



Lamar University
Department of Deaf Studies and Deaf Education
Syllabus for DSDE 1371-01
American Sign Language I
Spring 2018

Instructor : ChongMin Lee, Ph.D
Office Hours : M/W 9:00 am - 10:10 am, M: 3:40pm-5:20pm, and By Appointment
Office Location : Communication Building, Room #109-E
Email : chong.lee@lamar.edu
Video Phone : 409-299-4672
Class Time : M/W/F 8:00 am - 8:55 am
Class Location : COM #115

CATALOG DESCRIPTION:

This course is an introduction to the basic skills in production and comprehension of American Sign Language (ASL). It includes the manual alphabet and numbers, vocabulary, grammar, sentence structures, conversational strategies, and cultural/language notes. This course will assist the student in developing conversational ability; culturally appropriate behaviors and exposes students to ASL grammar (Transfers as TCCN SNGL 1301). Offered: Fall and Spring

COURSE DESCRIPTION:

This course is designed for students with little or no previous knowledge of American Sign Language (ASL). Students will acquire basic grammar and vocabulary that will enable them to communicate in ASL at a beginner's level. The course includes introductory vocabulary, fingerspelling/numbers, basic grammatical structure, facial expressions, basic sentence construction, and an introduction to Deaf Culture, including cultural practices. **ASL is the language of course instruction.**

Prerequisites: None

Texas Teachers Certification (TEA) Standards.

- This course addresses the following Texas State Educator Standards for American Sign Language (ASL) Standards I, II, III, IV, V and VI.
 - 1. 2k, 2.2k, 3.10k, 4.1k, 4.3k, 4.4k, 4.6k, 4.7k
 - 2. 1s, 4.1s, 5.3s, and 6.7s
- For a complete listing of standards and applications, see the link below:
http://www.tea.state.tx.us/index2.aspx?id=25769814364&menu_id=2147483671&menu_id2=794

TEXTS/MATERIALS:

- 1) Cohen, L. (1994). *Train Gone Sorry*. New York, NY: Houghton Mifflin Company.
- 2) Smith, C., Lentz, E., & Mikos, K. (2008). *Signing Naturally Unit 1-6: Student Workbook and DVD*. San Diego, CA: DawnSignPress.

STUDENT OUTCOMES:

- A) Vocabulary Development
1. The student will be exposed to vocabulary items in Units 1-6 of *Signing Naturally*.
 2. Given a set of targeted vocabulary items drawn from class items and videos, the student will demonstrate comprehensive mastery of vocabulary items.
- B) Grammatical Features
1. The student will demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
 2. The student will be exposed to short dialogue in ASL as directed by the instructor.
- C) Conversational Skills
1. The student will demonstrate comprehension and conversation facilitating behaviors.
 2. The student will demonstrate comprehension and production of regulating behaviors (i.e. attention getting techniques, turn taking signals, and others)
 3. The student will be exposed to short narratives and stories in ASL told by the instructor, Deaf users of ASL or ASL DVD.
 4. The student will demonstrate the ability to initiate, conduct and terminate a short content-specific conversation.
- D) Cultural Awareness
1. The student will read/see information on Deaf Americans, ASL, and its history. The student is responsible for reading the text, *Train Go Sorry*. Text cultural information will be discussed during class.
 2. The student will attend social functions/events at which members of the Deaf community are present.

Topics to be covered:

Units	Topic	Objectives
Unit 1	Getting to know you	Getting to know you, number: 1-15, fingerspelling, same or different, introducing self, wh-question: WHO, specifying where, giving commands: objects in classroom, following instructions, culture: getting attention. Reading Assignments - Chapters 1-4
Unit 2	Exchanging Personal Information	Giving information about yourself, number: 16-29, identifying locations: tic-tac-toe, narrating experiences with languages, fingerspelling, talking about leisure activities, describing shapes, identifying people, fingerspelling double letters, negotiating a signing environment, wh-question: "what" Reading Assignments – Chapters 5-8
Unit 3	Discussing Living Situation	Telling where one lives, giving commands: locations, communicating with faces, fingerspelling: moving letter Z, discussing one's residence, giving basic directions: around the classroom, following instructions, number: 30-66, talking about roommates and pets, express needs, fingerspelling: down letters P,Q,Y, telling how long, raveling to school or work. Reading Assignments – Chapters 9-12

Unit 4	Talking about Family	Talking about immediate family, negation, rocking numbers 67-98, have, like, want and need, talking about siblings, fingerspelling: moving Letter J, telling how old, talking about extended family, review cardinal number 1-100, culture: maintaining a clear sightline. Reading Assignments – Chapters 13-16
Unit 5	Talking about Activities	Talking about everyday activities, Agreement Verbs, Fingerspelling words with G and H letters, Talking about Chores, Asking if done, Talking about Errands, Telling how often, Talking about activities with others, talking about what one does for a living, and Putting it all together. Reading Assignments- Chapters 17-18
Unit 6	ASL Storytelling	Using ASL Linguistic Structures including facial expressions, role shift, classifiers, pausing, clear finger spelling, and eye-contact with audience 1. Timber 2. The Gum Story 3. The Gallaudet and Clerc Story 4. Wrong Numbers 5. If only I could fly 6. A True Fish Story 7. I Wanna Be Different 8. Ghost in My Room

ASL Grammar Components to be covered:

1. Parameters of a sign
2. Signer's perspective
3. Size and shape Specifies
4. Locatives and Perimeters
5. Topicalization
6. Constrastive Structure
7. Time line and Time indicators
8. Negate Sentences
9. Directions (Agreement) verbs
10. Techniques of Fingerspelling and Cardinal and ordinal Numbers 1-100
11. Wh-Questions/Yes-No Questions
12. Classifier, etc

COURSE GRADING SYSTEM:

You will be evaluated continually throughout the semester on your expressive and receptive skills. You will also be evaluated on your preparation for class activities, your assignments outside of the class, reading assignments. **What you earn is what you deserve.**

Final Percentages and Corresponding Grades

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

		Point value	Weight (percentages)
Attendance and Participation		120	12%
Assignments	ASL Social Events	100	45%
	ASL Lab Activity Sessions	100	
	Self-Video Assignments (Gum & Timber Stories)	200	
	Reading Assignments (TGS)	50	
Exams	Comprehensive Tests	350	43%
	Expressive Tests	80	
TOTAL CLASS POINTS		1000 points	100%

Classroom Policies:

1. Class Attendance and Participation (120 Points Total):

- **Class attendance is mandatory! One unexcused absence will result in 4 points being deducted.**
Students who repeatedly arrive late to the lecture or recitation will have their class participation grade lowered. Please sign the attendance sheet when you come to the class. Exceptions may be given with University approved absences and appropriate documentation. The instructor may count a student as absent if the student is engaged in any other activities not related to this class (i.e., talking, texting, work for a different class, etc). If you must miss a class, make your best effort to let me know in advance. Documentation is also expected for any absences (e.g., documented medical reasons, documented family's emergency, documented participation in athletic events, etc).
- **Speaking/Mouthing** will not be tolerated during class time because ASL is a visual language. From the minute you enter the classroom, you are expected to optimize your visual reception by not using your voice at all during the class period. In addition to learning ASL, you will experience cross-cultural interaction between deaf and hearing people during classes. As a visual learner, it is important that you recognize and respect the visual language as well as Deaf culture and community. Using your voice during class time can be disruptive and distracting to other students, including your instructor.
- Any clothing would impede ASL learning such as gloves, sunglasses, headphones and/or covered hoods will not be permitted. The instructor will ask students to remove clothing items, including not listed in this syllabus, if they seem to be impeding with the visual mode of learning ASL, throughout the semester.
- **Cell phones, pagers, iPods, etc. are not to be used EVER during class activities, not even for video recording.** There is NO NEED to take notes on your laptop. All notes and PowerPoint files will be provided on the BlackBoard (BB).
- **Student Expectations:**
 - Attend classes regularly and participate in all ASL activities.
 - Respect the no Talking/Mouthing policy, and respect your classmates as well as your instructor
 - Memorize and practice the ASL vocabulary you have learned from previous lessons.
 - Submit your assignments on time. **No Late assignments will be accepted!**
 - **No make-up exams.**
 - Check your LU emails and Blackboard class site on a regular basis.

2. Assignments (450 points Total, 45%):

A. ASL Social Events (100 points Total, 10%):

- Throughout the semester, there will be several opportunities for you to attend and participate in Deaf Events. The overall experience will provide you with opportunity to recognize and understand differences and similarities between the languages and cultures of deaf and hearing communities, as well as to enhance your ASL skills. You are required to attend or participate in at least three different deaf social events once per month during the semester, and you should expect at least two hours of interacting with signers in each event. You will need to submit the verification of your attendance after you complete the event. Please submit your verification in BB. Guidelines for this event will be provided on BB. If you happen to hear of any relevant events not posted, please share with me then I will pass them along to your classmates.
- **Plan Ahead – do not wait until the last minute!**

B. ASL Lab Activity Sessions (100 points Total, 10 points each, 10%):

- Throughout the semester, 12 ASL Lab sessions will be offered. You are required to attend at least 10 weekly lab sessions in order to receive a full credit for this assignment. Each session is worth 10 points. ASL is a visual language and it is impossible for you to learn how to sign only during three hours of classes per week. ASL Lab will provide you with the opportunities to receive feedback on your signing skills and assignments if possible. All ASL students will be assigned a ASL Tutor. You will need to pick up a specific day/time and a ASL Tutor chosen by you to work on your ASL skills and complete specific tasks assigned by the instructor throughout the semester. Information regarding ASL Lab will be posted on BlackBoard as well as discussed in class. The first lab session will begin either on the second or third week of the semester.

C. Self-Video Assignments (Total 200 points: Each 100 points, 20%):

- You will complete and submit these video assignments on BlackBoard. You will be given time to practice your signing skills before you actually have your assignments video-recorded. Details will be discussed at a later date in class. The story should be memorized and recorded on Webcam. The videos should be approximately 3 minutes for Gum Story and 6 minutes for Timber Story in length. Please make a note on the quality of video and background. You need to wear a solid shirt that contrasts your skin color. You also need to use one color background and adequate light to see your face and hands. You will not be allowed to wear caps or bulky tops with hoods that may interfere with the visibility of your facial expressions and usage of signing. Points will be deducted for inappropriate background/lighting as well as headwear and clothing. This is your opportunity to show your best in signing ASL while you reenact these stories.

Expressive Assignment #1 : “Gum Story”	Expressive Assignment #2 : “Timber”
<p>Time limit: approximately 3:00 minutes</p> <p>You will be evaluated on the following:</p> <ul style="list-style-type: none"> Sign Clarity Fingerspelling Clarity Topic-Comment Structure Facial Expression Use of Sign Space Fluency Pronominalization/Pronoun Referents Comprehensible descriptions Non-manual behavior 	<p>Time limit: approximately 6:00 minutes</p> <p>You will be evaluated on the following:</p> <ul style="list-style-type: none"> Sign Clarity Fingerspelling Clarity Topic-Comment Structure Facial Expression Use of Sign Space Fluency Pronominalization/Pronoun Referents Comprehensible descriptions Non-manual behavior Use of Time/Number Concept Signs Use of Modals Use of Classifiers

D. Reading Assignments (50 points total, 10 points each, 5%): Train Go Sorry (TGS)

- You are required to complete 5 different reflection assignments based on 18 chapters (Four chapters per assignment and a total of five assignments through the semester). Reading questions will be posted on the BlackBoard. This assignment is intended to help you synthesize the readings and guide you to think about the focus of the week's topic. See your class meeting outlines for the deadline for each assignment.
 - 0 point: Does not address topic, no integration of issues among readings.
 - 4 point: A summary of the reading and reflective of issues read.
 - 7 points: Attempts to integrate issues related to the topic.
 - 10 points: Reflective, integrative responses that raise on the question the reading.

❖ **Expectations for Assignments**

- **Electronic submission issues/problems:** A problem with computer equipment and/or Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or wireless hotspot.
- **Submission of Assignments:** Assignments are due on the date designated. It is your responsibility to complete and submit your assignment as indicated in a timely manner. The instructor reserves the right to decide which assignment(s) may be accepted late. If special circumstances occur, any accepted late assignments should be submitted by the following class meeting and will be penalized one letter grade.
- **Blackboard Assignments:** The instructor reserves the right to have students upload all assignments through the Blackboard assignment area. Assignments submitted by other methods (email, hard copies, etc.) are generally not accepted. This process allows you to receive feedback more quickly. Students are encouraged to check the "My Grades" area in Blackboard to ensure that their assignments have been received and graded. If you are concerned that an assignment has not been graded, there may be a problem, so please contact your assistant professor immediately.
- **Availability:** I will be available to meet you during my office hours. I may be able to meet with you other times depending on my schedule and your situation. This class is hard work. Feel free to stop by or make an appointment during my office hours. You are also welcome to contact me via email at anytime. I will respond to emails as quickly as I can: Monday-Friday. During the weekends, I will not guarantee prompt responses. If you have questions about the course, materials, deadlines, etc., please check your syllabus, or ask for a classmate prior to contacting your instructor.

3. Exams (430 points Total, 43%):

A. Comprehensive Tests (350 Points Total, 35%):

- There will be three comprehensive tests at the end of Unit 1, 2/3, and 3/ 4/5 to help you to track your own progress. The exam will cover all materials including drawing, vocabulary, numbers, fingerspelling, sentences, and cultural knowledge/grammar knowledge. A missed test will be given a score of zero unless you have a verifiable and legitimate reason. **Each exam date will be announced in class at least one week prior to the exam date.**

B. Expressive Tests (80 points Total, 8%):

- At the end of the semester, there will be an expressive test designed to help the development of your expressive skills in ASL. It will be in the interview format. The expressive evaluation will be given to each student on the designed date in class. The instructor will ask some questions from a list of sample questions that will be provided in class and then you respond to the questions in ASL. If you miss a class for illegitimate reasons, you will get a zero on the exam. **The exam date will be announced in class at least two weeks prior to the exam date.**

Important Information: University Polices

Academic Honesty:

Students are specifically warned against all forms of cheating and plagiarism. Students seeking guidance to avoid plagiarism should consult the course instructor, recent handbooks, or the University Writing Center.

ASL teacher education and Interpreting students are expected to conduct themselves in a professional manner both in classes and in field placements. **Academic dishonesty will NOT be tolerated on tests or out-of-class assignments. Should you be found responsible for a dishonest incident, you WILL receive a grade of “F” on the assignment and/or a reduction of the grade for the course.**

Punishments are also at the discretion of the faculty member, and may be appealed to the department chair, dean, and Associate Vice President for Academic Affairs. Flagrant or repeat violations may warrant further discipline by the university including probation and suspension. Please check the Lamar University Handbook and Undergrad Catalog for policies on academic dishonesty.

Disability Statement

“Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications Building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For Students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.”

Syllabus Change: While every effort has been made to make the syllabus as complete as possible, the instructor reserves the right to make changes in the assessments, assignments, due dates, content, and test dates. If any such changes are made, students will be informed as soon as possible.

Drop/Add/Withdraw: It is the Student’s responsibility to make sure she or he is officially enrolled in this class. If, at any point, you decide to drop this class, it is your responsibility to officially drop it. Any student who stops attending class and does not officially drop the class will be given the grade they earned up to the point they stopped attending divided by the total number of points for all assignments.

Class Attendance: Attendance is mandatory! After the first absence, students missing class will receive a 50% reduction off their Class Participation/Attendance Grade. Exceptions /may be given with University approved absences and appropriate documentation. The Instructor may count a student absent if the student is engaged in any activity not related to the class (i.e., talking, texting, work for a different class, etc).

Late Assignments: Generally, late assignment are not accepted. Students should discuss specific needs with the professor. All due dates for assignments will be outlined by the Instructor or found on Blackboard.

Submission of Assignments: Assignments are due on the date designated. The instructor reserves the right to decide which assignment(s) may be accepted late. If special circumstances occur, any accepted late assignments should be submitted by the following class meeting and will be penalized one letter grade.

Blackboard Assignments: The instructor reserves the right to have students upload all assignments through the Blackboard assignment area. Assignments submitted by other methods (email, hard copies, etc.) are generally not accepted. This process allows you to receive feedback more quickly. Students are encouraged to check the “My Grades” area in Blackboard to ensure that their assignments have been received and graded. If you are concerned that an assignment has not been graded, there may be a problem, so please contact your assistant professor immediately.

Classroom Disruptions: Students are expected to behave as professionals at all times. Any activity that disrupts class is not acceptable. This includes, but is not limited to, using electronic devices, chatting with friends, arriving

very late, frequently entering/exiting classroom, misuse of interpreter, blatant disrespect to peers, consistently monopolizing the discussion, inappropriate behaviors, etc. If asked by the professor to leave the room; you will receive an absence for the session. If the professor asks you to leave the room and you refuse, campus security may be contacted. Please interact appropriately so this does not need to occur. Again, Lack of professionalism may influence annual evaluations and reviews by faculty. These reviews are submitted to Project Directors who determine DSDE scholarships and grants. Do not allow negative behaviors to adversely affect your scholarships!

Course Evaluations: Lamar University encourages students to evaluate the online courses they take and the instruction they receive via and contract with a national company, OnlineCourseEvaluations.com. LU faculty and administrators developed the evaluation instruments. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last day of classes. Students will be notified of the specific dates at their LAMAR e-mail addresses. If course evaluations are given during summers, mini semesters, and other compressed terms evaluation windows are extended past the last class. Evaluations are completely anonymous, and neither LU faculty nor LU administrators have the ability to determine the name of any student who completes a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. After the semester has ended and grades have been awarded, the professor can access the results of my course evaluations, to include all student comments. Analysis of the data and student comments and suggestions are often used to make changes in course content and delivery. They results of course evaluations are also used by chairs and deans as one factor in divisions involving merit pay, tenure, and promotion. Both the administration and teaching faculty take your input via course evaluations very seriously, and you are encouraged to participate in this process. Any questions or comments you have about the process should be addressed to Dr. Jarrod Rossi, University Assessment Coordinator, at 409-880-2385 or jarrod.rossi@lamar.edu.

Sexual Harassment: In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

Professionalism/Decorum: Professionalism and collegiality are important factors in teaching and learning. Positive interactions and support of peers is crucial to the learning process.

Email: Your lamar.edu email address will be the official method of electronic communication for this class. You should plan on utilizing lamar.edu for class announcements and emails from the instructor.

Academic Continuity: In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website homepage (www.lamar.edu) for instructions about continuing courses remotely.

**Emergency Procedures – the following is required:
Emergency Procedures:**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

Many types of emergencies can occur on campus: instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows and doors.

Violence/Active Shooter (CADD):

- **Call:** 8-3-1-1 from a campus phone; 880-8311 from a cell phone. Note: calling 911 from either a campus phone or cell phone will contact the Beaumont City Police Dispatch rather than the LU police.
- **AVOID:** if possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY:** barricade the door with desks, chairs, bookcases or other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract, and/or defend yourself and others from attack.

Academic Continuity Statement- The following is required:

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

Important Dates:

January 16	First day of class for the Spring semester
January 19	Application for May 2017 graduation begins
January 31	12 th class day – Last day for full refund only on dropped courses (not withdraw)
February 12	20 th class day – Final non-payment purge after 5 PM
February 19	Last day drop or withdraw without academic penalty (by 5pm)
March 12-16	Spring Break
April 03	Last day for undergraduate students to apply/pay for May 2018 graduation
April 04	Last day drop or withdraw with academic penalty (by 5pm)
April 30	Last MWF class day for Spring 2018 (no exams or assignments)
May 01	Final examinations begin at 5 PM
May 02 -08	Final Examination

CLASS MEETINGS OUTLINE: ASL I

This schedule reflects topics and assignments for the dates listed and is subject to change. Any changes will be announced in class, by email, and posted on Blackboard.

Session	Date	Course Content	Assignments
Week 1	Jan 17/19	Introduction/course Overview Self-Introduction	Reading assignment
Week 2	Jan 22/24/26	Unit 1.1-1.6 (Fingerspelling and numbers)	
Week 3	Jan/Feb 29/31/2	Unit 1.7-1.12	Train Go Sorry #1: 2/3/2018 by 11pm
Week 4	Feb 5/7/9	Unit Review Comprehensive Test #1 Unit 2.1-2.2	
Week 5	Feb 12/14/16	Unit 2.3-2.5 Gum Story	
Week 6	Feb 19/21/23	Unit 2.6-2.12	Train Go sorry #2: 2/24/2018 by 11pm
Week 7	Feb/March 26/28/2	Unit Review Unit 3.1-3.2	Deaf/ASL Social Event #1: 2/28/2018 by 11pm
Week 8	March 5/7/9	Comprehensive Test #2 Unit 3.3-3.6	Gum Story: 3/7/2018 by 11pm Train Go Sorry #3: 3/9/2018 by 11pm
SPRING BREAK MARCH 12-16			
Week 9	March 19/21/23	Unit 3.7-12	
Week 10	March 26/28/30	Unit 3.13-16	Deaf/ASL Social Event #2: 3/30/2018 by 11pm Train Go Sorry #4: 3/31/2018 by 11pm
Week 11	April 2/4/6	Unit 4.1-4.5 Timber Story	
Week 12	April 9/11/13	Unit 4.6-4.12	
Week 13	April 16/18/20	Unit 4.13-4.15	Train Go Sorry #5: 4/18/2018 by 11pm
Week 14	April 23/25/27	Unit 5	
Week 15	April 30/	3/4/5 Review	Timber Story: 4/28 by 11pm Deaf Social Event #3: 4/30/2018 by 11pm ASL Lab: 4/30/2018
Final Exam	May 7 8:00-10:30am	Comprehension Test #3 Expressive Test	