

ASL 2750 American Sign Language I
Spring 2023 Course Syllabus

COURSE TITLE: ASL 2750 American Sign Language I

TERM: Spring semester 2023, January 9 - May 1

COURSE DESCRIPTION: An elementary course in American Sign Language (ASL) using a natural approach to introduce culturally appropriate signed concepts related to the immediate environment. Includes development of appropriate linguistic/cultural behaviors and awareness of/respect for Deaf Culture.

COURSE CREDIT: Three semester hours. For every semester hour of credit, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for this three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

COURSE INSTRUCTOR: Dr. Julie Hixson-Wallace, Farrar 101C, (501) 279-5511, jahixson@harding.edu

OFFICE HOURS: drop-in on Mondays and Wednesdays, 11 am to noon as well as by appointment; office Farrar 101C; email jahixson@harding.edu to make an appointment outside of drop-in times

CLASS DAY/TIME/LOCATION: MWF, 10 am – 10:50 am, Swaid 214

COURSE SCRIPTURE: Philippians 2:3

“Do nothing from selfishness or empty conceit, but with humility of mind regard one another as more important than yourselves.” (NASB 1995)

COURSE FORMAT: This course is delivered using a philosophy of full immersion meaning that voice communication will not be used by the instructor. Information will be communicating in writing and via ASL videos with accompanying written English translations. This course examines the basic concepts of ASL including its unique grammatical features, syntax, and structure. Language is difficult to separate from culture. ASL students will be exposed to Deaf history, Deaf values, Deaf social norms, and their importance to the Deaf community. This course focuses on vocabulary and sentences for introducing oneself, exchanging personal information, talking about one’s surroundings, giving directions, telling where one lives, talking about one’s family, and telling about activities. This will be accomplished through a combination of independent reading, didactic lecture, class discussion, demonstrative presentation, video presentations, and active learning to convey educational concepts. The use of multiple signers communicating at normal speed without voice accompaniment will assist the student in learning ASL in an authentic way.

REQUIRED MATERIALS:

- Purple Moontower LLC. (2021). *True+Way ASL*. (3rd Edition). You can obtain your access code through the Harding University Bookstore.
- Spradley, T.S. & Spradley, J.P. (1978). *Deaf Like Me*. Gallaudet University Press. ISBN 0-930323-11-4
- Resources posted in Canvas, Harding’s learning management system (LMS)
- Laptop or tablet with internet access

ACADEMIC INTEGRITY: Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Presentation slides and other materials posted in Canvas are provided for the purpose of facilitating the education of students currently enrolled in the course. All course materials developed by a faculty member or other author are the intellectual property of that faculty member or author and may not be distributed further without the approval of the faculty member or author. The same applies to recordings of lectures and/or other activities within the course, including those recordings created by the student.

STUDENTS WITH DISABILITIES: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Suite 239 in the Student Center and can be reached at (501) 279-4019.

UNIVERSITY ASSESSMENT: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of the Accreditation Council for Pharmacy Education. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

DRESS CODE: All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code, as described in the Student Handbook, which faculty, staff, and administration will enforce. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

CLASSROOM ETIQUETTE: All students should be in their seats at the time class is scheduled to begin. Electronic devices should be turned off or to silent mode during class sessions. Laptop computers or tablets should be brought to class regularly as quizzes and other activities may involve internet connectivity.

STUDENT LEARNING OUTCOMES:

Unit 1.1

1. Demonstrate the ability to introduce yourself and participate in typical greetings.
2. Identify and utilized different attention-getting strategies.
3. Apply strategies on how to successfully learn ASL.

Unit 1.2

1. Identify the difference between ASL OSV structure and SVO structure.
2. Identify and describe multiple ASL parameters/parts.

Unit 1.3

1. Demonstrate correct handshapes for ASL fingerspelling.
2. Demonstrate basic conversations and phrases.

Unit 1.4

1. Demonstrate basic conversations and phrases associated with classroom actions.
2. Accurately respond to commands.
3. Demonstrate accurate use of articles.

Unit 1.5

1. Demonstrate accurate usage of cardinal number signs.
2. Demonstrate basic math signs.

Unit 2.1

1. Comprehend and produce signs for different types of schools.
2. Recognize different education options for Deaf students.
3. Produce fingerspelled name.

Unit 2.2

1. Produce and comprehend signs related to school surroundings.
2. Produce and comprehend signs related to classroom things and school supplies.

Unit 2.3

1. Comprehend and describe classroom tasks.
2. Express classroom action verbs.
3. Discuss the importance of conceptually accurate signs in academics.
4. Explain the difference between noun and verb pairs.

Unit 2.4

1. Demonstrate school personnel-related signs.
2. Demonstrate various ranges of color signs.
3. Explain why Deaf people tend to ask who you are learning ASL from.

Unit 2.5

1. Demonstrate signs for school subjects.
2. Produce signs for degrees and majors.
3. Incorporate ASL conjunctions in sentences.
4. Demonstrate comprehension and production of number signs from 66 to millions.

Unit 3.1

1. Demonstrate basic gender-related signs.
2. Describe a person's height.
3. Demonstrate how to give a compliment.

Unit 3.2

1. Produce and comprehend processes related to relationships and relationship statuses.
2. Identify patterns in gender signs within family signs.
3. Chart and describe your family tree.
4. Discuss and describe nontraditional family structure.
5. Demonstrate the use of buoys for siblings rankings.
6. Identify and explain the evolution of family compound signs.

Unit 3.3

1. Describe basic conversations and phrases associated with employment status.
2. Produce and comprehend signs related to employment status.

Unit 3.4

1. Maintain dialogue about your life milestones.
2. Identify and demonstrate the correct use of HAVE-TO, NEED, MUST, and SHOULD.

3. Identify and describe school and government-issued documents.
4. Produce and comprehend life milestone signs.

Unit 4.1

1. Identify and describe modes of transportation.
2. Produce and list conceptually accurate signs for the word “leave.”
3. Maintain dialogue about your transportation options.
4. Produce and comprehend signs related to modes of transportation.

Unit 4.2

1. Identify and describe your residence/dwelling.
2. Converse about your living arrangements.

Unit 4.3

1. Identify and describe buildings in the city.
2. Identify places and types of service provided.
3. Identify and discuss places around the city.
4. Give directions and how to get there.

Unit 4.4

1. Describe and identify cities and states/provinces in the United States and Canada.
2. Provide directions according to the compass.
3. Identify and discuss the reasons behind the Deaf hubs in various cities.
4. Share your insights about living in and/or visiting cities and states/provinces.

EVALUATION AND ASSESSMENT: Assessment of the knowledge, skills, and dispositions of each student for the purpose of assigning a letter grade at the completion of this course will be based on performance on four (4) examinations, four (4) signed presentations, one (1) reading reflection, 10 Snapshot quizzes, two (2) comprehension quizzes, and two (2) conversation starter discussions.

Examinations: There will be four examinations in this course. All the examinations **will be cumulative** because language skills build across the course. Exam questions may be multiple choice, true/false, fill-in-the-blank, matching, or short answer. New information covered on each exam will be as follows:

Exam 1	Units 1.1 through 1.5; a production video submission is required
Exam 2	Units 2.1 through 2.5; a production video submission is required
Exam 3	Units 3.1 through 3.4; a production video submission is required
Exam 4	Units 4.1 through 4.4 with approximately 70 vocabulary words from Units 1 through 3

Examinations will be administered via Canvas. Students are required to bring laptop computers or tablets with the required internet connectivity.

Materials brought to class during an examination must be secured in a backpack or other bag which must be placed fully under the table. Hats may not be worn during examinations. Devices capable of recording and/or transmitting messages or digital media (e.g., phones, iPods, smart watches, etc.) are prohibited. If any of these devices is found on a student during an examination, the student will automatically receive a zero for that examination.

Signed Presentations: There will be four (4) signed presentations to assess the ability to produce appropriately structured signed communication. Each presentation must be 2.5 minutes in length, performed while standing in front of the class. Presentations may be performed individually or in groups of two or three. If a group presentation is chosen, each person in the group must sign for 2.5 minutes during the presentation. Topics may be similar to those in the Conversation Starters in the TWA modules and must use vocabulary from the appropriate unit. A typed ASL outline of the presentation must be presented to the instructor before the presentation is given. Each signed presentation is worth 40 points.

Reading Reflection: After reading the book *Deaf Like Me*, prepare a typed, double-spaced, 11 point font, 2-page paper reflecting what you learned from the book. The reflection is due on April 26 and should be submitted in Canvas. The reflection is worth 50 points.

Snapshot Quizzes: There will be 10 Snapshot quizzes to assess understanding of assigned Snapshot videos. Though these quizzes are “open-book”, they should be completed independently without consultation with other students in the course. The Snapshot quizzes will be submitted electronically through Canvas. The due dates for the Snapshot quizzes are indicated in the syllabus and in the Canvas course. Each Snapshot quiz is worth 10 points.

Comprehension Quizzes: There will be two (2) comprehension quizzes administered for credit in this course. Each quiz will be submitted via Canvas and will be worth 10 points.

Conversation Starter Discussions: There will be two (2) Conversation Starter Discussions administered for credit in this course. The answers to the discussion questions must be submitted via Canvas. Each discussion is worth 10 points. The questions in the Conversation Starter Discussions are based on the Conversation Starter videos.

The final course grade calculation will be made as follows:

Exam 1	100
Exam 2	100
Exam 3	100
Exam 4 -- Final Exam	150
Signed presentations 4 @ 40 points each	160
Reading reflection	50
Snapshot quizzes 10 @ 10 points each	100
Comprehension quizzes 2 @ 10 points each	20
<u>Conversation Starter Discussions 2 @ 10 points each</u>	<u>20</u>
Total	800

Final course grades will be assigned according to the following scale:

A ≥ 720	D = 480 – 559
B = 640 – 719	F ≤ 479
C = 560 – 639	

No exceptions will be made to this scale. Final grades will stand based on this scale.

ATTENDANCE POLICY: Attendance at all course sessions is expected. Roll will be taken. Two unexcused absences are allowed. Any unexcused absences beyond two may each result in a 10-point deduction of points from the final course grade. Students are responsible for all course material missed during excused and unexcused absences; assignments missed for unexcused absences will receive a grade of zero and may not be made up.

RESTRICTIONS ON DISCLOSURE AND DISTRIBUTION: Students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. To foster a safe environment for learning, however, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

COPYRIGHT NOTICE: Unless otherwise noted, all materials presented and delivered during the course are the property of the presenter and Harding University and any duplication, reuse, retransmission, or

rebroadcast of any course materials without the express written consent of the instructor or an authorized agent of Harding University is prohibited.

DISCLAIMER: The instructor has the right to change any component of the syllabus in the event of extenuating circumstances.

COURSE SCHEDULE: Mondays, Wednesdays, & Fridays 10:00 am to 10:50 am

Date	Topic	Preparation	Assignment
01/09/23 <i>(No class meeting)</i>	True+Way ASL (TWA) Enrollment Unit 1.1 Getting Started	Complete TWA enrollment Watch all nine Unit 1.1 Snapshots Look up signs for Unit 1.1 vocabulary list	Submit Snapshot Quiz 1.1 by 11:59 pm on 1/10/23
01/11/23	Course Introduction Unit 1.1 Getting Started	Read course syllabus Review Unit 1.1 vocabulary signs	In-class Worksheet 1.1
01/13/23	Unit 1.2 Introduction to ASL	Watch all seven Unit 1.2 Snapshots Look up signs for Unit 1.2 vocabulary list	Submit Snapshot Quiz 1.2 by 11:59 pm on 1/17/23
01/16/23	MARTIN LUTHER KING, JR. DAY – ENJOY!		
01/18/23	Unit 1.2 Introduction to ASL	Review Unit 1.2 vocabulary signs	In-class Worksheets 1.2
01/20/23	Unit 1.3 ASL Foundations	Watch all eight Unit 1.3 Snapshots Look up signs for Unit 1.3 vocabulary list	Submit Snapshot Quiz 1.3 by 11:59 pm on 1/22/23
01/23/23	Unit 1.3 ASL Foundations	Review Unit 1.3 vocabulary signs	In-class Worksheets 1.3
01/25/23	Unit 1.4 Classroom Actions	Watch both Unit 1.4 Snapshots Look up signs for Unit 1.4 vocabulary list	In-class Worksheets 1.4
01/27/23	Unit 1.4 Classroom Actions & Unit 1.5 Basic Math and Numbers	Review Unit 1.4 vocabulary signs Look up signs for Unit 1.5 vocabulary list	In-class Worksheets 1.5 Submit Comprehension Quiz 1.4 by 11:59 pm on 1/29/23
01/30/23	Unit 1.5 Basic Math and Numbers	Watch Unit 1.5 Snapshot Review Unit 1.5 vocabulary signs	In-class Comprehension Quiz 1.5 Submit Snapshot Quiz 1.4 & 1.5 by 11:59 pm on 1/31/23
02/01/23	EXAM 1 – 60 pts in class; 40 pts for Unit 1 Production Test video submission to Canvas on 02/01/23 by 11:59 pm		
02/03/23	Signed Presentation #1 – 2.5 minutes using signs from Unit 1, individually or up to 3 people		
02/06/23	Unit 2.1 Types of Schools	Watch all four Unit 2.1 Snapshots Look up signs for Unit 2.1 vocabulary list	Submit Snapshot Quiz 2.1 by 11:59 pm on 2/7/23
02/08/23	Unit 2.1 Types of Schools	Review Unit 2.1 vocabulary signs	In-class Worksheets 2.1
02/10/23	Unit 2.2 School Environment	Look up signs for Unit 2.2 vocabulary list	In-class Worksheets 2.2

02/13/23	Unit 2.2 School Environment	Review Unit 2.2 vocabulary signs	Submit Comprehension Quiz 2.1 & 2.2 by 11:59 pm on 2/14/23
02/15/23	Unit 2.3 Things You Do in the Classroom	Look up signs for Unit 2.3 vocabulary list	In-class Worksheets 2.3
02/17/23	Unit 2.3 Things You Do in the Classroom	Watch the three Unit 2.3 Snapshots Review Unit 2.3 vocabulary signs	Submit Snapshot Quiz 2.3 by 11:59 pm on 2/16/23
02/20/23 (No class meeting)	Unit 2.4 School Personnel and Colors	Watch the three Unit 2.4 Snapshots Look up signs for Unit 2.4 vocabulary list	Submit Snapshot Quiz 2.4 by 11:59 pm on 2/21/23
02/22/23	Unit 2.4 School Personnel and Colors	Review Unit 2.4 vocabulary signs	In-class Worksheets 2.4
02/24/23	Unit 2.5 School Subjects, Majors, and Courses	Watch the four Unit 2.5 Snapshots Look up signs for Unit 2.5 vocabulary list	Submit Snapshot Quiz 2.5 by 11:59 pm on 2/26/23
02/27/23	Unit 2.5 School Subjects, Majors, and Courses	Review Unit 2.5 vocabulary signs	In-class Worksheets 2.5
03/01/23	EXAM 2 -- 60 pts in class; 40 pts for Unit 2 Production Test video submission to Canvas on 03/01/23 by 11:59 pm		
03/03/23	Signed Presentation #2 – 2.5 minutes using signs from Unit 2, individually or up to 3 people		
03/06-10/23	SPRING BREAK – ENJOY!		
03/13/23	Unit 3.1 Describing Basic Appearances	Look up signs for Unit 3.1 vocabulary list	In-class Worksheets 3.1
03/15/23	Unit 3.2 Family, Friends, and Pets	Look up signs for Unit 3.2 vocabulary list	In-class Worksheet 3.2 Part 1
03/17/23	Unit 3.2 Family, Friends, and Pets	Review Unit 3.2 vocabulary signs	In-class Worksheets 3.2 Parts 2 and 3
03/20/23 (No class meeting)	Unit 3.1 Describing Basic Appearances	Watch the three Unit 3.1 Snapshots Watch Conversation Starter 3.1 Review Unit 3.1 vocabulary signs	Submit Snapshot Quiz 3.1 and answer the questions in Conversation Starter Discussion 3.1 by 11:59 pm on 3/23/23
03/22/23 (No class meeting)	Unit 3.2 Family, Friends, and Pets	Watch all nine Unit 3.2 Snapshots	Submit Snapshot Quiz 3.2 by 11:59 pm on 3/23/23
03/24/23	Unit 3.3 Employment Status	Look up signs for Unit 3.3 vocabulary list	In-class Worksheets 3.3

03/27/23 (No class meeting)	Unit 3.3 Employment Status	Review Unit 3.3 vocabulary signs Watch Conversation Starter 3.3	Answer the questions in the Conversation Starter Discussion 3.3 by 11:59 pm on 3/28/23
03/29/23	Unit 3.4 Milestones and Life Events	Look up signs for Unit 3.4 vocabulary list	In-class Worksheets 3.4
03/31/23	Unit 3.4 Milestones and Life Events	Watch Snapshot 3.4 and Conversation Starter 3.4 Review Unit 3.4 vocabulary signs	In-class Conversation Starter Discussion 3.4
04/03/23	EXAM 3 -- 72 pts in class; 28 pts for Unit 3 Production Test video submission to Canvas on 04/03/23 by 11:59 pm		
04/05/23	Signed Presentation #3 – 2.5 minutes using signs from Unit 3, individually or up to 3 people		
04/07/23	Unit 4.1 Transportation	Look up signs for Unit 4.1 vocabulary list	In-class Worksheets 4.1
04/10/23	Unit 4.1 Transportation	Watch both Snapshots 4.1 Review Unit 4.1 vocabulary signs	In-class Comprehension Quiz 4.1
04/12/23	Unit 4.2 Housing and Dwellings	Look up signs for Unit 4.2 vocabulary list	In-class Worksheets 4.2
04/14/23	Unit 4.2 Housing and Dwellings	Watch both Snapshots 4.2 Review Unit 4.2 vocabulary	In-class Conversation Starter 4.2
04/17/23	Unit 4.3 Places Around Town	Look up signs for Unit 4.3 vocabulary list	In-class Worksheets 4.3
04/19/23	Unit 4.3 Places Around Town	Watch Snapshot 4.3 Review Unit 4.3 vocabulary	In-class Conversation Starter 4.3
04/21/23	Unit 4.4 Cities, States, and Territories	Look up signs for Unit 4.4 vocabulary lists – omit provinces	In-class Worksheets 4.4
04/24/23	Unit 4.4 Cities, States, and Territories	Watch both Snapshots 4.4 Review Unit 4.4 vocabulary	In-class Conversation Starter 4.4
04/26/23	Exam Review and Reading Reflection Paper Due		
04/28/23	Signed Presentation #4 – 2.5 minutes using signs from Unit 4, individually or up to 3 people		
05/01/23	FINAL EXAM @ 10:30 am – 12:30 pm – 80 pts from Unit 4 + 70 points for vocabulary from Units 1 through 3		