



WORL 201-01 Syllabus

Introduction to American Sign Language

Fall 2019

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Contents:

Course Description.....	2
Silent Time.....	2
Course Student Learning Outcomes	2
Foreign Language Core Student Learning Outcomes.....	2
Required Texts	3
Attendance Policy	3
Grading Criteria	3
Late work	3
Revisions & Retakes	3
Extensions	4
Grade Weighting.....	4
Academic Misconduct Policy	4
Support Services for Students with Learning Differences.....	4
The Center for Learning and Student Success (CLASS).....	4
Unauthorized Recordings.....	4
Office Hours & Location	4
Class Time & Place.....	4
Course Schedule.....	5
Supplementary Assignments.....	5
Week 1	6

Week 2	7
Week 3	8
Week 4	9
Week 5	10
Week 6	12
Week 7	14
Week 8	15
Week 9	16
Week 10	17
Week 11	18
Week 12	19
Week 13	20
Week 14	21
Week 15	21
Undergraduate Academic Calendar	22

Course Description: This is an intermediate course on American Sign Language and Deaf culture that continues instruction from WORL 102. Emphasis is placed on further developing proficiency to transition to the ACTFL Intermediate High level and also involvement in the Deaf community. Attendance to five Deaf community events is required for this course. Prerequisite: WORL 102 ASL.

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” upon beginning each class session.

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

- Demonstrate understanding and use of dual pronouns and rhetorical questions in ASL
- Demonstrate proficiency at the ACTFL Intermediate High level
- Create original sentences in ASL to hold simple conversations in informal, familiar situations and be understood by a sympathetic addressee
- Begin to create paragraph level of text type while conversing in ASL
- Begin to narrate and describe in major time frames and deal effectively with unanticipated complications in signed conversations

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, but Internet access is necessary

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, November 25th](#), 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 and silent-time participation: 35%
 - Attendance to five Deaf community events & accompanying reports: 20%
- Demonstration of skill development:
 - Receptive and expressive skills and knowledge of the language and culture based on assignments and quizzes: 35%
 - Receptive and expressive 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 Dean. 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.

Support Services for Students with Learning Differences: If you have documented challenges that will impede your learning in any way, please contact our Office of Accessibility and Accommodation located in Clark Hall (ext.2717; oaa@connect.pacificu.edu). OAA 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.

The Center for Learning and Student Success (CLASS): The Center for Learning and Student Success (CLASS) is located on the second floor of the Tran Library overlooking the lobby. CLASS is an open study space that offers individual tutoring, group tutoring, and guided study sessions for students. CLASS has peer tutors available from 10 a.m. through 10 p.m. Sunday through Thursday. Appointments are strongly encouraged, but not required. Check the schedule for up-to-date availability of tutors, drop-in hours, or to make an appointment: pacificu.edu/class

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: I will be available to meet with students in the UC lounge area Tuesdays 1:45 p.m. – 2:45 p.m. and Thursdays 4:00 p.m. – 5:00 p.m. You can also set an appointment to meet with me in the UC lounge area weekday evenings if necessary. If you wish to meet privately, please set an appointment with me to meet in my office, Carnegie Hall 103. 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:

Section 201-01 Monday, Wednesday, Friday 3:30 p.m. – 4:35 p.m.; Scott Hall, Room 217

Course Schedule:**Supplementary Assignments****Homework Assignment: 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: Original 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 0.3: Next Twist

Submit a suggestion for the story developed by the class of either what the character should do next or what should happen next.

Homework Assignment: 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

Post-production: video editing

Classroom Roles:

Vocabulary Scribe: writes down new signs that come up in class

Whiteboard Scribe: writes lists on the whiteboard as needed

Movie Production:

Lead Actor

Supporting Actors

Camera Operator

Narrator: instructor

Voice Interpreter

Director

Clapboard

Week 1:**Monday, August 26th**

In class:

What are you looking forward to this semester?

Review self-introductions: student interview

Non-targeted Instruction: lecture on language acquisition

Review college majors

Story Listening

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, November 25th

Homework Assignment 1.2: Read the Syllabus

- Read and familiarize yourself with the course syllabus

Quiz on reading

Due Wednesday, August 28th

Wednesday, August 28th

In class:

Imagine if...

Review how to ask for clarification and repetition

Quiz on the reading

Story Listening

Character/Story Creation

Game

Homework Assignment 1.3: Assigned from [Supplementary Assignments](#)

Due Friday, August 30th

Friday, August 30th

In class:

Weekend Plans

Which is worse?

Review ASL Parameters

Story Listening

Character/Story Creation

Game

Homework Assignment 1.4: Assigned from [Supplementary Assignments](#)

Due Wednesday, September 4th

Week 2:**Monday, September 2nd**

Labor Day: No class

Wednesday, September 4th

In class:

Weekend Review

Imagine if...

Review topic-comment structure

Review MCEs/PSE/ASL continuum

Story Listening

Character/Story Creation

Game

Homework Assignment 2.1: Assigned from [Supplementary Assignments](#)

Due Friday, September 6th

Friday, September 6th

In class:

Weekend Plans

Review role shifting

Story Listening

Character/Story Creation

Game

Homework Assignment 2.2: Assigned from [Supplementary Assignments](#)

Due Monday, September 9th

Week 3:**Monday, September 9th**

In class:

Weekend Review

Review indexing

Story Listening

Character/Story Creation

Game

Homework Assignment 3.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, September 11th

Wednesday, September 11th

In class:

Imagine if...

Story Listening

Character/Story Creation

Game

Homework Assignment 3.2: Assigned from [Supplementary Assignments](#)

Due Friday, September 13th

Friday, September 13th

In class:

Weekend Plans

Which is worse?

Story Listening

Character/Story Creation

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

Game

Homework Assignment 3.3: Take-home, Expressive Test 1 of 5: Project-based Learning

Record and share with the instructor a video of you signing the following:

Identify a problem in either the Deaf community or the Pacific University community.

Describe your understanding of the nature of the problem. Explain how this problem affects members of the community. Explain what efforts have been made so far to address this issue and how successful those efforts have been.

See also expressive test 5 of 5 in week 11 for a denouement for this project. Preparatory to that test, research possible solutions to the problem in our community that you identified. If the problem is small enough, attempt to implement efforts to solve or mitigate the problem, and report the results of your efforts. If the problem is of a larger scope, research and propose feasible solutions.

Due Monday, September 16th

Week 4:**Monday, September 16th**

In class:

Weekend Review

Review the history of ASL

Story Listening

Character/Story Creation

Game

Homework Assignment 4.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, September 18th

Wednesday, September 18th

In class:

Imagine if...

Review contrastive structure

Story Listening

Character/Story Creation

Game

Homework Assignment 4.2: Assigned from [Supplementary Assignments](#)

Due Friday, September 20th

Friday, September 20th

In class:

Weekend Plans

Review the Americans with Disabilities Act

Story Listening

Character/Story Creation

Game

Homework Assignment 4.3: Assigned from [Supplementary Assignments](#)

Due Monday, September 23rd

Week 5:**Monday, September 23rd**

In class:

Weekend Review

Review pronouns with stunning slideshow

Story Listening

Character/Story Creation

Game

Homework Assignment 5.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, September 25th

Wednesday, September 25th

In class:

Imagine if...

Story Listening

Character/Story Creation

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

Game

Homework Assignment 5.2: Take-home, Expressive Test 2 of 5: Sharing about Hobbies

Record and share with the instructor a video of you signing the following:

Tell me about one of your favorite hobbies. Describe how you become interested in it.

Explain on a basic level about the hobby and why you enjoy it. Give tips on how one can get started in that hobby.

Due Friday, September 27th

Friday, September 27th

In class:

Weekend Plans

Which is worse?

Review Deaf appropriateness

Story Listening

Character/Story Creation

Game

Homework Assignment 5.3: Deaf Appropriate Attire

- Read [this article about interpreter professionalism](#)
- Come to class dressed like a professional ASL interpreter. In addition to dressing in business attire, your clothes should not distract from your sign language, such as having a black shirt.



Yes



Nope

Due Monday, September 30th

Week 6:**Monday, September 30th**

In class:

Weekend Review

Is your shirt Deaf appropriate?

Review Deaf inappropriateness

Discuss Reading

Story Listening

Character/Story Creation

Game

Homework Assignment 6.1: Deaf Inappropriate Attire

Come to class dressed as an obviously fake interpreter, wearing something that *is* school appropriate but inappropriate for an interpreter, i.e. something that distracts from your sign language, such as a shirt that has a big logo, overly bright colors, or a distracting pattern.



Due Wednesday, October 2nd

Wednesday, October 2nd

In class:

Weekend Plans

Imagine if...

Which is worse?

Is your shirt Deaf inappropriate?

Story Listening

Character/Story Creation

Game

Homework Assignment 6.2: Assigned from [Supplementary Assignments](#)

Due Friday, October 7th

Friday, October 4th

All-faculty Conference/Fall Break: No class

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

In class:

Weekend Review

Story Listening

Character/Story Creation

Introduce dual pronouns

Game

Homework Assignment 7.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, October 9th

Wednesday, October 9th

In class:

Imagine if...

Story Listening

Character/Story Creation

Game

Homework Assignment 7.2: Take-home, Expressive Test 3 of 5: Dual Pronouns

Record and send me video of you signing the following: Original sentences using three different dual pronouns including an example of one that includes the addressee, one that includes the signer, and one excludes both the signer and addressee.

Due Monday, October 14th

Friday, October 11th

Confederation in Oregon for Language Teaching Fall Conference: No ASL class

Week 8:**Monday, October 14th**

In class:

Weekend Review

Review classifiers

Story Listening

Character/Story Creation

Game

Homework Assignment 8.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, October 16th

Wednesday, October 16th

In class:

Imagine if...

Review ASL phrases

Story Listening

Character/Story Creation

Game

Homework Assignment 8.2: Assigned from [Supplementary Assignments](#)

Due Friday, October 18th

Friday, October 18th

In class:

Which is worse?

Story Listening

Character/Story Creation

Game

Homework Assignment 8.3: Assigned from [Supplementary Assignments](#)

Due Monday, October 21st

Week 9:**Monday, October 21st**

In class:

Review Temporal Inflection

Story Listening

Character/Story Creation

Game

Homework Assignment 9.1: Assigned from [Supplementary Assignments](#)Due Wednesday, October 23rd**Wednesday, October 23rd**

In class:

Imagine if...

Review rhetorical questions

Story Listening

Character/Story Creation

Game

Homework Assignment 9.2: Assigned from [Supplementary Assignments](#)Due Friday, October 25th**Friday, October 25th**

In class:

Weekend Plans

Which is worse?

Review gloss

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

Story Listening

Character/Story Creation

Game

Homework Assignment 9.3: Take-home, Expressive Test 4 of 5: Rhetorical Questions

Review [Questioning Facial Expressions](#), and then record and send me video of you signing the following:

- A rhetorical question using the appropriate facial expressions and the sign “why?”, “reason?”, or “for-for?”
- A rhetorical question using the appropriate facial expressions and the sign “how?”
- A rhetorical question using the appropriate facial expressions and the sign “do-do?”

Due Monday, October 28th

Week 10:**Monday, October 28th**

In class:

Weekend Review

Review large numbers: The Price is Right

Introduce Homework

Story Listening

Character/Story Creation

Game

Homework Assignment 10.1: Assigned from [Supplementary Assignments](#)Due Wednesday, October 30th**Wednesday, October 30th**

In class:

Imagine if...

Story Listening

Character/Story Creation

Game

Homework Assignment 10.1: Assigned from [Supplementary Assignments](#)Due Friday, November 1st**Friday, November 1st**

In class:

Weekend Plans

Which is worse?

Story Listening

Character/Story Creation

Game

Homework Assignment 10.3: Assigned from [Supplementary Assignments](#)Due Monday, November 4th

Week 11:**Monday, November 4th**

In class:

Weekend Review

Review Directional Inflection

Story Listening

Character/Story Creation

Game

Homework Assignment 11.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, November 6th

Wednesday, November 6th

In class:

Imagine if...

Story Listening

Character/Story Creation

Game

Homework Assignment 11.2: Assigned from [Supplementary Assignments](#)

Due Friday, November 8th

Friday, November 8th

In class:

Weekend Plans

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

Story Listening

Character/Story Creation

Game

Homework Assignment 11.3: Take-home, Expressive Test 5 of 5: Project-based Learning

Record and share with the instructor a video of you signing the following:

Report the results of your research and/or efforts to address the problem in our community that you identified as part of expressive test 1 of 5 in week 3.

You were to identify a problem in either the Deaf community or the Pacific University community. Then, you were to research possible solutions to the problem. If the problem is small enough, you were to attempt to implement efforts to solve or mitigate the problem, and report the results of your efforts. If the problem is of a larger scope, you were to research and propose feasible solutions.

Due Monday, November 11th

Week 12:**Monday, November 11th**

In class:

Weekend Review

Review animals

Story Listening

Character/Story Creation

Game

Homework Assignment 12.1: Assigned from [Supplementary Assignments](#)Due Friday, November 13th**Wednesday, November 13th**

In class:

Imagine if...

Story Listening

Character/Story Creation

Game

Homework Assignment 12.2: Assigned from [Supplementary Assignments](#)Due Friday, November 15th**Friday, November 15th**

In class:

Weekend Plans

Introduce Homework

Story Listening

Character/Story Creation

Game

Homework Assignment 12.3: Assigned from [Supplementary Assignments](#)Due Monday, November 18th

Week 13:**Monday, November 18th**

In class:

Weekend Review

Introduce Homework

Story Listening

Character/Story Creation

Game

Homework Assignment 13.1: Course Evaluation

Complete the course evaluation emailed to you by the university.

Due Wednesday, November 20th

Wednesday, November 20th

In class:

Imagine if...

Story Listening

Character/Story Creation

Game

Homework Assignment 13.2: Assigned from [Supplementary Assignments](#)

Due Wednesday, November 22nd

Friday, November 22nd

In class:

Which is worse?

Story Listening

Review Homework

Character/Story Creation

Game

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, November 25th

Week 14:**Monday, November 25th**

In class:

Turn in assignment 1: Report on Deaf community events

Weekend Review

Introduce Homework

Story Listening

Character/Story Creation

Game

Homework Assignment 14.1: Assigned from [Supplementary Assignments](#)Due Monday, December 2nd**Wednesday, November 27th**

No class for Thanksgiving

Friday, November 29th

No class for Thanksgiving

Week 15:**Monday, December 2nd**

In class:

Review homework

Review for final exam

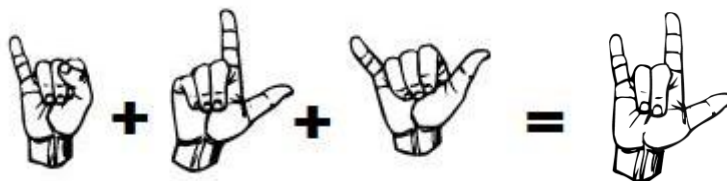
Homework Assignment 15.1: All Good Things
[Study for the final exam](#) ahead of time. Don't cram.**Wednesday, December 4th**

Reading Day: No class

Friday, December 6th

Final Exam noon – 2:30 p.m.

Location to be announced



Undergraduate Academic Calendar

Forest Grove Campus

2018-2019

2019 SPRING SEMESTER

JANUARY

January TBA International Student Orientation

January TBA New Student Orientation

January 28 First day of courses

FEBRUARY

February 1 Last day to add 1st half semester courses

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

February 1 Last day for initial registration for new students, or those readmitting or returning from leave of absence

February 8 Last day to add full semester courses

February 8 Last day to drop full semester courses with no record

February 26 Last day to withdraw from 1st half semester courses

MARCH

March 13 Last day of 1st half semester courses

March 14-20 Final Examinations for 1st half semester courses

March 14 First day of 2nd half semester courses

March 20 Last day to add 2nd half semester courses

March 20 Last day to drop 2nd half semester courses with no record

March 25-29 Spring Break (no courses held)

APRIL

April 1 Advising Begins for current students for Summer Term and Fall Semester

April 12 Last day to withdraw from full semester courses

April 19 Last day to withdraw from 2nd half semester courses

April 19 Advising Ends for current students for Summer Term and Fall Semester

April 24 Senior Projects Day (no courses held)

MAY

May 7 Last day of courses

May 8 Reading Day

May 9-11 Final Examinations

May 13-14 Final Examinations

May 18 Commencement

2019 SUMMER TERM

MAY

May 20 First day of courses for Term I

May 27 Memorial Day Holiday (no courses held) Courses conclude on the date printed in the schedule

JUNE

June 17 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 15 First day of courses for Term III Courses conclude on the date printed in the schedule