



DEPARTMENT OF WORLD LANGUAGES AND PHILOSOPHY
ASLP 110 AMERICAN SIGN LANGUAGE II

Professor: | Pauline Laster |

CRN: | 23222 |

Campus: | Rockville |

Class Location: | CS017 |

Class Meets: | Tue. & Thurs. 2:45-5:30pm |

FALL 2018

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Office Hours: | Days/Time |

Office: | MT 422 |

Textbooks and other resources:

Smith, Cheri *Signing Naturally* (Units 7-12). Student Workbook, (Book & DVD). 2008. DawnSignPress. ISBN: 9781581212211. **ASLP 110 covers chapters 7-12.**

Speakworks, Inc. GoReact Student 1-Class (code only). BYU Academic Publishing. ISBN:9781611650167

Course Description:

Broadens the use of conversational ASL hand-shapes and basic grammatical structures. Co-selection of features and mutual monitoring possibilities for topics will be examined to formulate ASL conversational context for occupation, activities, location, and stages of life.

PREREQUISITE(S): *A grade of C or better in ASLP100 or equivalent, or consent of department. Three hours each week. Formerly SL 110.*

Course Outcomes:

Upon completion of this course, a student will be able to:

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions at the high beginner level.
- Interpret written and spoken language on a variety of topics, demonstrating receptive competency at the high beginner level
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics at the high beginner level.
- Employ language functions appropriately in explaining perspectives on deafness, identify the assistance devices used by Deaf people in their homes.
- Employ the syntax and grammar rules of American Sign Language at the high beginner level.
- Analyze the sociological aspects of introductions among hearing and deaf community including culturally appropriate ways to get Deaf person's attention.
- Compare and contrast the language studied with their own.
- Describe the beliefs, values, practices and products of the Deaf community and function within the norm of this culture.

Grading Policy: The final grade will be determined as follows:

Participation/Attendance	10%
4 Unit Tests	40%
Assignments	20%
Final Exam	20%
Class Project	10%
Final Grade	Total: 100%

Grade Scale:

A	90 – 100%	B	80 – 89%	C	70 – 79%
D	60 – 69%	F	< 60%		

Assignments:

Participation / Attendance – 10%

Active participation in class contributes to your learning and is an important factor in your grade. There are three aspects regarded in your daily participation: your contribution to the class, use of ASL and presence. While your presence is extremely important, just being present is not enough! Your participation in this course is measured by your daily level of preparedness, engagement in the learning process, spontaneous volunteering, respect for others and for the culture you are studying, and use of ASL. By the same token, if you are not in class, you cannot learn; so attendance and punctuality is imperative as is being attentive and focused in class.

ASL Program: No-Voicing Policy: This is a no voice class. During class time you should keep your voice off and not whisper nor rely on "exaggerated mouthing." If other students voice to you, you should respond as if you couldn't hear them and ask them (by signing) to communicate with you by signing or fingerspelling. Review the participation rubrics to understand how your participation grade will be impacted by using spoken English in class.

PARTICIPATION RUBRICS	POINTS
The student participates with original ideas that show reflection on the material. The student comes to class prepared, takes the initiative in class activities, and shows a positive attitude. S/he is respectful with partners and teachers, offers help to partners and constantly seeks to improve her/his ASL skills. Only uses ASL in class	10%-9%
The student participates voluntarily; however, s/he does not stand out in any way from other students in volume or quality of contributions, or does not show evidence of preparation Only uses ASL in class.	8%-7%
The student attends class but studies/ participates the minimum required; She/he does not show interest in the class and only participates when asked or while doing group/pair work.	6%-5%
The student does not participate because s/he is absent (mentally or physically) and does not develop rapport with the class. S/he is disrespectful or unenthusiastic. The student must be prodded to begin work, form groups, or participate. Student uses English excessively. Uses spoken English in class	4%-0%

Unit Tests: You will have 4 unit tests. These tests will consist of the following sections: receptive comprehension, grammar, vocabulary, and topics for your expressive. If you miss a test you will get a zero. The expressive portion of the unit tests will be done using GoReact in the lab in the Macklin Tower (Room 020) of the Writing Reading Language Center. There will be no make-up tests or exams. Timely attendance is required for all tests and exams. Tardy students receive zeros for the parts missed.

Assignments: The assignments are textbook based and consist on a series of production (expressive) videos that you will complete after reading, watching and completing assignments. Each of you will upload your assignments into GOREact.

Final Exam: There are two parts to the final exam: Receptive and Expressive through GoReact. The final exam is scheduled in the course schedule section of your syllabus. The final will be a comprehensive review of what you have learned in Units 7 through 11. The receptive part will consist of the following sections: receptive comprehension, grammar, vocabulary, and culture. For the final expressive part, students are required to sign extemporaneously about a given topic. You will receive a list of topics and a rubric for evaluation two weeks prior to each exam. The exams are mandatory and cannot be rescheduled.

Class Project (Deaf Event): You will complete a class project worth **10% of your final grade.** This presentation will require you to complete some independent research after you attend a Deaf event. In this class project you will demonstrate your ability to produce the grammatical and functional structures introduced in ASLP110, by signing a cohesive summary about the event you witnessed. You are encouraged to use the vocabulary learned in units 6-10, as well as the cultural knowledge you have acquired so far about the Deaf community. You are also encouraged to incorporate knowledge learned in other classes you have taken or are currently taking to deepen the information you will share on your selected topic. Students will be evaluated on sign formation, handshape, palm orient, movement, location, spatial referents, non-manual modifiers, written communication, information literacy and technological competency.

Individually, you will be instructed to sign a story (by memory) associated with your experience at a Deaf event. You will prepare a three to five minute video in which you are expected to include vocabulary covered in class, good grammar structure and cultural information. Students will need to provide verified proof of their attendance to the Deaf event. This proof can be in the form of a picture taken while at the event. Students will need to report on the event that they attended by creating a video clip in ASL which includes the information listed below. Please ensure that the information is not presented in a list format but rather in a way that would naturally flow like a normal conversation. The video clip **MUST** be uploaded through www.youtube.com with the video set to “private” and with the link posted to Blackboard. The video must contain the following information:

- Name of the Deaf community event
- When did the Deaf community event take place? What time?
- What was the purpose of the event?
- What kinds of people were in the audience?
- What kind of cultural behaviors did you notice that seemed appropriate or inappropriate? Give examples.

- What was the difference between attending a hearing event and a Deaf event? What was your first impression or feeling?
- What did you learn from the event? Any thoughts or feelings that you would like to share?
- What knowledge have you gained in other classes you have taken or are currently taking, that have helped deepen the information you will share on your selected topic?

Please use trustworthy resources and references as you research your chosen topic and signs. Use online information from reputable organizations, such as web sites like:

Additional Course Policies

Late and/or Make-up Policy for Coursework: Coursework is to be completed prior to the following session. There are no make-up quizzes or exams.

Department Policies:

Important Student Information Link

*In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The **link below provides** information and other resources to areas that pertain to the following: **student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College alert System, and finally, how closings and delays can impact your classes.** If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.*

<http://cms.montgomerycollege.edu/mcsyllabus/>

Academic Honesty: Montgomery College's policies on academic dishonesty are found in the *Student Handbook* and under *Section VIII* of the *Student Code of Conduct* available at the following link: <http://cms.montgomerycollege.edu/pnp/#Chapter 4>. Each student is expected to do his or her own work. Any student found cheating or plagiarizing will be given an F for the assignment. If the same student is involved in a second incident of cheating, the case may be referred to the Student Discipline Committee, a grade of F for the course may be awarded, and/or the student may be dropped from the course.

Classroom Behavior: Please review the *Standards of College Behavior* in the *Student Handbook* or *Section VII* of the *Student Code of Conduct* available at the following link: <http://cms.montgomerycollege.edu/pnp/#Chapter 4>. The college seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the class are recognized and necessary to the educational process. However, students do not have the

right to obstruct the faculty member's ability to teach nor the ability of other students to learn. The instructor has the right to determine appropriate conduct in the classroom, and it is expected that students will conduct themselves at all times in a manner that is respectful of their instructor and their peers.

Inappropriate behaviors include (but are not limited to) the following:

1. Socializing with other students once class has begun.
2. Refusing to complete assigned tasks in the class or labs.
3. Sleeping in class, arguing with the professor or other students, showing disrespect towards the professor or other students, or disrupting the class in any way.
4. Using cell phones or texting during class.

Students who do not adhere to these policies will be asked to leave by the professor; if they do not comply, Security will be called. If a student repeatedly refuses to comply with classroom regulations, s/he will be referred to the Dean of Student Development.

Tutoring: American Sign Language tutoring is available free of charge in MT 020. For an updated schedule of World Language tutoring, call 240-567-7215 or 240-567-7457. You may also go to MT 020 to look at the posted schedule, or ask any staff member for assistance.

FERPA: The *Family Education Rights and Privacy Act* prohibits the instructor from discussing a student's grade and performance in the course with anyone but that student. All exceptions/allowances must be submitted in writing by the student.

ASLP110 satisfies a General Education Humanities Distribution requirement. Montgomery College's General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and their personal lives. This course provides multiple opportunities to develop competency in oral and written communication and critical analysis and reasoning and also fulfills the *Global and Cultural Perspectives* course requirement. For more information on the General Education Program, go to www.montgomerycollege.edu/gened.

COURSE SCHEDULE FOR ASLP 110 – ASL II

FALL 2018

Dates:	Topic	Assignments: Read/Sign in class.
Week 1	Welcome! Syllabus Review signing skills	8:1 pp. 76-80 Mini Dialogues 1-6 make the connections to your experiences.
Week 2	Unit 8	8:2-pp.89-91 Write the month 1-6, 8:3-pp.95-96 Sentences translation and the narratives 1 & 2 8:6-Write the numbers
Week 2	Unit 8	8:7-pp.116-118 Mini dialogues 1 through 3
Week 3	Unit 8	8:8-FIGURE THE MEANING: You are to identify the strategy being used. I have listed the signs being requested. 1. Screwdriver 2. Europe 3. License 4. Smart 5. Plain 6. Over-sleep 7. Be broke 8. Be worried 9. Noisy 10. Hand mixer
Week 3	Unit 8 Name Signs Powerpoint	Review for test #1
Week 4	Unit 8/7	Unit 8 Quiz – in the class *After test, we go into Unit 7 7:1-Mini Dialogues 1 & 2
Week4	Unit 7	Vocabulary review pp.8/16 and numbers 7:2 7:4 pp.23,24,25 Mini Dialogues 1-5
Week 5	Unit 7	7:6-7:8 Translation, how many conversations on describing
Week 5	Unit 7	7:9-12-Year translate “HAVE”, Greetings plus 7:12 7:13-p.64 A story: Memorable Costume, questions 1-5 use that as your experience connections. <u>Note:</u> Start Unit 9:1 pp.154-155. Watch the vocabulary first. Amber’s neighborhood. Read about sign language on Martha’s Vineyard.
Week 6	Unit 7 Test	9:3-p.175 Fill in the blank. 9:4-p.178 Rhetorical Questions 1-3 (psst will be on the test), p.183 Draw a storyboard or map of your neighborhood.
Week 6	Unit 9	9:7-p.197 Do #1&2, 9:9 p.213 Giving the time
Week 7	Unit 9	9:10 pp.216-221 Place to eat, Mini Dialogues 1, 2 & 3
Week 7	Unit 9	9:14-The Story of the Hitchhinker: Questions 1-15
Week 8	Unit 9	Unit 9-Review for test

		Test plus Unit 10-10:1 pp.242-243 Temporal Aspect and define these words – pp.245-251
Week 8	Unit 9 Test + Unit 10	10:2-p.225 Hawmuch 1-12 10:4-Learn the vocabulary 10:5-How much? You pick what you plan to buy or tell someone to get for you-Learn the vocabulary
Week 9	Unit 10	10:6 through 10:8-pp.277-289 Role Shifting, personal quality and Wh-word
Week 9	Unit 10	Probability of continue from the last class, still do Interview – 109-creat your own interview (using example form the book 10:10)
Week 10	Unit 11	Unit 10 Quiz Begin Unit 11 Discussing your knowledge and abilities-p.316 and vocabulary review- p.318-322
	Unit 11	Unit 11:2 will be a quiz! 11:3-pp.329-338, 345 Unit 11:5 will not be covered in class
Week 11	Unit 11	11:6-p.347 11:7-Be sure TURN IN the in-class assignment, during class
Week 12		
Week 13		
Week 14		
	Receptive Final Exam:	
	Expressive Final Exam:	



Class Project

You will complete a class project worth **10% of your final grade**. This presentation will require you to complete some independent research on the topic you select. In this class project you will demonstrate your ability to produce the grammatical and functional structures introduced in ASLP100, by signing a cohesive story of your own creation. You will select a topic related to the themes presented in your textbook in units 1-5, such as exchanging personal information, discussing living situations, talking about family, work relations, pastimes, and everyday activities, among others. You are encouraged to incorporate knowledge learned in other classes you have taken or are currently taking to deepen the understanding of the information you will share on your selected topic. Students will be evaluated on sign formation, handshape, palm orient, movement, location, spatial referents, non-manual modifiers, written communication, information literacy and technological competency.

Individually, you will be instructed to sign a story (by memory) associated with any of the themes covered during the semester. You will prepare a three to five minute video (per student) in which you are expected to use vocabulary covered in class, good grammar structure and include cultural information. Please use trustworthy resources and references as you research your chosen topic and signs. Use online information from reputable organizations, such as web sites like:

<http://www.aslpro.com/>
www.handspeak.com ASL Interactive Dictionary
www.aslinfo.com ASL/Culture www.deafandhh.com
ASL/Culture www.deaflibrary.org ASL/Culture

Please be creative with the presentation and have fun with it. Choose a topic that interests you. Suggested topics are listed below, but please do not limit yourself to these. Make sure to edit your video, as you would an essay for your English class. **All video clips must be uploaded through www.youtube.com with the video set to “private” and with the link posted to Blackboard.**

The last part of the project is to submit a short written reflection paper, in which you reflect on your ASL learning experience and how what you have learned in your ASLP 110 course enhances your understanding and knowledge of what you have learned in other courses, and vice versa. You will need to provide your sources in a bibliography included at the end of your reflection paper in MLA format. Should you misplace this assignment explanation, you will see it along with an evaluation rubric posted on our Blackboard site under Course Content in the Assignments folder. Please refer to the evaluation rubric to know how you will be graded. A calendar of assignments and due dates are included at the end.

Suggested Topics:

- *Family and close relations*
- *Introducing yourself*
- *Exchanging personal information*
- *Talking about your neighborhood*
- *Discussing daily activities*
- *Storytelling*

CLASS PROJECT RUBRIC FOR ASLP100 COURSE

You will be graded using the following rubric. Please review it carefully as you prepare the presentation. The elements of the presentation will assess the following areas: *critically analysis, use of the target language, information literacy, and technological competency.*

I. CRITICAL ANALYSIS: Includes the application of higher order analytic and creative cognitive processes to arrive at reasoned and supportable conclusions, to synthesize and apply knowledge within and across courses and disciplines, and to develop creative solutions.

	Excellent (Advanced)	Good (Proficient)	Satisfactory (Novice)	In Progress (Not Evident)	Total
Information and Explanation of Issues <i>Shows consideration of topic relevance, awareness of difference between fact and opinion, appropriateness of responses, presents basic who, what, when, where, why information</i>	4 points: Ideas are extremely well developed, clear and to the point. The project explains issues and gives the audience a clear sense of the main idea.	3 points: Ideas mostly developed, fairly clear and relevant. Information is interpreted correctly throughout.	2 points: The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some valuable information with few facts.	1 point: The content lacks a clear point of view and logical sequence of information or issues. Includes little information and only one or two facts about the topic. Sequencing of ideas is unclear.	

II. TECHNOLOGICAL COMPETENCY: Includes the ability to use computer technology and appropriate software applications to produce documentation, quantitative data presentations, and functional graphical presentations appropriate to various academic and professional settings.

	Excellent (Advanced)	Good (Proficient)	Satisfactory (Novice)	In Progress (Not Evident)	Total
Formatting (Adopted from ASL Senior Language Assessment Rubric – Gallaudet)	4 points: Background, clothes, and jewelry are appropriate choices with no distractions. Camera placement is appropriately sized. Correct brightness of light on camera. Editing is excellent and shows a completed product.	3 points: Background, clothes, and jewelry are good choices with few distractions. Mildly close or far from camera; few signs are out of picture. Mildly dark or bright to see signing. Editing is adequate and acceptable	2 point: Background, clothes, and jewelry are average choices with some distraction. Little too close or too far from camera; some signs are out of the picture. Little too dark or too bright to see signing. Editing is choppy and unfinished.	1 point: Background, clothes, and jewelry are poor choices and often distracts. Too close or too far from camera; many signs go off the screen. Too dark or too bright to see signing.	

III. INFORMATION LITERACY: Information literacy includes the ability to identify, locate and effectively use information from various print and electronic sources.

	Excellent (Advanced)	Good (Proficient)	Satisfactory (Novice)	In Progress (Not Evident)	Total
Citations <i>Understanding of issues surrounding uses of information and accesses it legally and ethically</i>	3 points: Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using MLA citations throughout the project. Student completed the Academic integrity/plagiarism tutorial prior to presentation.	2 points: Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information. Student did not complete tutorial.	1 points: Sometimes copyright guidelines are followed and some information or content, photos and graphics do not use proper MLA citations. Student did not complete tutorial.	0 points: No way to check validity of information. Student did not complete tutorial. Or 0 points: Unethical and illegal use of information.	

IV WRITTEN COMMUNICATION:

	Excellent (Advanced)	Good (Proficient)	Satisfactory (Novice)	In Progress (Not Evident)	Total
Content <i>Understanding of what is appropriate and relevant content to develop ideas and shape work.</i>	3 points: Demonstrates compelling ideas and subject development through the whole summary.	2 points: Demonstrates appropriate ideas and subject development through the whole summary.	1 points: Demonstrates simplistic development of ideas and subject development through most of the summary.	0 point: Demonstrates minimal development of contact in some parts of the summary.	
Writing Mechanics on Summary	4 points: The text is written with no errors in grammar, capitalization, punctuation, and spelling	3 points: The text is clearly written with little or no editing required for grammar, punctuation, and spelling	2 points: Spelling, punctuation, and grammar errors distract or impair readability	1 points. Errors in spelling, capitalization, punctuation, usage, and grammar repeatedly distract the reader and major editing and revision is required	

V. COMMUNICATION IN ASL: Includes the ability to communicate effectively in signed and written language, the ability to use a variety of modern information resources and supporting technologies, the ability to differentiate content from style of presentation, and the ability to suit content and style to the purpose of the communication.

	Excellent (Advanced)	Good (Proficient)	Satisfactory (Novice)	In Progress (Not Evident)	Total
Organization of information	4 points: Presentation is well organized, logical and effective with a meaningful progression of ideas, resulting in use of transitions, successful communication and ASL production.	3 points: Presentation is mostly organized, logical and effective, though there may be occasional lapses in transitions from idea to idea. Minor errors or problems do not impede communication.	2 points: Presentation is somewhat organized but at times is illogical and confusing in places but generally comprehensible.	1 point: Presentation is disorganized and generally incomprehensible, resulting in a breakdown of communication.	

	Excellent (Advanced)	Good (Proficient)	Satisfactory (Novice)	In Progress (Not Evident)	
Delivery and Accuracy <i>Smoothness and Fluency of Signs</i> <i>Conceptually Accurate Ideas/Messages</i>	4 points: Communicates with fluency and confidence. Signs conceptually accurate ideas/messages consistently.	3 points: Smooth flow of signs with confidence most of the time. Signs conceptually accurate ideas/messages the majority of time.	2 points: Hesitates and self-corrects when signing. Signs conceptually accurate ideas/messages on a limited basis.	1 point: Jerky hand movements and choppy use of signs. Unable to sign conceptually accurate ideas/messages.	<i>Total</i>
Sign Formation <i>Handshape, palm orientation, movement, location, etc.</i>	4 points: Consistent use of correct signs. Communicates clearly and is easily understood.	3 points: Signs are accurate and clear about 80% of the time. Self-corrects and is easily understood.	2 points: Sign placement and orientation are correct 50% of the time. Some of the signs can be understood. Errors are usually not usually corrected.	1 point: Frequent incorrect formation of signs. Very difficult to understand signs.	<i>Total</i>
Vocabulary	4 points: Extensive range of relevant vocabulary.	3 points: Good range of relevant vocabulary.	2 points: Basic range of vocabulary.	1 point: Limited range of vocabulary	<i>Total</i>
Fingerspelling	4 points: Few errors in usage and accuracy. Fluid transitions between letters and words.	3 points: Some errors in usage and accuracy. Mostly fluid transitions.	2 points: Errors in fingerspelling may require interpretation.	1 point: Errors in fingerspelling often impede communication.	<i>Total</i>
ASL Sentence Structure	4 points: ASL syntax successfully conveys a wide range of grammatical structures (T/C, conditionals, RHQs, etc.); ability to complete sentences.	3 points: ASL syntax conveys a range of grammatical structures (T/C, conditionals, RHQs, etc.); mostly complete sentences that are complex, with few errors.	2 points: Source text rendered faithfully with occasional lapses and elisions.	1 point: Limited range of grammatical structures; incomplete sentences that obscure meaning.	<i>Total</i>
Cultural Competence	4 points: Language or behavior (content, history, similarities/differences, organizations, daily life in Deaf culture) shows strong cultural knowledge or understanding.	3 points: Language or behavior shows general cultural knowledge or understanding.	2 points: Language or behavior shows some cultural knowledge or understanding.	1 point: Language or behavior shows limited cultural knowledge or understanding.	<i>Total</i>

V. INTEGRATIVE LEARNING: Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Connections to Experience	4 points: Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	3 points: Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	3 points: Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	1 point: Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	<i>Total</i>
Connections to Discipline	4 points: Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	3 points: Independently connects examples, facts, or theories from more than one field of study or perspective.	2 points: When prompted, connects examples, facts, or theories from more than one field of study or perspective.	1 point: When prompted, presents examples, facts, or theories from more than one field of study or perspective.	<i>Total</i>

Total: _____ / 54