Course Description:


Required Textbooks:

- 3 DVD/VHS video reviews will be on reserve at Crabbe Library. Instructor or lab manager will explain check out procedures to you.

OR

“Though Deaf Eyes” and “Deaf President Now” can be viewed online for free (see below). “See What I Am Saying” may be viewed online for a fee.

Course Objectives/General Education Goals:

ASL 101 is a general education course that is designed to help students:

- Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (Goal one)
- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
- Integrate knowledge that will deepen their understanding of, and will inform their own choices about issues of personal and public importance. (Goal eight)
- Recognize perspectives from other cultures and/or historically marginalized groups (Goal nine)

For this class, the general terms “speaking” and “listening” under the first goal mean being able to express yourself through signing (e.g. speaking) and understanding/comprehending ASL (e.g. listening).

Student Learning Outcomes:
Upon completion of this semester, the student will be able to:

1. Recognize and respect (adhere to) Deaf Culture norms.
   Student will show this by:
   1. Employing visual ways to get attention in class and in the lab
   2. Establishing clear sightlines in class and in the lab
   3. Demonstrating how to move around in a signing environment
   4. Demonstrating how to request an unknown sign
   5. Demonstrating appropriate conversational etiquette (e.g. eye gaze, head nods, backchannel/feedback)
   6. Explaining the significance of a historical event or cultural experience in Deaf culture
   7. Relating the experience of learning ASL to the Deaf experience of daily communication in a minority language

2. Understand (receptive) ASL communication about a variety of routine topics, such as introductions and sharing of personal and family information.
   Student will show this by:
   1. Identifying signs, numbers and fingerspelling by recognition of associated parameters (e.g. handshape, location, movement pattern, palm orientation)
   2. Distinguishing the grammatical features for various sentence types (e.g. y/n and wh- questions, statements, commands, topicalization, negation, and rhetorical questions)
   3. Recognizing facial features of some adjectives and adverbs (e.g. cha, mm, oo)
   4. Distinguishing between the “signer’s perspective” and real world orientation
   5. Distinguishing the use of space for reference (pronouns), location, prepositions/object relations, comparison/contrast, agreement, and tense/time
   6. Identifying numeral incorporation for age, ranking, time, and pluralization
   7. Recognizing use of the hands and/or body to represent characters and objects, describe attributes (e.g. posture, size relations), and represent actions and mannerisms
   8. Recognizing some transition markers, prosodic features and cohesive features in narratives (e.g., head nods, pauses, brow raises)

3. Communicate (expressive) in ASL about a variety of routine topics (as above) using appropriate vocabulary, and grammatical structures.
   Students will show this by:
   1. Proper articulation of signs, numbers, and fingerspelling (eg. Handshape, location, movement pattern, palm orientation)
   2. Employing facial grammar for various sentence types (e.g., y/n and wh- questions, statements, commands, topicalization, and rhetorical questions)
   3. Incorporating some facial adjectives and adverbs (e.g. cha, mm, oo)
   4. Employing the “signer’s perspective” and real-world orientation
   5. Using space for reference (pronouns), location, prepositions/object relations, comparison/contrast, agreement, and tense/time
   6. Employing numeral incorporation for age, rank, time and pluralization
   7. Using the hands and/or body to represent characters and objects, describe attributes (e.g. posture, size relations), and representing actions and mannerisms
   8. Employing some transition markers, prosodic features and cohesive features in narratives (e.g. head nods, pauses, brow raises)
Evaluation Methods:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weight</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Lab Attendance (7 sessions)</td>
<td>10</td>
<td>A = 92 - 100</td>
</tr>
<tr>
<td>Homework/Participation</td>
<td>5</td>
<td>B = 83-91</td>
</tr>
<tr>
<td>Quizzes</td>
<td>13</td>
<td>C = 74-82</td>
</tr>
<tr>
<td>Receptive Exams</td>
<td>30</td>
<td>D = 65-73</td>
</tr>
<tr>
<td>Personal Narrative</td>
<td>10</td>
<td>F = 64 or below</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ASL Investigation</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total  100% possible

The instructor will evaluate your skills through the use of tests. It is important for you to understand that grades are weighted. Expressive and receptive skills are primary area and your ability to produce and understand ASL will be weighted more heavily than written assignments. It is impossible to make grading language proficiency completely objective.

Cell Phone Policy

Your cell phone must be on SILENT while you are in my class. (Not vibrate or ring). Your cell phone should not come out of your bag or pocket. Text messaging is prohibited. Violations of this policy can result in removal from class for the day and be counted as a class absence.

ASLIE Department Homework Policy

Homework is designed to benefit you and help you prepare for your internship experience. You are expected to complete all homework regardless of whether you receive a grade/credit for it. Late homework is not accepted; however, students may request consideration to submit late homework. The request must be in writing in advance or as close as reasonably possible to the assignment due date.

Adequate and documented reasons may be approved or not at the instructor's discretion. Adequate reasons involve circumstances beyond the student's control, such as personal illness, critical illness or death in the immediate family, or participation in an approved University activity.

Student Progress:

I will be using the Gradebook feature in the course Blackboard site. Please visit this area often to track your progress.

Attendance and Homework Policy:

You are expected to attend class every time it is scheduled. The following policy does not constitute “free days” that you can use at your whim. It is intended to provide limitations and guidelines for responsibly dealing with special circumstances that may lead to an absence. If the University closes for any reason other than scheduled breaks (i.e. weather, funeral, etc.) you are expected to check
Blackboard for a make-up assignment so that we may stay on schedule. If you do not, and there is an assignment given that day, you will not be able to make-up the assignment.

**ASLIE Department Attendance Policy**

1. Four (4) absences in a MWF class or three (3) absences in a TR class will drop a student's grade by one letter. Five (5) absences in a MWF class or four (4) absences in a TR class will result in an F course grade. Two (2) absences in a night class will drop a student's grade by one letter. Three (3) absences in a night class will result in an F course grade.

2. Students may request consideration for absences in writing as soon as reasonably possible (preferably before the absence). An adequate and documented reason for an absence may be excused or not at the instructor's discretion. Adequate reasons include circumstances beyond the student's control, such as personal illness, critical illness or death in the immediate family, or participation in an approved University activity.

3. Three late arrivals equate to one absence.

**Notification Of Last Day To Drop The Course:**

You are responsible for officially withdrawing from or dropping the class should that be necessary. See more information about add/drop deadlines and refund deadlines at [http://colonelscompass.eku.edu/calendar-fall](http://colonelscompass.eku.edu/calendar-fall)

**Disability Statement:**

**Accessibility Accommodation Statement**

The University strives to make all learning experiences as accessible as possible. If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s).

If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@eku.edu or by telephone at (859) 622-2933.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working.

Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Act Amendments Act (ADAAA).
Upon individual request, this syllabus can be made available in an alternative format.

**Academic Integrity Policy:**

Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Academic Integrity.

For current University policies and regulations, please go to EKU's Policy Website.

**H. Non-Discrimination and Harassment, Title IX, and Prevention Statement**

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

EKU’s commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/ for resources. The Non-Discrimination and Harassment policy is available here and questions regarding the policy may be directed to the Chief Equity Officer and Title IX Coordinator.

**Course Requirements:**

1. **Class Participation and Attendance**

Please be on time, attend every class and put your cell phones completely away!

ASL is a visual and gestural language, not auditory and spoken. The best way to learn ASL is to see how native signers use the language, then continually use it with them and others in the same way—without relying on your first language (this is also known as ‘total immersion’). In other words, trying to learn a language mainly through independent study, or to try to catch up on your own if you miss class does not work. This is a highly interactive, performance-based course that continually builds new skills on previously learned skills. Missing even one class will put you behind.

This class will have the spirit of an important value in the Deaf community: collectivism—as opposed to the value of individualism, which is generally a feature of American culture. We are a collective learning community, so you need to “watch out” for each other and not leave anyone behind. At the same time, please don’t intentionally let your community down by missing class time and potentially hindering the progress of this community. We can make a lot more progress as a class when we are all on the same level moving forward together. If you attend class regularly and are falling behind, this may mean that you need to work harder outside of class—practicing with other students, more involved in the lab, etc.
We will be doing a lot of practice in pairs, please be eagerly willing to work with any and all students in the class and your lab. Those who are willing to make mistakes with each other during class and can laugh at themselves are the most successful students. I will do my part as your teacher to create a safe learning community—It may not feel comfortable all the time, and you may feel stretched!—but I will try to make it as safe as I can.

This class will help you develop both your expressive signing and the receptive “reading” of signs, with the major emphasis geared toward your receptive skills (e.g. use of our eyes and culturally appropriate “listening” feedback). Please, do not use your voice in the classroom and the lab as this hinders your progress and the progress of your learning community. In general, using your voice in the presence of Deaf/Hard of Hearing people and not attempting to include them by signing, is considered rude and disrespectful. The classroom and lab are designated signing areas!

Because significant language learning cannot happen apart from immersion and your learning community is depending on you, class attendance is CRITICAL. Please do not miss any class time at all. See the attendance policy below.

If you have any questions or concerns that you want to discuss in spoken English, please do so before or after class or during by appointment. As always, you can also send an email message to me.

If the University closes for any reason other than scheduled breaks (i.e. weather, funeral, etc.) you are expected to check Blackboard for a make-up assignment so that we may stay on schedule. If you do not, and there is an assignment given that day, you will not be able to make-up the assignment.

2. Homework

The Signing Naturally textbook includes practice and material review for each Unit. Some will be completed in class and/or lab while other activities will be completed on your own and discussed or reviewed during class. You are required to complete the activities as outlined on the Schedule. Spot checks of those activities will occur throughout the term via quizzes or homework assignments. Quizzes will be at the beginning of class—no make-ups will be given for quizzes therefore it is important to be on time. All quizzes will come from the Naturally Signing Level 1 textbook based on assigned reading (grammar notes, historical information, cultural notes, etc) as outlined in the syllabus (subject to change.) See Homework Policy below.

3. Sign Language Lab—Wallace 275

You are required to attend and actively participate during your scheduled lab time throughout the semester. Documentation of your lab hours will be accomplished by a roll call or other system devised by the Lab. It is also recommended that you keep a record of your own attendance. I will review the roll call record to determine your grade for this requirement. The goal of your lab time is to practice signing skills. Do not use your voice in the Lab. Once you’ve completed the structured activity, please proactively seek ways to practice your skills for the remainder of your scheduled time.

If you miss a lab hour for a justifiable reason, you may request to make it up by contacting me. Approved
make-ups/tutoring can then and scheduled through the ASL Lab online appointment form
http://aslie.eku.edu/danville-center-tutoring-request and will be first routed to your instructor via email
for approval.

4. Tests

No make-up tests will be given.

Tests will involve evaluating your ASL comprehension and will use formats that are very similar to your
homework from the student workbook. If you are struggling to understand the signers within the
workbook DVD, this is an indication of how well you will do on the test. Please make an effort to
understand everything that the signers are saying in your assigned homework. Find an ASL “study
buddy” or two and practice, practice, practice!

5. Final Exam

A cumulative receptive written final exam base on will be worth 25% of your grade. It will include any
materials covered during the term including class, lab, readings or videos. The final will held be on Day
and time.  
http://colonelscompass.eku.edu/calendar-fall

6. ASL Student Investigation

ASL student investigations are an opportunity for you to learn more about the Deaf, Deaf culture, and
develop various perspectives of society. This assignment is due Date and Time.

Audism Research Investigation

Your task is to explore the concept of audism. You
should explore:

• The historical foundations of this term,
• Current understandings of the term and its relationship with other “-isms,” and
• How the concept impacts the Deaf Community.

In your report, you should explain how audism is similar to and different from other forms of
oppression. You also need to include specific examples of audism or audistic behavior from videos
you’re reviewed, course readings, and/or personal experience. The examples should indicate how
audism is practiced (or as you have seen it practiced) by individual people, educational/government
institutions, medical establishments, businesses, corporations, or the society at large.

Review the grading rubric carefully for this assignment. While the instructions are brief, college level
writing and thinking are expected for this assignment. All sources used should be documented (in-text
citations and Works Cited/References page must be included). If you have questions about the
expectations, please clarify before submitting. A cohesive essay is expected.
The final report should be at least 2 ½ pages (not including reference page).
Rubric can be found at the end of the syllabus.

7. Personal Narrative

These will be recorded in class Due Date and time.

**General Information**

These personal narratives are modeled after the ones presented at the end of Unit 3 (in the Review) and on page 149. You should include information in addition to the requirements listed below. You do not need to address each topic below in the order listed. You can do what is comfortable and makes sense for your narrative.

Think of this assignment as introducing yourself to a new group of Deaf friends. You know they want to know lots about you and not just basic information that you might share with hearing people.

**Can include An introduction of yourself (name, hearing status)**

The **language(s) learned growing up** and now, and where you learn them. This should include the points included about the level of difficulty and/or the amount remembered. Where you **live/grew up (city/state)**, **Type of housing, and with whom you live**. You can contrast your currently living situation (i.e., in a dorm or apartment here in town) with your “home.”

**A brief discussion of the number of siblings you have.**

A short discussion of your **spring break (what you did, who was with you, how long did it take to get there- if you worked, how long does it take to get there, etc.).**

**Hobby/preferred leisure activity**

***See rubric at the end of the syllabus***

**Course Outline:**

It is expected that you will bring your book to class/lab each day. The lab will supplement and/or reinforce class lessons and provide additional lessons. You will be tested on materials taught in both the classroom and Lab. Quizzes will be over readings found in weekly assigned units.

The schedule below is subject to change. Any changes will be posted on Blackboard and/or communicated to you by the instructor during class. Readings for each lesson should be completed prior to class so you are prepared for the daily lesson.
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Meet your classmates &amp; #s 1-10 (unit 1)</td>
<td>Syllabus review, course expectations</td>
</tr>
<tr>
<td></td>
<td>HW: Read Introduction, 1:1, &amp; Syllabus (syllabus scavenger hunt due start of class 18th)</td>
<td>Deaf Awareness Questionnaire</td>
</tr>
<tr>
<td>Week 2</td>
<td>Unit 1</td>
<td>Begin Unit 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Unit 2</td>
<td>Unit 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Unit 2</td>
<td>Units 1 &amp; 2 Review</td>
</tr>
<tr>
<td>Week 5</td>
<td>Exam Units 1 &amp; 2</td>
<td>6:1, 6:2, 6:3 &amp; 6:4 Practice Timber</td>
</tr>
<tr>
<td>Week 6</td>
<td>Begin Unit 3</td>
<td>Unit 3</td>
</tr>
<tr>
<td>Week 7</td>
<td>Unit 3</td>
<td>Gallaudet and Clerc Story [6:9, 6:10, 6:11, 6:12]</td>
</tr>
<tr>
<td>Week 8</td>
<td>Unit 3 Review</td>
<td>Unit 4</td>
</tr>
<tr>
<td>Week 9</td>
<td>Spring Break Week</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Unit 4</td>
<td>Unit 4</td>
</tr>
<tr>
<td>Week 11</td>
<td>Unit 4; Review 3 &amp; 4 Introduce Personal Narratives</td>
<td>Exam Units 3 &amp; 4</td>
</tr>
<tr>
<td>Week 12</td>
<td>Begin Unit 5</td>
<td>Unit 5</td>
</tr>
</tbody>
</table>

*Audism Investigation Due Date and Time*
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>Unit 5</td>
</tr>
<tr>
<td>Week 15</td>
<td>Practice Personal Narratives</td>
</tr>
<tr>
<td>Week 16</td>
<td>Personal Narratives</td>
</tr>
<tr>
<td>Week 17</td>
<td>Final Date and Time</td>
</tr>
</tbody>
</table>

| Unit 5 Review |
| Practice Personal Narratives |
| Review for Final Exam |

| No class |
| 1 |
I. **Helpful Hints**

These hints and ground rules are designed to help you get over some initial hurdles when learning ASL in a total immersion classroom:

- Be on time (it’s hard to come in late without disrupting your learning community—they can’t “listen” with their eyes to what’s going on in class and see who’s coming in the door at the same time).
- **Put your electronic devices completely away**—again when you look at these, you’re not “listening” with your eyes. Using these during class is very distracting for me as your teacher. I may have to ask you to leave if it becomes a problem.
- Continually pair up with different people, this will help everyone grow.
- This is ASL class, not a lipreading or whispering class.
- Get out of your comfort zone—be ready to use your eyes, face, hands, and bodies in new ways.
- It **IS** polite to point in ASL.
- It **IS** polite to stare in ASL—it is actually very rude to not stare because you will not be ‘listening’ with your eyes if you don’t.
- It **IS** polite to touch in ASL—to get another person’s attention.
- Use culturally appropriate ways to get someone’s attention without using sound (pretend your classmate is Deaf)
- Only start signing to someone after you first see that they are “listening” to you with their eyes.
- The dialogues we will use are general guides. Assume that your partner will not strictly follow them so be ready to really communicate!
- If there is a breakdown in communication, laugh and start again using a different strategy.
- “Recycle” signs you already know to enhance your communication.
- We are not robots—be sure there is real back-and-forth communication and understanding.
- ASL signs don’t always have the same range of meaning as their equivalents in English.
- When in doubt, verify the production and meaning of a new sign with several native signers. As a non-native user, be constantly willing to revise your understanding of the appropriate use of a sign.
- ASL sentences have a different structure than English.

http://colonelscompass.eku.edu/

***Schedule/content/homework is subject to change. The major written assignments (3 video reviews and student investigation) are due on the assigned date regardless of any changes that occur or snow days/school closings.*** If the University closes for any reason other than scheduled breaks (i.e. weather, funeral, etc.) you are expected to check Blackboard for a make-up assignment so that we may stay on schedule. If you do not, and there is an assignment given that day, you will not be able to make-up the assignment.
• ASL facial expressions are grammatically important—it signals whether a sentence is a positive statement (true), negative statement (not true), a question, etc. —a lot of misunderstanding can happen without them!
• These grammatical expressions are often confused with anger, emotion, dramas, etc.—they are linguistic, not emotional.
# Personal Narrative Rubric

Name: ______________________

Score: ______________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Competent (6)</th>
<th>Developing (4)</th>
<th>Beginning (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sign production</strong> (choice of signs and accuracy of production)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-manual markers</strong> (eyebrow raises/lowers and head tilts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Syntax/sentence structure</strong> (ASL word order, use of pointing, contrastive structure, spatial agreement as needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conversational strategies</strong> (i.e. engaging the audience, fluency)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attire</strong> (2 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>3-Competent Meets Course</td>
<td>Explanation of requirements</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Perspectives GE Goal: 9</td>
<td>Demonstrates some depth and breadth of awareness of perspectives of other cultures and/or historically marginalized groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods GE Goals: 2, 7</td>
<td>Gathers, interprets, and/or analyzes relevant information to develop cultural and/or linguistic competence. Information may not be the most</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration GE Goals: 2, 8</td>
<td>Fairly, logically, and accurately integrates most relevant information, appropriate perspectives, and important principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of Expression GE Goals: 1</td>
<td>Expresses ideas that are usually clearly formulated and grammatically and stylistically competent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension GE Goals: 2, 9</td>
<td>Fairly and accurately articulates the cultural, historical, political and/or social struggles of historically marginalized groups or distinctive cultural experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significance GE Goals: 8, 9</td>
<td>Demonstrates some depth and breadth of awareness of the complexities of living in a multilingual and/or multicultural context</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To satisfy this requirement you will need various sources and points of view represented in your paper.

Again, you will need reputable sources for this project - you can interview individuals as well as looking into the information available in books and other scholarly sources.

This standard addresses your ability to take information from various sources and integrate them into coherent thought—not by listing one source after another.

You need to be mindful of your use of academic/college level writing and clarity. Get help from the Noel Studio if needed.

Demonstrate your understanding of the issues surrounding audism and the people it affects.

Consider the importance of the topic and how it affects people, the community, and daily life.