in your room, and label them by name and by what classifier you would use to show their relative location in ASL.

Due Friday, October 20<sup>th</sup>

### Friday, October 20<sup>th</sup>

In class:

Review vocabulary

Review homework on classifiers

Demonstrate signing for take-home test

Homework Assignment 23e: Take-home, Expressive Test 4 of 5: Bedroom Classifiers

Record and send me video of you signing the following:

Use classifiers to describe three objects in your bedroom.

Due Monday, October 23<sup>rd</sup>

## Week 9:

### Monday, October 23<sup>rd</sup>

In class:

New vocabulary: Food

Listing

Homework Assignment 24r: Indexing

- Read *A Student's Guide to Mastering ASL Grammar* p. 102 – 103: Pronouns and Indexing with subsection Indexing on your non-dominant hand
- Watch [this Youtube video on ASL: Listing](#) (2:05)

Receptive Quiz on indexing/listing

Due Wednesday, October 25<sup>th</sup>

**Wednesday, October 25<sup>th</sup>**

In class:

Review vocabulary

Receptive Quiz on indexing/listing

The Price is Right activity

Homework Assignment 25e: Talking about Family

- Watch [this Youtube video on food](#) (4:33)
- Practice using listing/indexing to list your family members by first name preparatory to signing it in class

Due Friday, October 27<sup>th</sup>**Friday, October 27<sup>th</sup>**

In class:

Review vocabulary

Listing: family

Giving instructions in ASL

Homework Assignment 26k: Role Shifting

- Read *A Student's Guide to Mastering ASL Grammar* p. 68 – 69: Body Language/Role Shifting; 145: Role Shifting
- Watch [this Youtube video on basic role shifting](#) (1:24)
- Watch [this Youtube video on food](#) (7:23)

Quiz on reading

Due Monday, October 30<sup>th</sup>**Week 10:****Monday, October 30<sup>th</sup>**

In class:

Vocabulary: Food

Quiz on reading

Role shifting &amp; receptive quiz

Homework Assignment 27e: Cook Dinner

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.
5. Review your video recording of this week's vocabulary

Due Wednesday, November 1<sup>st</sup>

**Wednesday, November 1<sup>st</sup>**

In class:

Review vocabulary

Demonstrate signing for take-home test

The Price is Right activity

Homework Assignment 28e: Take-home, Expressive Test 5 of 5: Indexing Food

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 3<sup>rd</sup>

**Friday, November 3<sup>rd</sup>**

In class:

Review vocabulary

Quiz on vocabulary

Discuss reading

Homework Assignment 29k: ASL Parameters

- Read *A Student's Guide to Mastering ASL Grammar* p. 59 – 69: Phonology
- Watch [this Youtube videon on the 5 Parameters of ASL](#) (1:05)

Quiz on reading

Due Monday, November 6<sup>th</sup>

**Week 11:**

**Monday, November 6<sup>th</sup>**

In class:

New vocabulary: Interrupting conversations

Quiz on reading

ASL parameters worksheet

Homework Assignment 30k: 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. niece & nephew
  11. event & thrilled
  12. evil & listen
  13. chocolate & church
  14. grandfather & grandmother
  15. car & bus
  16. fine & cool
  17. not & denial
  18. computer & Colorado
  19. seems & compare
  20. sit & train
  21. please & sorry
  22. please & enjoy
  23. subway & New York
  24. feel & concern
  25. hate & awful
  26. will & eventually
  27. groovy & funky
  28. search & explore
- Due Wednesday, November 8<sup>th</sup>

### **Wednesday, November 8<sup>th</sup>**

In class:

Review vocabulary

Similar Sign Pairs

Activity: interrupting video and practice interrupting

Homework Assignment 31k: Variation

- 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 10<sup>th</sup>

### **Friday, November 10<sup>th</sup>**

In class:

Review vocabulary

Review homework

Activity: ASL grammar practice

Quiz on vocabulary



### Homework Assignment 32r: Snowman

- Watch [this Youtube video that demonstrates storytelling in ASL](#) (7:36), and answer the following questions:
    1. Who are the two main characters in the story?
    2. What is an example of the signer using classifiers to tell the story?
    3. What is an example of the signer using role shifting in the story?
    4. What is the snowman trying to do in the story?
    5. What happens to the snowman at the end of the story?
- Due Monday, November 13<sup>th</sup>

### Week 12:

#### Monday, November 13<sup>th</sup>

In class:

New vocabulary & review homework: Seasons & Weather

Activity: Is this an emergency?

Tic Tac Toe activity

#### Homework Assignment 33e: 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. Include high and low temperatures. 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. Include high and low temperatures. Prepare to sign your weather report in class.

Due Wednesday, November 15<sup>th</sup>

#### Wednesday, November 15<sup>th</sup>

In class:

Review vocabulary

Weather Reports

World Map Weather

#### Homework Assignment 34e: 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 in gloss: 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 17<sup>th</sup>

**Friday, November 17<sup>th</sup>**

In class:

Review vocabulary

Quiz on vocabulary

Emergency Preparedness: listing

Homework Assignment 35r: Weather Variants & Resources

- Watch [this Youtube video on weather related signs](#) (4:18), and list three signs for which the signers uses a different variant than the sign taught in class.
- 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 20<sup>th</sup>

**Week 13:**

**Monday, November 20<sup>th</sup>**

In class:

New vocabulary: Frequency and Comparing

Review foods

Thanksgiving plans

Homework Assignment 36e: 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 27<sup>th</sup>

**Wednesday, November 22<sup>nd</sup>**

No class

**Friday, November 24<sup>th</sup>**

No class

### Week 14:

**Monday, November 27<sup>th</sup>**

In class:

Review vocabulary

Turn in assignment 1: Report on Deaf community events

Discuss homework on available resources

Homework Assignment 37r: Robber and Geek

- Watch [this Youtube video about two odd characters](#) (6:12), and answer the following:
  1. How do the robber and geek meet each other?
  2. What is the geek afraid of?
  3. What is the robber afraid of?
  4. What does the robber want from the geek?
  5. What winds up happening at the end of the story?

Due Wednesday, November 29<sup>th</sup>

**Wednesday, November 29<sup>th</sup>**

In class:

Review vocabulary

Review homework

The Price is Right activity

Swat Team activity

Homework Assignment 38r: Coda Brothers

- Watch [this Youtube video on funny things hearing people do](#) (5:43), and answer the following:
  1. How do the codas sign that the snow is gone? (0:28)
  2. What is the first funny or awkward thing that hearing people do that the codas point out, and why do you suppose that would be awkward for Deaf persons?
  3. What hand shape do they use to sign "church"? (1:10)

4. How do the codas sign “Michael Jackson”? (4:02)  
 5. Why should you never play charades against a Deaf person?  
 Due Friday, December 1<sup>st</sup>

### Friday, December 1<sup>st</sup>

In class:

Review vocabulary

Review homework

Quiz on vocabulary

Homework Assignment 39r: A day in the life

- Complete the Student Course Evaluation for this class that will be emailed to you. This evaluation is your chance to have your voice heard about if this program should be continued, expanded, discontinued, improved, etc. The university and I value your input.
- Watch [this Youtube video on common experiences of Deaf persons](#) (4:53), and answer the following:
  1. What are some disadvantages to being deaf portrayed in the video?
  2. What are some advantages of knowing ASL portrayed in the video?
  3. What was one point of the scene with the interpreter? (0:40 – 1:00)
  4. How do the signers sign “fits you” and “fits me”? (1:17, 1:20, and 1:22)
  5. How do the signers tell secrets in the swimming pool?

Due Monday, December 4<sup>th</sup>

### Week 15:

#### Monday, December 4<sup>th</sup>

In class:

Review homework

Review for final exam

Homework Assignment 40k: Study Guide

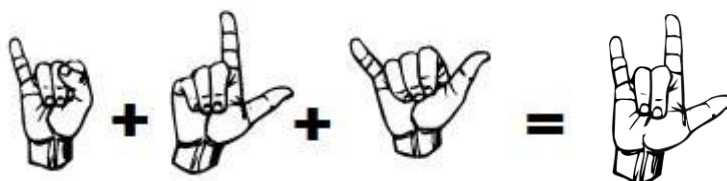
[Study for the final exam](#) ahead of time. Don't cram.

#### Wednesday, December 6<sup>th</sup>

Reading Day: No class

#### Friday, December 8<sup>th</sup>

Final Exam in classroom 8:30 a.m. – 11:00 a.m.



**Undergraduate Academic Calendar**

Forest Grove Campus

2017-2018

**2017 FALL SEMESTER****AUGUST**

August TBA Optional Voyage trips for new students

August TBA International Student Orientation

August 25 New Student Orientation begins

August 28 First day of courses

**SEPTEMBER**

September 1 Last day for New Student Registration

September 1 Last day to add 1st half semester courses

September 1 Last day to drop 1st half semester courses with no record

September 4 Labor Day Holiday (no courses held)

September 11 Last day to add full semester courses

September 11 Last day to drop full semester courses with no record

September 27 Last day to withdraw from 1st half semester courses

**OCTOBER**

October 6 Fall Break (no courses held)

October 16 Last day of 1st half semester courses

October 16 Advising for current students begins for Winter Term and Spring Semester

October 17-20 Final Examinations for 1st half semester courses

October 17 First day of 2nd half semester courses

October 23 Last day to add 2nd half semester courses

October 23 Last day to drop 2nd half semester courses with no record

**NOVEMBER**

November 3 Last day to withdraw from full semester courses

November 10 Advising for current students ends for Winter Term and Spring Semester

November 15 Last day to withdraw from 2nd half semester courses

November 22-24 Thanksgiving Holiday (no courses held)

**DECEMBER**

December 5 Last day of courses

December 6 Reading Day

December 7-8 Final Examinations

December 11-13 Final Examinations

**2018 WINTER TERM****JANUARY**

January 8 First day of courses

January 9 Last day to add courses  
 January 9 Last day to drop courses with no record  
 January 15 Martin Luther King Day (no courses held)  
 January 16 Last day to withdraw from courses  
 January 22 Last day of courses  
 January 23 Final Examinations

## 2018 SPRING SEMESTER

### JANUARY

January TBA International Student Orientation  
 January TBA New Student Orientation  
 January 29 First day of courses

### FEBRUARY

February 2 Last day for New Student Registration  
 February 2 Last day to add 1st half semester courses  
 February 2 Last day to drop 1st half semester courses with no record  
 February 9 Last day to add full semester courses  
 February 9 Last day to drop full semester courses with no record  
 February 27 Last day to withdraw from 1st half semester courses

### MARCH

March 14 Last day of 1st half semester courses  
 March 15-21 Final Examinations for 1st half semester courses  
 March 15 First day of 2nd half semester courses  
 March 21 Last day to add 2nd half semester courses  
 March 21 Last day to drop 2nd half semester courses with no record  
 March 26-30 Spring Break (no courses held)

### APRIL

April 2 Advising Begins for current students for Summer Term and Fall Semester  
 April 13 Last day to withdraw from full semester courses  
 April 20 Last day to withdraw from 2nd half semester courses  
 April 20 Advising Ends for current students for Summer Term and Fall Semester  
 April 25 Senior Projects Day (no courses held)

### MAY

May 8 Last day of courses  
 May 9 Reading Day  
 May 10-12 Final Examinations  
 May 14-15 Final Examinations  
 May 19 Commencement

## 2018 SUMMER TERM

**MAY**

May 21 First day of courses for Term I

May 28 Memorial Day Holiday (no courses held)

Courses conclude on the date printed in the schedule

**JUNE**

June 18 First day of courses for Term II

Courses conclude on the date printed in the schedule

**JULY**

July 4 Independence Day Holiday (no courses held)

July 16 First day of courses for Term III

Courses conclude on the date printed in the schedule