

Humboldt State University
CD 109Z-American Sign Language II

Fall 2008/CRN 42560/3.0 units
Mondays & Wednesdays 5:30-6:50pm/SH 108

Instructor: *Yvonne “Vonnie” Pfingston*

Email: ymp1@humboldt.edu (To contact me please use e-mail first, if possible.)
 Phone: 826-7716-home (voice mail available) It is best to first call my home number, between 7am and 9pm, instead of calling the Child Development Department office.

Web site: <http://www.humboldt.edu/~ymp1>

Mailbox: Child Development Department Office, Jenkins Hall 206C

Office Hours: By appointment. My goal is to be available to you as much and as soon as possible, so please contact me if you need assistance.

This course meets the approved requirements to satisfy General Education-Area C: Humanities and the American Sign Language and Special Populations minor.

Prerequisite: Successful completion of CD 109Y or one college/university semester of American Sign Language or equivalent.

Course Description:

This course is a second level American Sign Language (ASL) class. Class instruction will build upon your basic ASL skills, both receptive (seeing & understanding) and expressive (signing). The approach taken in class will be to emphasize the “functions” or communicative purposes of people’s everyday interactions. Each unit builds on topics, vocabulary and grammar within the context of communicative activities.

It is not possible to learn any language without discussion of cultural and historical influences of the community who uses the language. This class is designed to build on the student’s foundation of awareness and sensitivity to the Deaf and hearing-impaired culture and communities. This class will emphasize Deaf culture through videotape presentations, native signers modeling cultural behaviors in various situations, lectures, discussions, activities, written assignments, and readings.

Students are encouraged to identify topics about Deaf culture in which they are most interested. The instructor will make every effort to incorporate information into the course that relates to the students’ interest areas.

Please Note: Deaf people who use ASL and identify with the Deaf community use the capitalized “Deaf” to express pride in their language, heritage and culture. The term “deaf” refers to the physical condition of not being able to hear.

Approach taken in Class:

American Sign Language is a completely different language from English and therefore the students’ communication experience will be different than what it is in other college classrooms that rely on verbal language or printed words. Students will convey their ideas and “read” the ideas of their classmates using a visual gestural communication environment. This will allow the student an understanding of what a Deaf individual encounters living in a society where the majority culture communicates in spoken English.

Because students learn language best when lessons are presented in context and when activities are meaningful and experimental, most of the classroom activities will be presented avoiding the use of voice and signed slightly beyond the students’ expressive ability. This will undoubtedly lead to some frustration, which is normal for any foreign language class. Be patient with yourself, be prepared, practice, and you will do fine. Lectures on Deaf culture beyond the scope of the student’s sign language abilities will be presented in spoken English.

More specifically, the course has been designed to:

- Emphasize the receptive (seeing and understanding) and the expressive (signing) skills needed to communicate at the beginning level in ASL.

- Emphasize the functions or communicative purposes of people's everyday interactions. Vocabulary, grammar and social components of ASL will be emphasized in the context of communicative activities.
- Emphasize the unique characteristics of ASL that make it different from the English language. (This course will emphasize ASL not Signing Exact English).
- Emphasize active student participation. Most of the classroom lectures and activities will be presented using ASL. The use of voice will be held to a minimum. The instructor will give oral lectures only when discussing aspects of the Deaf culture that are beyond the scope of the student's sign language ability. During in-class and out-of-class activities students will be working in pairs and small groups to practice receptive and expressive ASL skills.
- Emphasize life experiences of individuals in the Deaf community -- their primary mode of communication (ASL) as well as their culture. The Deaf community has evolved as a unique subculture within the US. As a subculture it is often subject to misunderstanding, prejudice and discrimination by the dominant hearing/speaking community. Guests from the Deaf community will share information (through signing) about both their culture and their experiences in a hearing/speaking world.
- Emphasize communicating effectively with Deaf or hearing impaired communities. Activities inside and outside of class will be designed to increase student awareness and sensitivity to Deaf communities. Students will have an opportunity to view videotape presentations, work with native signers and engage with Deaf people in social as well as classroom environments.
- Emphasize historical influences that have impacted the Deaf community and ASL. The evolution of ASL in the US differs from visual gestural communication used by Deaf communities in other countries.
- Emphasize students' interests. Students will be encouraged to identify topics/issues they wish to explore within the context of the class. The instructor will try to cover those topics in lecture, handouts, resource lists, etc.
- Emphasize a video-based instructional program for teaching ASL. This class will utilize the *Learning American Sign Language* curriculum that is used in many community college and four-year institutions in California and throughout the US. *Learning American Sign Language* utilizes a variety of adult native speakers of ASL who have been videotaped as they communicate with one another in many different settings and situations.

Course Goals:

These goals are designed to meet the requirements for General Education-Area C: Humanities.

Following the objectives for the CSU General Education-Breadth Requirements General Education, this class is designed to teach "...about how human society has developed and how it now functions...and about the cultural endeavors and legacies of their civilizations..." (GE Breadth Area guidelines: <http://www.humboldt.edu/~ugst/dcg/eo595.html>). Specifically, Area C Goals for The Arts and Humanities seeks to integrate intellect, imagination, sensibility and receptivity in reflection upon human experience. The goals below will assist and inspire students to cultivate and refine their affective and cognitive responses so they can consciously recognize and embody their experiences and their expressions of human existence.

1. Identify personal beliefs, attitudes and values about being a member of the hearing community and about being a member of the Deaf community.
2. Identify key events in the history of ASL that indicate how they have influenced the Deaf culture in the US.
3. Compare and contrast the American Deaf Community and ASL to the culture and language of Deaf communities outside the US.
4. Identify how Deaf individuals' social, political and economic opportunities are impacted by personal and institutional prejudice and discrimination.
5. Be familiar of other communication modalities such as oralism (speech and lipreading) and sign systems.
6. Demonstrate competency in receptive (comprehension) skills in ASL (Introductory Level)
7. Demonstrate competency in expressive (gesturing/signing) skills in ASL (Introductory Level)
8. Demonstrate the ability to incorporate the basic grammatical features when communicating in ASL.
9. Demonstrate appropriate social behaviors when signing in a variety of contexts (as a student in the classroom, with native signers, in social situations, in small groups, etc.)
10. Reinforce the foundation of language and culture acquisition learned in ASL I and continue progressing toward achieving advanced skills and knowledge.

Instructor's Philosophy Statement:

From my own experience in learning American Sign Language and about the Deaf community, I have gained a better understanding of my own language and culture. I feel that by examining one's culture, analyzing and comparing it to other cultures, we can gain a better understanding of ourselves and of others.

After the completion of this class, my hope is that each student will be prepared to interact respectfully with the members of the Deaf community as well as people from other cultural backgrounds who are different from their own whether in his/her personal life or career.

Please see or email me if you have any questions or if you are having difficulty with the course in any way. I am glad you decided to take this class, and I hope you enjoy it!

Course Text & Other Materials:

Required Print Resource:

Learning American Sign Language: Levels 1 & 2 (Second Edition) and Videotext (Please bring the workbook to each class.) Authors: Tom Humphries and Carol Padden. There is a copy of the text and DVD on reserve at the HSU library.

This workbook and videotext is structured to help you learn American Sign Language by presenting the vocabulary and sentences needed to communicate in common life situations. It is based on an approach that has been called "the natural approach." What this means is that:

- 1) There is a "natural" order in which the language structures are introduced,
- 2) Lessons are structured around common everyday life situations, and
- 3) Lessons are designed to develop communicative competency, that is, the goal is to be able to interact with ASL users very quickly and in culturally appropriate ways even during the first few weeks of study.

Required Online Resource:

Access to Moodle, a Course Management System, is required for this class. Moodle can be accessed from any computer that is connected to the internet (<http://cdc.humboldt.edu/lms/>). You will need regular access to it during the semester as there will be a great deal of course information on it (including grades, assignments, etc.). If you have problems logging on to this site, please contact the HSU Help Desk at 826-HELP or help@humboldt.edu.

The campus is now requiring faculty, staff, and students to set up a preferred e-mail account if they are using an account other than their HSU e-mail for campus e-mail communications. You will need to choose a preferred email address for this course where Moodle information and class emails will be sent. An explanation of the procedure and directions on setting up a preferred e-mail account are located at <http://www.humboldt.edu/~its/techguides/email/emailoptions.shtml>

Additional Optional Resources:

In addition to resources I will bring and share in class, there are many good books, periodicals, videotapes and internet resources (many of which are in the HSU library). A list of resources related to the class is posted on the class Moodle site.

Course Requirements:

This syllabus is an agreement between the instructor and student. **To insure grading consistency and fairness for all, exceptions to class requirements are not possible.**

All work should be presented academically, including proofing your paper for spelling, grammar and appropriate word use. Please staple your paper before submitting. Points will be deducted if the instructor feels your quizzes, exams and other written papers do not represent university-level work. The instructor will make every effort to return all papers at the next class. As an instructor, I support paper and other conservation efforts in the classes that I teach; thus, reusing and printing on both sides of the paper is encouraged.

Student Attendance and Workbook Assignments

Learning a language requires regular class attendance and will increase your comprehension and enable you to have a meaningful experience. Thus, each student is expected to attend all classes and complete the *Learning American Sign Language* assignments as outlined on the attached "Class Calendar" (quizzes and exams will be used to

evaluate the level of understanding of class information and workbook assignments). If you miss a class, you are still responsible for everything covered that day. Please utilize the course Moodle site to email other students. If you still have questions after contacting several students, please see the instructor or a teaching assistant. You do not need to notify me if you will not be attending class.

Quizzes (25 points X 5 quizzes = 125 points)

There will be 7 unannounced quizzes throughout the semester. A practice quiz (no point value) will be given at the beginning of the semester for you to familiarize yourself with the quiz format. These quizzes will cover receptive sign comprehension and other material you have learned in class and from the *Learning American Sign Language* curriculum. **Since there are no make-ups and quizzes can be given at any time during class, regular attendance for the entire class period is strongly encouraged. To allow for missing class because of an emergency, illness, or other unexpected absences of a serious nature, your two lowest quiz scores will be dropped.***

Exams (125 points X 2 exams = 250 points)

These exams will cover in-class and out-of-class material and questions from a videotape, which you will be assigned to watch out-of-class (on reserve in the library and/or on Moodle). Exams will consist of true/false, multiple choice and short essay questions, receptive sign comprehension and expressive sign production. An information sheet explaining what is required for each exam will be presented in class and will also be posted on Moodle. **Since there are no make-ups and exams will only be given at the scheduled day and time (see the "Class Calendar"), please plan accordingly. To allow for missing class because of an emergency, illness, or other unexpected absences of a serious nature, your lowest exam scores will be dropped.***

Library Signed Story (50 points)

With several other students, you will sign a children's story. You will sign up for a time to present this story to community members at the monthly Humboldt County Library Signed Story Time. An informational sheet explaining what is required will be presented in class and will also be posted on Moodle. Please note that you are responsible for providing your own transportation and that university personnel cannot organize your travel to and from the county library.

Research Paper and Presentation (75 points)

You will submit a written research paper and present to the class on a topic related to sign language or the Deaf community (you will choose your own topic). An informational sheet explaining what is required will be presented in class and will also be posted on Moodle. Note: This paper are due at the *beginning* of class (please see Class Calendar for due date).

Extra Credit (Up to 30 points)

Attendance to an approved signed/Deaf culturally-based community event (one book report OR one movie report will also be accepted). A typed, one-page summary paper is required. Ten points per paper are possible (thus, a limit of three papers). An informational sheet explaining what is required will be presented in class and will also be posted on Moodle. Note: Papers are due at the *beginning* of class (please see "Class Calendar" for due date) and any papers submitted after this deadline will not be awarded more than half of the possible points (5 points).

* Per the HSU policy, any student involved with any university sanctioned activity (e.g. sports) has the opportunity to make up missed exams during away-from-home competition. For verification, please supply me with a letter from the appropriate HSU personnel (e.g. your coach, advisor, etc.) within the second week of classes, informing me of your involvement with this activity and the date(s) that you will be absent.

Course Grading:

	<u>Possible Points</u>	<u>Grading</u>			
Quizzes	125 (25%)	93-100%	A	77-79%	C+
Exams	250 (50%)	90-92%	A-	73-76%	C
Library Signed Story	50 (10%)	87-89%	B+	70-72%	C-
Research Paper & Presentation	<u>75 (15%)</u>	83-86%	B	65-69%	D+
TOTAL POINTS	500	80-82%	B-	61-64%	D
	(Extra credit-Up to 30 points possible)			60% or less	F

Note: This class can be taken as a Credit/No Credit option. If you plan to use this class towards the minor, *American Sign Language and Special Populations*, or to complete any other major program, you may not use the CR/NC option. Please refer to the university calendar to note the deadline for this option.

Evaluations:

At least once during the semester, you will have an opportunity to evaluate the instructor on teaching effectiveness. (A department form will be provided which seeks numerical ratings as well as written commentary from students.) You are responsible for evaluating your efforts throughout the semester. Your course points will be listed on the class Moodle site (your grade information is only accessible to you) and will be regularly updated. Please remember that the lowest exam and two lowest quiz scores will be “tossed out” at the end of the semester. Thus, the one exam and two quizzes which are dropped are not included with the total number of points (500) for the class. The Moodle Gradebook automatically calculates these deletions with the total number of points displayed. Please include this information if you are calculating your grade using another method.

Outside Student Workload:

Students should expect to spend a minimum of 4 hours of outside class time per week on the *Learning American Sign Language-Student Workbook* assignments and signing practice. Please note that you should also allow time for viewing of other videos for exam preparation (on reserve in the library and/or on Moodle; approximately two-hour video per exam). Since learning a language depends on reinforcement and continual exposure, any additional ASL practice time will be very beneficial (regular outside-of-class signing practice is strongly suggested). Please see the instructor if you are having a problem with class information or need advice on study techniques.

Drop Policy and Other Deadlines:

Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. <http://www.humboldt.edu/~reg/regulations/schedadjust.html> The details are published online and in the class schedule. HSU does not permit instructors to drop students; the responsibility for dropping a class rests solely with students.

Accommodations:

If any of you have a special need that you feel I should know about to help you succeed in this class, please let us know as soon as possible (within the first week of class). The instructor, department, college, and university are committed to equal access to the educational process and success for all students. Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. <http://www.humboldt.edu/~sdrc/>

Emergency Evacuation:

Please review the evacuation plan for the classroom (posted on the orange signs) , and review http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: **826-INFO** or www.humboldt.edu/emergency

Classroom Code of Conduct:

Student Responsibilities: It is the responsibility of each student to conduct oneself in a manner conducive to learning by being prepared, prompt, attentive and courteous in the classroom and by conforming to policies set by the instructor and university that help maintain an academic decorum. Please turn your cell phone ringer off (or other electronic noises) before entering the classroom. Please also refrain from wearing strong scents in consideration of individuals with chemical sensitivity.

Tardiness and Attendance: Tardiness is disruptive to both the instructor and other students. Please be in the classroom before class starting time and remain there until class has concluded. Chronic tardiness will have a negative effect on your grade. Attendance is mandatory. Important material and activities using sign language are incorporated during each class. If you feel you cannot attend class regularly, you should not take this class.

Students are responsible for knowing policy regarding attendance and disruptive behavior: http://studentaffairs.humboldt.edu/judicial/attendance_behavior.php

Talking/Signing in Class: Verbal and signed activities/discussion will be conducted in class. To ensure an environment for learning without distractions, please abstain from talking during signed activities or when someone else has the floor. For effective ASL communication, please refrain from behaviors (such as chewing gum, listening to music or other auditory devices) or wearing articles (such as hats or hoods) which would impede your signing. Part of your grade for this class is learning cultural aspects related to appropriate communication techniques.

Preparation: The topic scheduled for each class (see “Class Calendar”) should be reviewed before arriving to class. This preparation is necessary for you to understand and participate with in-class activities.

Group work: Each group member should take responsibility for encouraging all other members to participate. Each student should be respectful toward other individuals in the class and validate their classwork (find something praiseworthy or valuable in the individual’s contributions), especially when someone is having difficulty. Feedback during pair or group work should be presented in a positive and constructive manner. It is important that commitments are maintained (as outside-of-class meeting times with partners/groups). This is to provide a supportive forum for shy students or those who are uncomfortable with the group process and to make sure that everyone feels included and valued.

Academic Dishonesty and Plagiarism: Please don’t! Academic dishonesty or misconduct is not condoned or tolerated at Humboldt State University. Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is used in an attempt to gain undeserved intellectual credit, either for oneself or for another. Academic misconduct is behavior that results in intellectual advantage obtained by violating specific directions, rules, or accepted academic standards, but without deliberate intent of use of fraudulent means. The HSU catalog presents important information on "Academic Honesty" and "Rights and Responsibilities (Student) for a Campus Community." Students are responsible for knowing policy regarding academic honesty:
http://studentaffairs.humboldt.edu/judicial/academic_honesty.php or
<http://www.humboldt.edu/~humboldt/catalogpdfs/catalog2007-08.pdf>

Class Calendar:

The below schedule is subject to change in the event of extenuating circumstances. Please come prepared to class by reviewing the appropriate units before they are presented.

M, 8/25	Welcome! Syllabus review, Enrollment verification & <i>Learning American Sign Language</i> -Unit 12 review
W, 8/27	<i>Learning American Sign Language</i> - Continue Unit 12 review
M, 9/1	HSU Closed-Labor Day
W, 9/3	<i>Learning American Sign Language</i> -Unit 13
M, 9/8	<i>Learning American Sign Language</i> -Unit 13
W, 9/10	<i>Learning American Sign Language</i> -Unit 14
M, 9/15	<i>Learning American Sign Language</i> -Unit 14
W, 9/17	<i>Learning American Sign Language</i> -Unit 15
(Saturday, 9/20, Group #1 “Signed Library Story” Workshop at Humboldt County Library-Eureka Main Branch)	
M, 9/22	<i>Learning American Sign Language</i> -Unit 15
W, 9/24	<i>Learning American Sign Language</i> -Unit 16
M, 9/29	<i>Learning American Sign Language</i> -Unit 16 & Review for exam
W, 10/1	Exam #1– Units 13-16 (Part 1 of a two-part exam)
M, 10/6	Exam #1– Units 13-16 (Part 2 of a two-part exam)

- W, 10/8 *Learning American Sign Language-Unit 17*
 (Saturday, 10/11, Group #2 “Signed Library Story” Workshop at Humboldt County Library-Eureka Main Branch)
- M, 10/13 *Learning American Sign Language-Unit 17*
Research paper early submission for extra points (due at the beginning of class)
- W, 10/15 *Learning American Sign Language-Unit 18*
Research paper draft due at the beginning of class
- M, 10/20 *Learning American Sign Language-Unit 18*
- W, 10/22 *Learning American Sign Language-Unit 19*
- M, 10/27 *Learning American Sign Language-Unit 19*
- W, 10/29 *Learning American Sign Language-Unit 20*
- M, 11/3 *Learning American Sign Language-Unit 20, Review for exam*
- W, 11/5 **Exam #2–Units 17-20 (Part 1 of a two-part exam)**
- M, 11/10 **Exam #2–Units 17-20 (Part 2 of a two-part exam)**
- W, 11/12 *Learning American Sign Language-Unit 21*
 (Saturday, 11/15, Group #3 “Signed Library Story” Workshop at Humboldt County Library-Eureka Main Branch)
- M, 11/17 *Learning American Sign Language-Unit 21*
- W, 11/19 *Learning American Sign Language-Unit 22*
Extra credit papers due at the beginning of class
- Nov 24-28 HSU Closed-Thanksgiving Break
- M, 12/1 *Learning American Sign Language-Unit 22*
- W, 12/3 *Learning American Sign Language-Unit 23*
 (Saturday, 12/6, Group #4 “Signed Library Story” Workshop at Humboldt County Library-Eureka Main Branch)
- M, 12/8 *Learning American Sign Language-Unit 23*
- W, 12/10 *Learning American Sign Language-Unit 24 (1 day only) & Review for exam*
- F, 12/19 **Exam #3–Units 21-24 (Both exam parts 1 and 2 will occur during this longer class period
 3-4:50pm during finals week.)**

ASL Student Survey

Welcome to this class! I am pleased that you have decided to venture into (or continue to learn about) the fascinating world of communication using American Sign Language and learning about the Deaf community, their culture and history.

In reading this syllabus, you have learned the expectations that I (the instructor) have of you during the course of the semester. So that I can better structure this class to the backgrounds and interests of the students, please complete the following questions. Please note that I will share these forms with the Teaching Assistants so they are aware of your requests and concerns. Thank you!

Why are you taking this class?

What experience, if any, do you have using sign language?

Are there any specific areas of interest you would like to learn about regarding the Deaf community, Deaf culture, and/or Deaf history?

What are your goals for this class?

What would make this class most beneficial for you?

Do you have any concerns regarding this class?

Additional Comments: _____

I have read this syllabus and understand that to insure grading consistency and fairness for all, exceptions to stated class requirements are not possible. I will seek clarification if I have any questions about this class.

Name: _____

Date: _____