

# WORL 102-01 Syllabus

## Introduction to American Sign Language

Spring 2018

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**Course Description:** This is an intermediate course to American Sign Language and Deaf culture. Emphasis is placed on developing fluency to the ACTFL Intermediate 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 understanding and use of temporal inflection in ASL
- Demonstrate understanding and use of directional aspect in ASL
- Demonstrate understanding and use of contrastive structure in ASL
- Demonstrate fluency at the ACTFL Intermediate Low level, that is, create original sentences in ASL to hold simple conversations 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:**

- None other than Internet access

**Attendance Policy:** The importance of attendance cannot be overstated, as most 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, April 30<sup>th</sup>**, but may be turned in early.

Unless otherwise specified, homework assignments are due the following class meeting. Assignments and due dates are listed on this syllabus. Some 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 and 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:****Supplementary Homework Assignments****Homework Assignment 0.1r: Original Character**

Draw a full-color illustration of the character the class developed to demonstrate comprehension. Your work will be graded on how well you include all the details developed in class. This may be done digitally or hand drawn.

**Homework Assignment 0.2r: Story:**

Draw full-color illustrations in comic form of the story the class developed [using this template](#) to demonstrate comprehension of the story. This may be done digitally or hand drawn.

Panel 1: Show the character faced with the problem

Panel 2: Show the character trying and failing to solve the problem

Panel 3: Show the character trying again to solve the problem

Panel 4: Show the character at the end of the story

**Homework Assignment 0.3r: Movie Making:**

Perform well the tasks of the job assigned you to help make a movie based on the story developed in class:

Pre-production: making props or sets or bringing costumes to class for production

Production: film shooting

Post-production: video editing

**Week 1:****Monday, January 29<sup>th</sup>**

In class:

Silent interview take two

Self introductions

Personalized vocabulary: college majors

Homework Assignment 1.1: Deaf Community Events (20% of semester grade)

- 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, April 30<sup>th</sup>

Homework Assignment 1.2k: Syllabus

- Read and familiarize yourself with the course syllabus

Quiz on reading

Due Wednesday, January 31<sup>st</sup>

**Wednesday, January 31<sup>st</sup>**

In class:

Review college majors

Quiz on the reading

Behind the Curtain: Lecture on language learning

Homework Assignment 1.3k: Meta-learning

- Watch [this Youtube video of Dr. Stephen Krashen](#) (15:24)
- Watch [this Youtube video on The Natural Approach](#) (4:34)
- Watch [this Youtube video on Audiolingualism](#) (6:20)

Due Friday, February 2<sup>nd</sup>

**Friday, February 2<sup>nd</sup>**

In class:

Review college majors

Review how to ask for clarification and repetition

Homework Assignment 1.4r: Review of ASL Parameters

- Watch [this Youtube video on the ASL parameters](#) thrice (1:05). First, watch it without captions. Second, turn on the captions, and watch it again while reading the captions. Third, watch it a third time again without captions to see what you understand.
- Choose three signs, and chart the parameters of each of the signs as shown in this example:

Sign	Hand Shape	Orientation	Location	Movement	Expression
American	5	Backward	In front of chest	Horizontal circles	Not applicable
Sign	1	Backward	In front of chest	Vertical circle rolling	N/A

					toward chest	
	Language	L	Down	In front of chest	Sliding down and to each side	N/A
Due Monday, February 5 <sup>th</sup>						

**Week 2:****Monday, February 5<sup>th</sup>**

In class:

Review ASL Parameters homework

Personalized vocabulary: sports & hobbies

Review of MCEs/PSE/ASL continuum

Homework Assignment 2.1r: Review of MCEs v. ASL

1. Watch this Youtube video, "[All I Want](#)" (2:40) which uses both Signed English and ASL. Identify at what point the signer changes from Signed English to ASL.
2. Extra challenge: Once the signer switches to ASL, what is she signing when her signs don't match the English lyrics?

Due Wednesday, February 7<sup>th</sup>

**Wednesday, February 7<sup>th</sup>**

In class:

Review sports & hobbies

Review topic-comment structure

Review homework

TPRS activity

Homework Assignment 2.2r: Imagine That

Watch this interpretation of John Lennon's "[Imagine](#)" (3:05) with the captions on. Notice the captions are in ASL gloss. Answer the following:

1. How does the signer interpret the word, "no"? Why does she sign it that way?
2. What hand shape does the signer use on her dominant hand when signing "country"?
3. At the end of the song, the signer does not sign "one" as it says in the captions and English lyrics. How does the sign interpret "and the world will live as one"?

Due Friday, February 9<sup>th</sup>

**Friday, February 9<sup>th</sup>**

In class:

Review sports & hobbies

Review role shifting

Review homework

TPRS activity

Homework Assignment 2.3k: Two Truths & A Lie

Type in English three sentences about things you have done in the past. Two of the sentences should be true. One sentence should be false. They should be in random order.

Example:

I have been to the moon.

I haven't seen the new Star Wars movie yet.

I adopted a dog.

Bring a digital recording device (e.g. smart phone or tablet computer) to record the interpretation so that you can use it as a reference to study how to sign the sentences for expressive test 1 of 5.

Due Monday, February 12<sup>th</sup>

### Week 3:

#### Monday, February 12<sup>th</sup>

In class:

Review indexing

Review homework

TPRS activity

Homework Assignment 3.1r: Wonderful Pronouns

Watch [Bob Hiltermann's interpretation](#) of Louis Armstrong's "What a Wonderful World" (3:01), and answer the following:

1. Assuming the video is not rendered in mirror image, what can you tell about his handedness from his signing?
2. Notice how the signer signs "myself" throughout the song. How does he sign it differently than one would in a regular conversation? Why do you suppose he does so?
3. How does he interpret the lyric, "you" at 1:25?

Due Wednesday, February 14<sup>th</sup>

#### Wednesday, February 14<sup>th</sup>

In class:

Lecture on pronouns

Review homework

Demonstration of signing for take-home, expressive test 1 of 5

Homework Assignment 3.2e: Practice Lying

Study your recording of the instructor's interpretation of assignment 2.3k. Practice signing your sentences preparatory to expressive test 1 of 5.

Due Friday, February 16<sup>th</sup>

#### Friday, February 16<sup>th</sup>

In class:

Demonstration of signing for take-home, expressive test 1 of 5

Homework Assignment 3.3e: Take-home, Expressive Test 1 of 5: Past Tense

Record and send the instructor a video of you signing your two true sentences and one lie from assignment 2.3k.

Due Monday, February 19<sup>th</sup>

**Week 4:****Monday, February 19<sup>th</sup>**

In class:

Introduction to contrastive structure

**Homework Assignment 4.1e: Debate Prep.: deaf education**

The instructor will assign half the class to argue for one position of an issue and half to argue against that position. Collaborate with your half of the class to come up with a convincing argument that would convince a neutral party in competitive debate. Each member of your team must contribute at least one signed sentence to the debate, which will be in ASL. You will turn in your debate notes for credit, which may be handwritten. You will also earn credit for your participation. All the members of your team will earn the same grade as the student who participates the least.

Due Wednesday, February 21<sup>st</sup>

**Wednesday, February 21<sup>st</sup>**

In class:

In-class debate: deaf education

**Homework Assignment 4.2r: Hearing Privilege**

Watch [this vlog episode about privilege](#) in our society (7:46) twice. First, watch it with captions, and then watch it without captions, and see what you understand without captions.

Due Friday, February 23<sup>rd</sup>

**Friday, February 23<sup>rd</sup>**

In class:

Discussion on reading

The Price is Right

TPRS activity

**Homework Assignment 4.3r: Not Word for Word**

Watch this interpretation of Phillip Phillips' "[Home](#)" (3:49), and answer the following:

1. How does the signer interpret the line "'cause I'm gonna make this place your home" at 0:36?
2. How does the signer interpret the line "Settle down. It'll all be clear" at 0:42?
3. How does the signer interpret the line "If you get lost, you can always be found" at 2:24?

Due Monday, February 26<sup>th</sup>

**Week 5:****Monday, February 26<sup>th</sup>**

In class:

Review homework

TPRS activity

Homework Assignment 5.1r: Plans

- Watch [this Youtube video of Deaf students](#) and their plans (4:52), and see how much of the signing you understand.

Due Wednesday, February 28<sup>th</sup>

**Wednesday, February 28<sup>th</sup>**

In class:

Review homework

Demonstration of signing for take-home, expressive test 2 of 5

TPRS activity

Homework Assignment 5.2e: Take-home, Expressive Test 2 of 5: Future Plans with Contrastive Structure

Record and send the instructor a video of you signing about your future plans and career goals. For example, when will you graduate? What will you do with your degree? Where do you see yourself in five years? How are you going to get there? Which is more important: having a job that pays well or having a job you enjoy? Include a list of at least three pairs using contrastive structure. For example, you could explore different career choices and list pros and cons of two different choices, or you list several different career choices you are considering.

Due Friday, March 2<sup>nd</sup>

**Friday, March 2<sup>nd</sup>**

In class:

The Price is Right

Deaf appropriateness

TPRS activity

Homework Assignment 5.3k: Deaf Appropriate Attire

Wear a shirt to class that would be appropriate for a Deaf social event (i.e. a shirt that does not distract from your sign language). Typically, such shirts have only one or two colors and have no big logos, overly bright colors, or distracting patterns.

Due Monday, March 5<sup>th</sup>

**Week 6:****Monday, March 5<sup>th</sup>**

In class:

Review homework: Is your shirt Deaf appropriate?

TPRS activity

Homework Assignment 6.1k: Deaf Inappropriate Attire

Wear a shirt to class that *is* appropriate for school but inappropriate for a Deaf social event (i.e. a shirt that distracts from your sign language). Typically, such shirts have big logos, overly bright colors, or distracting patterns.

Due Wednesday, March 7<sup>th</sup>

**Wednesday, March 7<sup>th</sup>**

In class:

Review homework: Is your shirt Deaf inappropriate?

TPRS activity

Swat Team game

Homework Assignment 6.2r: Bilingualism

- Watch [this Youtube video on bilingualism](#) (4:57).

Due Friday, March 9<sup>th</sup>

**Friday, March 9<sup>th</sup>**

In class:

Review homework

Homework Assignment 6.3r: ASL, BSL, & PSE Videos

Watch the following Youtube videos, and type a list of all the clothes and body parts mentioned in each:

1. Watch this vlog episode, "[Word = Bullet](#)", twice (2:38), first with the captions, and then without the captions, and see what you understand the second time watching it.
2. Watch this Youtube video in BSL about [keeping deaf children safe from abuse](#) (7:46), and note how the signs differ from ASL but in many instances still comprehensible.
3. Watch this [interpretation of Avicii](#) with the captions on (4:12). Note that the captions include both the English lyrics and gloss (in all caps) of the PSE interpretation.

Due Monday, March 12<sup>th</sup>

**Week 7:****Monday, March 12<sup>th</sup>**

In class:

Review homework

New vocabulary: places & domestic travel

Name that state

Homework Assignment 7.1e: Destinations

1. Record yourself signing two sentences about you traveling to two different cities or states from [this week's vocabulary list](#), one place per sentence. *Include your mode of transportation.* Be ready to sign your sentences to the class.  
Example 1 in gloss: PORTLAND, I WANT GO, HOW? BOAT, I RIDE.  
Example 2 in gloss: HAWAII, I FINISH GO, HOW? WALK.
2. Record yourself signing two sentences about you traveling to two different cities or states from [this week's vocabulary list](#), one place per sentence. *Include your reason for going there.* Be ready to sign your sentences to the class.  
Example 1: ALASKA, I FINISH GO, WHY? SNOWBOARDING.  
Example 2: CHICAGO, I WANT GO, WHY? VISIT RELATIVES.
3. Mystery Destination: print, email, or draw a picture of a city or state on [this week's vocabulary list](#) that you would like to go to *without* disclosing which city or state the picture is of. We will guess the place in class in ASL.

Due Wednesday, March 14<sup>th</sup>

Homework Assignment 8.1k: Other Sign Languages (listed also in week 8 below)

Read "[Sign Languages Around the World](#)", review "[American Sign Language \(ASL\)](#)" (first three paragraphs only) and "[History of American Sign Language](#)", and working in a group of three to five students, answer the following questions:

1. How many different sign languages are there in the world?
2. According to the Gallaudet University Library, where does ASL rank on the list of most used languages in United States?
3. What is Gestuno (in your own words)?
4. Isn't ASL just English signed with your hands?
5. Contrast the [BSL finger spelling alphabet](#), the [ISL finger spelling alphabet](#), and the [Shuwa finger spelling syllabary](#); which of these three would you conjecture shares the same origin in LSF [*Langues des Signes Francais* (French Sign Language)] as ASL?
6. Choose a foreign sign language from the list on "[Sign Languages Around the World](#)", and research its etymology and structure. Prepare a thrilling and/or fascinating, 5-minute, oral presentation in English on the language preparatory to presenting your findings in class. You may juxtapose the sign language of your choice to ASL if you wish.

Due Wednesday, March 21<sup>st</sup>

**Wednesday, March 14<sup>th</sup>**

In class:

Review vocabulary

Review homework

Presidents' birth states

Homework Assignment 7.2r: Miley Cyrus & Stephen Torrence v. Paul McCartney, Johnny Depp, & Natalie Portman

Watch [this Youtube video](#) with the captions turned on (3:29) and [this Youtube video](#) (3:13), and answer the following questions:

1. How do Depp & Portman sign McCartney's song in ASL if they do not know sign language?
2. Does Depp's use of a guitar as a prop in the middle of his signing space help or hurt his performance?
3. Evaluate Depp & Portman's signing; who interprets the song more skillfully?
4. Comparing the two videos, which signer makes the best use of facial expression to show the tone or mood of the song?
5. Why is the use of facial expression an important difference in these videos?

Due Friday, March 16<sup>th</sup>

Homework Assignment 8.2k: Deaf Rights Abroad (listed also in week 8 below)

Working in a group of three to five students, choose a country other than the United States; research rights, protections, and accommodations afforded deaf people in the laws of your chosen country. Compare and contrast those with the rights protected under the Americans with Disabilities Act. How Deaf friendly is your country of choice? Prepare an enthralling, 5-minute, oral presentation in English preparatory to sharing your findings in class.

Due Friday, March 23<sup>rd</sup>

**Friday, March 16<sup>th</sup>**

In class:

Review vocabulary

Review homework

Demonstration of signing for take-home, expressive test 3 of 5

Quiz on vocabulary

Homework Assignment 7.3e: Take-home, Expressive Test 3 of 5: The student has become...

Teach a friend or family member who has never taken an ASL class how to introduced himself or herself using the following sentences:

1. My name \_\_\_\_\_ [finger spell name].
2. I hearing/hard of hearing/deaf.
3. I live/from \_\_\_\_\_ [city/state/home].
4. I \_\_\_\_\_ [grade in school/college or occupation].
5. I age \_\_\_\_\_.
6. My favorite hobby/interest \_\_\_\_\_ [hobby].
7. Nice meet you.

Record and send a video of student's signing to the instructor. You can "mirror" for your student, meaning prompt him or her from behind the camera

Due Monday, March 19<sup>th</sup>

**Week 8:****Monday, March 19<sup>th</sup>**

In class:

New vocabulary: international travel

Brief review of the history of ASL

National Flags

Homework Assignment 8.1k: Other Sign Languages (listed also in week 7 above)

Read “[Sign Languages Around the World](#)”, review “[American Sign Language \(ASL\)](#)” (first three paragraphs only) and “[History of American Sign Language](#)”, and working in a group of three to five students, answer the following questions:

1. How many different sign languages are there in the world?
2. According to the Gallaudet University Library, where does ASL rank on the list of most used languages in United States?
3. What is Gestuno (in your own words)?
4. Isn't ASL just English signed with your hands?
5. Contrast the [BSL finger spelling alphabet](#), the [ISL finger spelling alphabet](#), and the [Shuwa finger spelling syllabary](#); which of these three would you conjecture shares the same origin in LSF [*Langues des Signes Francais* (French Sign Language)] as ASL?
6. Choose a foreign sign language from the list on “[Sign Languages Around the World](#)”, and research its etymology and structure. Prepare a thrilling and/or fascinating, 5-minute, oral presentation in English on the language preparatory to presenting your findings in class. You may juxtapose the sign language of your choice to ASL if you wish.

Due Wednesday, March 21<sup>st</sup>

**Wednesday, March 21<sup>st</sup>**

In class:

Review vocabulary

Student presentations on foreign sign languages

Review of the Americans with Disabilities Act

Swat Team game

Homework Assignment 8.2k: Deaf Rights Abroad (listed also in week 7 above)

Working in a group of three to five students, choose a country other than the United States; research rights, protections, and accommodations afforded deaf people in the laws of your chosen country. Compare and contrast those with the rights protected under the Americans with Disabilities Act. How Deaf friendly is your country of choice? Prepare an enthralling, 5-minute, oral presentation in English preparatory to sharing your findings in class.

Due Friday, March 23<sup>rd</sup>

**Friday, March 23<sup>rd</sup>**

In class:

Review vocabulary

Student presentations on Deaf rights in foreign countries

Quiz on vocabulary

**Homework Assignment 8.3k: Travel Log**

Type in English three sentences about your past travels and/or your adventures during spring break. Two of the sentences should be true. One sentence should be false. They should be in random order.

**Example:**

I ate reindeer meat while in Alaska.

I rode a helicopter while fighting forest fires in Washington state.

We went to Hawaii for our honeymoon.

Bring a digital recording device (e.g. smart phone or tablet computer) to record the interpretation so that you can use it as a reference to study how to sign the sentences for expressive test 4 of 5.

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

**Spring Break:**

No classes March 26<sup>th</sup> – 30<sup>th</sup> inclusive

**Week 9:****Monday, April 2<sup>nd</sup>**

In class:

Review homework

New vocabulary: cultural terms & ASL phrases

TPRS activity

Homework Assignment 9.1r: CODAs

- Watch [this Youtube video on CODA pride](#) (9:41).
- Watch [this vlog episode on Deaf parents sim coming with CODAs](#) (12:45).

Quiz on reading

Due Wednesday, April 4<sup>th</sup>

**Wednesday, April 4<sup>th</sup>**

In class:

Review vocabulary

Quiz on homework

~~Demonstration of signing for take-home, expressive test 4 of 5~~

~~Homework Assignment 9.2e: Practice Travel Log~~

~~Study your recording of the instructor's interpretation of your travel log from assignment 8.3k. Practice signing your sentences preparatory to expressive test 4 of 5.~~

Due Friday, April 6<sup>th</sup>

**Friday, April 6<sup>th</sup>**

In class:

Review vocabulary

~~Demonstration of signing for take-home, expressive test 4 of 5~~

TPRS activity

Quiz on vocabulary

~~Homework Assignment 9.3e: Take-home, Expressive Test 4 of 5: Travel Log~~

~~Record and send the instructor a video of you signing your travel log from assignment 8.3k.~~

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

**Week 10:****Monday, April 9<sup>th</sup>**

In class:

New vocabulary: large numbers

The Price is Right

TPRS activity

Tic Tac Throw game

Homework Assignment 10.1e: Practice Signing Large Numbers

Research figures as assigned in class from the large numbers worksheet handed out in class.

Practice signing your findings preparatory to signing the numbers in class Wednesday.

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

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

In class:

Review vocabulary

City populations

Review homework: large numbers worksheet

TPRS activity

Homework Assignment 10.2: TBA

Due Friday, April 13<sup>th</sup>

**Friday, April 13<sup>th</sup>**

In class:

Review vocabulary

Quiz on vocabulary

Homework Assignment 10.3r: Introduction to Temporal Inflection

- Watch [this Youtube video on temporal inflection](#) (7:38).
- Watch [this Youtube video on temporal inflection](#) (4:23) with the captions turned on if you wish.

Quiz on reading

Due Monday, April 16<sup>th</sup>

**Week 11:****Monday, April 16<sup>th</sup>**

In class:

New vocabulary: temporal inflection

Quiz on reading

Video clips 1 – 6

Homework Assignment 11.1r: Continuous Inflection: Waiting for a long time

- Watch this interpretation of “[Love Story](#)” (3:50), and answer the following:
  1. How does the signer interpret the English lyric "baby" (1:16)?
  2. Describe the name sign she uses for "Romeo" (1:01).
  3. How does the signer sign "yes" (3:30)?
  4. What sign does the signer sign using continuous inflection?
- Watch this D-PAN video, “[Waiting on the World to Change](#)” (3:21). Read through all the anecdotal text included in the video. What signs are signed with continuous inflection?

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

**Wednesday, April 18<sup>th</sup>**

In class:

Review homework

Video clips 7 – 12

TPRS activity

Homework Assignment 11.2r: Recurring Inflection

Watch this interpretation of “[Party Rock Anthem](#)” (3:52), and answer the following:

1. Between 2:50 and 3:09, what sign is signed recurring inflection?
2. Because the verb is not inflected in the sentence, what sign indicates recurring inflection at 2:15?

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

**Friday, April 20<sup>th</sup>**

In class:

Review homework

Video clips 13 – 18

Demonstration of signing for take-home, expressive test 5 of 5

Homework Assignment 11.3e: Take-home, Expressive Test 5 of 5: Temporal Inflection

Record and send the instructor a video of you signing the following:

1. An uninflected sentence
2. A sentence with recurring temporal inflection
3. A sentence with continuous temporal inflection

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

**Week 12:****Monday, April 23<sup>rd</sup>**

In class:

Worksheet introducing directional aspect

Review of gloss

Homework Assignment 12.1r: Glossing Happiness

Watch this interpretation of [Pharrell Williams' "Happy"](#) (4:13), and gloss how the four-line chorus is signed:

“Clap along if you feel like a room without a roof.

Clap along if you feel like happiness is the truth.

Clap along if you know what happiness is to you.

Clap along if you feel like that’s what you wanna do.”

Due Friday, April 27<sup>th</sup>**Wednesday, April 25<sup>th</sup>**

Senior Projects Day: No class

**Friday, April 27<sup>th</sup>**

In class:

Review homework

Review of classifiers

Homework Assignment 12.2r: Classifiers &amp; the Deaf Ninja

Watch [this Youtube video about the Deaf Ninja](#), and given a classifier and time index from the video, tell what each classifier is used to show:

#	classifier	time	shows
1	CLbent5	0:27	
2	CLI	0:28	
3	CLG	0:29	wires on hearing aids
4	CLG	0:36 – 0:40	whipping his younger brother with his hearing aids
5	CL5	0:40 – 0:41	shielding his face from his older brother’s hearing-aid, pseudo ninjutsu
6	CL5	0:53 – 0:58	
7	CLF	1:15 – 1:18	
8	CL5	1:22 – 1:24	
9	CLO	1:27 – 1:30	
10	CL2	1:44 – 1:48	
11	CL1 & CL4	1:58	
12	CL5	2:02 – 2:05	
13	CL2	2:06	
14	CLF & CL5	2:17 – 2:22	

Due Monday, April 30<sup>th</sup>

Homework Assignment 1.1: Deaf Community Events (20% of semester grade)

- 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, April 30<sup>th</sup>

**Week 13:****Monday, April 30<sup>th</sup>**

In class:

New vocabulary: animals

TPRS activity

Homework Assignment 13.1k: Course Evaluation

Complete the course evaluation emailed to you by the university.

Due Wednesday, May 2<sup>nd</sup>

**Wednesday, May 2<sup>nd</sup>**

In class:

Review vocabulary

TPRS activity

Homework Assignment 13.2r: Somebody that I Used to Know

Watch this interpretation of "[Somebody that I Used to Know](#)" (4:02), and answer the following:

1. What sign does the signer use as a conjunction between the lines: "Told myself that you were right for me" / "But felt so lonely in your company"? (0:33) (The signer does not sign "but".)
2. Describe the sign for "addicted" used in the line starting at time index 1:02.
3. Describe the sign for "cut me off" used in the line starting at time index 1:33.
4. How does the signer sign the line, "Reading into every word you say" on the train? (2:50)
5. What sign is she signing in the restaurant with one hand right at 3:20 that is not sung in the English song?
6. Do you think these signers are Deaf, Hard of Hearing, or hearing?

Due Wednesday, May 4<sup>th</sup>

**Friday, May 4<sup>th</sup>**

In class:

Review vocabulary

Review homework

TPRS activity

Homework Assignment 13.3: **TBA**

Due Monday, May 7<sup>th</sup>

**Week 14:****Monday, May 7<sup>th</sup>**

In class:

Review homework

Review for final exam

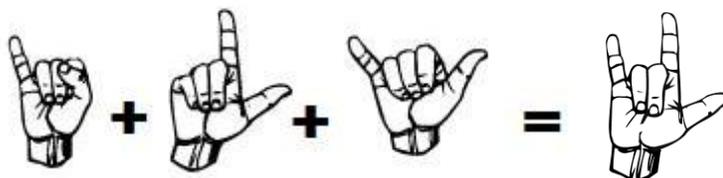
Homework Assignment 14.1k: All Good Things

[Study for the final exam](#) ahead of time. Don't cram.**Wednesday, May 19<sup>th</sup>**

Reading Day: No class

**Friday, May 11<sup>th</sup>**

Final Exam in classroom (Scott Hall room 210) 8:30 a.m. – 11:00 a.m.

**Undergraduate Academic Calendar**

Forest Grove Campus

2017-2018

**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