

*Three Rivers*

**SYLLABUS**

**AMERICAN SIGN LANGUAGE II - 10546 - K102**

**Three Rivers Community Technical College  
Mahan Drive, Norwich, CT 06360**

**Room 311**

**Monday -& Wednesday, 3:30 - 4:50 p.m.**

**Pamela J. Thompson**

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**Spring 2008**

### **Course Description**

This interactive course will focus on expanding the student's ability to communicate in American Sign Language through classroom instruction and practice as well as out of class readings and practice. The instructional approach will be holistic, exploring all aspects of the language – mechanics, culture, environmental concerns and interpreting.

### **Goals and Objectives**

1. Students will be given the opportunity to gain knowledge and develop skills necessary to communicate holistically in sign language.
  - Expand vocabulary expressively and receptively by approximately 600-700 vocabulary words.
  - Form signs with accuracy, fluency and clarity.
  - Appropriately select and utilize signs for clear and accurate communication.
  - Appropriately and accurately incorporate facial expressions and body language to communicate effectively in sign language.
  - Expand knowledge and use of the grammar and syntax of sign language.
  - Be able to carry on a complex conversation using learned vocabulary and grammar.
  - Continue improvement of clear and accurate fingerspelling and development of the ability to smoothly integrate fingerspelled and signed words into conversation.
  - Develop a beginning foundation of interpreting skills.
2. Students will have the opportunity to develop a deeper understanding of deaf culture.
  - Expand knowledge about the differences between hearing and deaf cultures.
  - Develop insight to, understanding of and empathy for the experiences of being deaf and learning to communicate in a predominantly hearing world.

### **Materials**

- Required Text: Learning American Sign Language Second Edition with video tape Tom Humphries & Carol Padden.
- Supplemental materials will be provided by the instructor

### **Procedure**

1. Classroom instruction of language components.
2. Modeling of target language.
3. Practice using target language in and outside of class.
4. Interaction with native users of target language.
5. Classroom discussions, presentations and activities.
6. Experiential activities written up as mini papers.

## Method of Evaluation

Students gain proficiency/mastery at different rates. Each student is capable of achieving proficiency/mastery in ASL and will be given every opportunity to do so. Evaluation of this course will be based on a point system consisting of 1000 points, which are divided among the following categories. All assessments are cumulative.

1. **Presentations/Exams – 30% (300 points)** Students will prepare 2 presentations during the semester. The presentations will be interactive among the entire class. Both the expressive skills of the presenter and the receptive skills of the audience members will be evaluated. Each presentation/exam will also include a written section on theory. Quality of signing is an important component of presentations/exams. Evaluation of each presentation/exam will always include the following criteria as well as aspects of the current lessons.

- Clarity and fluency of signs
- Choice of signs
- Correct usage/grammar
- Appropriate use of facial expressions and body language
- Clear formation and appropriate use of fingerspelling
- Confidence

Each of these presentations/exams is worth 150 points divided into 3 parts for a total of 300

Expressive – 100 points/presentation = 250 for semester.

Receptive – 25 points/presentation = 50 for semester.

Theory – 25 points/presentation = 100 for semester

2. **Quizzes – 35% (350 points).** Quizzes will be used to assess your progress and to show you where you need to focus your energy. There will be 10 quizzes throughout the semester. Worth 35 points each.
3. **In Class Cooperative Activities – 10% (100 points)** Students will participate in 2 class cooperative activities/projects worth 50 points each. Ability to communicate using ASL will be evaluated.
4. **Mini Papers – 17% (170 points).** Each student will be required to write 4 mini papers as follows:

- Two (2) minis are to be 1 1/2 -2 pages typed or neatly written using the guidelines listed below. Instructor will provide instructions and/or reading materials. Each of these minis will be worth 35 points for a total of 70 points
- Two (2) minis will be experiential in nature, about which students will write 2-4 pages (typed or neatly handwritten) using the guidelines listed below. Each of these minis will be worth 50 points for a total 100 points.

Focus questions will be handed out for each mini. However, your responses are not limited to responding to these questions. Guidelines for ALL four Mini Papers:

- How has this experience/material impacted you?
- How will you use this information?

- Does this information/activity change the way you think? If so how and why?
- Each mini is a representation of YOUR thoughts, YOUR feelings/beliefs, YOUR impressions, YOUR agreements/disagreements and why.

**Mini papers that do not satisfy the above requirements will be given back to the student to redo and will receive no credit until the criteria are satisfactorily completed.**

3. **Final – 8% (80 points).** Class activity in the community – to be announced.

**Those students who show proficiency/mastery of the goals and objectives by the end of the semester will receive grades accordingly. (C= proficiency; B = above proficiency; A= mastery)**

**Each student has the opportunity to earn a total of 1000 points.**

	<b>A = 935 – 1000 points</b>	<b>A- = 900 - 934</b>
<b>B+ = 865 - 899 points</b>	<b>B = 825 – 864</b>	<b>B- = 800 – 824</b>
<b>C+ = 765 - 799 points</b>	<b>C = 725 – 764</b>	<b>C- = 700 – 724</b>
<b>D+ = 665 – 699 points</b>	<b>D = 630 – 664</b>	<b>D- = 600 - 629</b>

Students' grades are kept on a progress form and students will receive a progress report during the semester (October 22<sup>nd</sup>.) Each student can track his/her own progress as well on the enclosed copy of the progress form.

### **Miscellaneous Expectations and Information:**

Class begins **promptly** at 6:30 p.m. and procedures will not be delayed to accommodate late-comers. **Consistent practice** using sign is of utmost importance if students are to master the language. Therefore, students will be expected to spend time out of class practicing the language alone, with partners, in conversations, in a mirror, etc. Any public library will have or be able to get through inter-library loan videos and books on ASL.

### **Early Warning**

All students will receive interim progress report on March 31<sup>st</sup>.. If you are having ANY difficulty for any reason, please see me as early as possible to discuss ways of assisting you to be successful in this class.

### **College Withdrawal Policy**

Students may withdraw, in writing at the Registrar's Office for any reason until the end of the 10<sup>th</sup> week of classes. **NOTE: At this time you MUST have your instructor's or advisor's signature.**

### **Disabilities Statement**

If you have a hidden or visible disability, and believe you will need accommodations for this class, then it is your responsibility to John Perch, who is coordinating services to students with

disabilities, or Chris Scarborough, Disabled Student Counselor. Please note that I cannot provide accommodations based upon a disability until I have received an accommodation letter from either of these individuals.

**What you can expect from me**

- To be to class on time (early in most cases!)
- To be prepared
- To hold class for the entire class period
- To return corrected work the next class period after it is collected as often as possible
- To give you my best effort in sharing what I know about American Sign Language and the Deaf
- To work with each individual to assist her/him to successfully complete this course.

I can be available for extra assistance before class in the adjunct office and will be happy to make other arrangements when needed.

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***If at any time you have concerns or questions about what is expected, how you are progressing, your grades, or anything else, please see me right away.***

**For Information regarding school cancellations due to weather  
call TRCC at 860-886-0177**

This schedule is subject to change due to life! We will be flexible!



Unit	Date	Agenda
1 – 10	W 1/23	Welcome Back - Course Overview – Review
	M 1/28	Continue with review – “Unique Me” papers due
	W 1/30	Mini #1 due – “Letters”- Quiz #1
11	M 2/4	
	W 2/6	Quiz #2
12	M 2/11	
	W 2/13	Quiz #3
13 – 14	M 2/18	
	W 2/20	In Class Activity/Project #1
15	M 2/25	
	W 2/27	Quiz #4
16	M 3/3	Mini #2 due – “TV/Video Viewing”
	W 3/5	Quiz #5
17	M 3/10	
	W 3/12	Quiz #6
NO CLASS WEEK OF 3/17 – 3/22 – SPRING BREAK		
18	M 3/24	Mini #3 Due - <i>Deaf Experience</i> ”
	W 3/26	Presentation #1
19	M 3/31	Progress Report
	W 4/2	Quiz #7
20	M 4/7	
	W 4/9	Quiz #8
21	M 4/14	Substitute Teacher – “ <i>Unique Me</i> ”
	W 4/16	Quiz #9
22-23	M 4/21	In Class Activity/Project #2
	W 4/23	
24	M 4/28	
	W 4/30	Mini #4 Due – “ <i>Community Event</i> ” Quiz #10
	M 5/5	Presentation #2
	5/5 OR 5/12	FINAL EXAM

### **MAKE-UP WORK & EXTRA CREDIT**

1. Missed quizzes **MUST** be made up as soon as possible.
2. Missed presentations **MUST** be made as soon as possible after scheduled date. Due to the nature of presentations, only the expressive and theory portions will be able to be made up.
3. All minis that fulfill the requirements will receive full credit.
4. Students are encouraged to be sure they do not miss In Class Activity/Projects due to their interactive nature. Make ups will be viewing an ASL video and doing a 4 page write up in response to several guiding questions.
5. This course does not offer extra credit. However, should there be one, the performance night will take the place of the expressive and receptive portions of 1 presentation/exam.

**IT IS EACH STUDENT'S RESPONSIBILITY TO MAKE ARRANGEMENTS WITH ME TO MAKE UP MISSED WORK.**

### Schedule for Mini's – Spring, 2008

- #1 Wednesday, January 30<sup>th</sup>  
"Letters"
- #2 Monday, March 3<sup>rd</sup>  
"TV/Video viewing"
- #3 Monday, March 24<sup>th</sup>  
Community Experience – Information will be handed out before vacation.
- #4 Wednesday, April 30<sup>th</sup> (May be handed in at any time during the semester)  
Attend an event that is in ASL or is interpreted. Write about your experience. I will share with you events that I come across in the community which are signed/interpreted. These may include performances, movies and/or meetings. Should you know of any such events, please share them with classmates.

See me if any of these minis present a challenge for you.



Attending a Community Event/Site

Deaf Focus Group Meetings – Schedule will be provided as it is known

American School for the Deaf – West Hartford

Signed Mass

Other

Write Up:

Please write about your experience. Explain where you went and what the event was. Be sure to include the thoughts and feelings you experienced while there, observing people signing, and about the event itself

Respond to the following questions:

1. Was there an interpreter there?
2. Comment on your experience of seeing an interpreter in action.
3. Where did he/she sit? Did she/he sign ASL or Signed English? How did you know this?
4. How did he/she use classifiers? Indexing? Tense markers? Descriptions?
5. Discuss voicing:

What were your first reactions/feelings when the interpreter voiced for a person signing? Why? (Especially if this was your first experience with an interpreter.)

Notice and comment on the reactions of other hearing people to voicing. How did they handle having an interpreter? Did they communicate 'through' the interpreter or 'to' the interpreter? What were the reactions of the interpreter and/or the deaf person?

What would you say is meant by "lag time?"

6. If this was an entertainment program, comment on the use of sign language to express ideas.

How were classifiers used? Indexing? Tense markers? Descriptions?

If interpreters were used here, how? (Answer #2, 3, 4, 5)

7. Talk about the signing – How much were you able to understand? What did you learn that was new in terms of how to express something or an idea? Comment on the components of sign language and how you saw them being used.
8. Any additional comments you want share please do so.