**Brown University**

**Center for Language Studies**

**195 Angell Street**

**Providence, RI 02906**

**SIGN 0300: American Sign Language III**

**Fall Semester 2014 Syllabus**

**Professor:** Tim Riker **E-mail:** Timothy\_Riker@brown.edu

**Days:** Tuesday & Thursday **Urgent Text:** 857-210-7719

**Time:** 10:30 PM to 11:50 PM **Classroom:** 70 Brown Street, Room 130

**Office Location:** Center for Language Studies, Room 204, 195 Angell Street

**Office Days/Hours:** Monday & Wednesday, 9-11 AM & 1-3 PM & by appointment

**Required Materials:**

Smith, C, Mikos, K, & Mae Lentz, E. (1992). *Signing naturally, level 2: workbook & DVD*. San Diego, CA: DawnSign Press. ISBN: 9781581211313

Moore, M., & Levitan, L. (2007). *For hearing people only, third edition.* Rochester, NY: Deaf Life Press. ISBN: 9780963401632

Patrie, C., & Johnson, R. (2011). *Fingerspelled word recognition through rapid serial visual presentation (RSVP).* San Diego, CA: DawnSign Press. ISBN: 9781581210392

Other articles may be assigned and posted on Canvas.

**Course Description:**

Explores sociolinguistic aspects of ASL within the Deaf cultural context. Focuses on classifiers, linguistic principles related to dialogues and storytelling techniques (e.g., role-shifting, narrative structure). Deaf culture is experienced by attending events and by voluntary service to the Deaf community. Prerequisite SIGN 0200 or placement interview. Enrollment limited to 18. Written permission required.

**Course Outline:**

Unit 14: Complaining, Making Suggestions and Requests

Unit 15: Exchanging Personal Information: Life Events

Unit 16: Describing and Identifying Things

**Teaching Philosophy:**

The curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing what is learned by engaging you into various interactive activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with me and other classmates. Our classes are conducted in ASL from the very first day. You are immersed in the language to maximize your language learning. The teacher will use gestures, signs, drawings, and act out situations to get the point across and your job is to keep trying. This may sound daunting at first, but trust me, it works!

**ASL Immersion and No Talking Policy:**

The curriculum and workbook are designed with the assumption that you use English as your first language. ASL will be used exclusively in the classroom for two reasons. First, it is culturally inappropriate to use voice in an ASL environment, or to not sign in the presence of any Deaf person. Speaking eliminates the Deaf person, whether intentionally or not, from the communication around them. In the classroom, it is critical that the instructor, Deaf or hearing, maintain a culturally appropriate environment so that you can develop the habit of signing in Deaf-hearing situations. Secondly, you can only become fluent by constantly using ASL. The more you rely on English to understand ASL, the longer you will remain in the limbo of being unable to communicate in ASL. You can’t learn a language by speaking or listening to another language. No language is a direct translation of another, and concept formation is enhanced by full immersion. Students will not learn ASL until they actually commit to using it as a living language. The classroom will become a microcosm of the living world where all meaning is negotiated in ASL.

**Course Learning Outcomes and Objectives:**

The curriculum and the lessons are designed to help the class and the program meet the five areas of *Communication, Cultures, Connections, Comparisons* and *Communities* outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Upon completion of the course, ASL students will be able to:

1. *Communication*— communicate in ASL regarding complaints about others, suggestions, requests, asking for permission, expressing concerns, negotiating for something, offering something with conditions or shortcomings, something that happened or will happen, life events, nationalities, immigration history, catastrophes in history and current events around the world, asking what a word means, giving definitions, describing objects, and other functional topics which occur naturally in conversation with native Deaf/ASL signers. This will be accomplished by introducing dialogues, engaging in conversations with the instructor and students, discussing cultural and social norms regarding communicating in ASL, and presenting using a variety of registers with different goals.
2. *Cultures—*understand about the Deaf culture and the world view of Deaf people through examining one’s own culture and world view in relation to the Deaf community. This will be accomplished by a variety of cultural activities and meeting native Deaf/ASL signers from the community.
3. *Connections—*apply what is learned to real-life situations by examining how one communicates and reacts to various situations from the lens of a hearing person and making the connection regarding how native Deaf/ASL signers approach the world. This includes examining the phenomena of code switching, sign variations, Pidgin Signed English, and attempts of hearing people to Anglicize American Sign Language for the purpose of assimilating native Deaf/ASL signers in American culture and the English language. Students will examine what it means to be an American and discuss bilingualism and biculturalism in context of native Deaf/ASL signers.
4. *Comparisons*—identify and understand the Deaf social norms, and the linguistics of ASL, including classifiers, temporal aspect, grammatical rules and non-manual signals. Students will have a better understanding of how ASL differs from English and be able to express ASL more naturally.
5. *Community*—interact with members of the Deaf/ASL community through attending Deaf events, immersing into an ASL classroom, interacting with the instructors and ASL students, and viewing media produced by the Deaf/ASL community.

**Attendance and Participation:**

Since learning a language requires interacting with native users and practicing with others on a regular basis, ASL students will need to attend, come prepared, and participate in all classes to be successful. Attendance will be tracked during each class and students who have excessive absences will see their grade suffer.

You are allowed to miss two classes during the semester for whatever reason as long as it is not during an exam. Each time a student is tardy or leaves early during class, it will count as ½ of an absence. Each additional absence will result in a lowering of your final grade by 10 percent.

Students will be expected to attend **at least five (5)** ASL social hours, coffee chats, movie nights, guest speakers, and other Brown University ASL events during the semester. An attendance verification sheet will need to be signed by an instructor or teaching assistant.

**Make Up Exams:**

If you miss class on the day of the exam, it will be considered unexcused unless there is an extenuating circumstance. I will ask for supporting documentation before a make up exam is scheduled.

**Expectations:**

Students should expect to attend about three hours of lectures each week of class and on average to spend approximately six hours outside of the classroom on homework assignments to perform well in this class. Based on past experience, there is a strong relationship between a student’s attendance, participation, effort on homework assignments, and getting good grades on exams. If you are not able to put in at least this much time for each class, then maybe this class is not right for you.

**Grading:**

Your final grade will be based on the following:

ASL Journal #1 5%

ASL Journal #2 5%

ASL Journal #3 5%

ASL Journal #4 5%

Fingerspelling Assignments 10%

Unit 14 Video Project 10%

Unit 15 Video Project 10%

Unit 16 Video Project 10%

 Unit 14 Comprehension Exam 10%

 Unit 15 Comprehension Exam 10%

 Unit 16 Comprehension Exam 10%

 Final Portfolio 10%

Letter grades will be awarded based on the following scale:

|  |  |
| --- | --- |
| Letter Grade | Percentage Point |
| A | 91-100% |
| B | 81-90% |
| C | 70-80% |
| NC | Below 69 |
|  |  |
| S\* | 70 & above |
| NC\* | 69 & below |

\*Students who are taking the course for unsatisfactory/satisfactory credit are required to take all exams. If a student misses an exam then an NC (no credit) grade will be given regardless of the student’s overall average.

*Brown ASL Events—* Students will be expected to attend **at least five (5)** ASL social hours, coffee chats, movie nights, guest speakers, and other Brown University ASL events during the semester. An attendance verification sheet will need to be signed by an instructor or teaching assistant.

*Signing Naturally Workbook Assignments*—the assignments in the workbook are to be completed by students independently. They are not graded, but in the best interest of students to complete them to be able to perform well in the course.

*Fingerspelling Assignments—*students will complete lessons 1-23 in *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* by Carol J. Patrie and Robert E. Johnson. Completing all 23 lessons on a timely basis will be worth a total of 10% of your grade.

*ASL Journals—*students will produce a total of four ASL journals approximately 3-5 minutes each on a Deaf culture topic of their choice from assigned readings and share it with the class. Students are expected to produce a well-formatted, high quality video that has a clear message and is well-organized. Each ASL journal is worth 5% of your grade.

The ASL journal will be evaluated based on:

√+ = Excellent (A): the student’s message was delivered clearly with good organization, the student demonstrated understanding of the chosen topic, and the formatting of the video was optimized for quality

√ = Good (B): the student’s message was somewhat clear and somewhat organized, the student demonstrated some understanding of the chosen topic, and the formatting of the video could use some improvement.

√- = Fair (C): the ASL journal was submitted late or the student’s message was not clear nor well organized, the student did not demonstrate understanding of the chosen topic, and the formatting of the video needs significant improvement.

*Unit Video Projects—*students will be required to complete a video project for Units 14, 15, and 16 based on what they learned. Their videos will be graded based on video formatting, organization, clarity, fluency, and language use. Each video project is worth 10% of your grade.

*Unit Comprehension Exams—*after each unit, the instructor will administer an exam which tests your comprehension of ASL based on what is learned during the unit. Since language builds upon prior knowledge, the exam may include what you learned during SIGN 0100 to SIGN 0300. There will be a comprehension exam for Units 14, 15, and 16. Each unit exam is worth 10% of your grade.

*Final Portfolio—*Each student will meet with the instructor to discuss all video projects, including identifying strengths and areas which need improvement as well as reflecting on the student’s learning of ASL up-to-date. The student will select at least one video project to improve. The final portfolio is worth 10% of your grade.

**Tentative Course Schedule**

September 4 Introduction to SIGN 0300, Syllabus, Course Expectations

 Ice Breaker Activity

September 9 Unit 14: Complaining, Making Suggestions and Requests

* + - * + Ailments & Remedies
				+ Making Suggestions About Health
				+ Complaining About Feeling Sick
				+ Temporal Aspect in Signs
				+ Discuss Video Project: Cure-All Remedy Commercial

Using persuasion

Contrastive structure

Healing vocabulary

Homework:

*Signing Naturally Workbook*

* Complete pages 35-58 by October 9th

*Fingerspelled Word Recognition through Rapid Serial Visual Presentation (R.S.V.P.)*

* Read the Introduction

*For Hearing People Only*

* Read Chapters 1-3

September 11 Unit 14: Complaining, Making Suggestions and Requests

* + - * + Complaining About Pets, Children, Roommates and Neighbors
				+ Empathize and Make Suggestions About Complaints

Homework:

*For Hearing People Only*

* Read Chapters 4-6

September 16 Unit 14: Complaining, Making Suggestions and Requests

* + - * + At the Garage - Visual Gestural Communication Activity
				+ Fast Forward - Modifying Signs/Non-Manual Signals
				+ Lexicalized Fingerspelling & Loan Signs
				+ Clock Numbers – Timetables

Homework:

*Fingerspelled Word Recognition through Rapid Serial Visual Presentation (R.S.V.P.)*

* Read Chapter 1 “Historical and Current Impressions of Signed Languages and Fingerspelled Words”
* Complete Lessons 1-3 on the RSVP CD

*For Hearing People Only*

* Read Chapters 7-9

September 18 Unit 14: Complaining, Making Suggestions and Requests

* Making Requests:
	+ Asking for help with tasks
	+ Needing to change date or time of plan
	+ Asking a favor of a third person
	+ Wanting to join a group
	+ Needing someone to hold your place
* Practice Making Requests

Homework:

*For Hearing People Only*

* Read Chapters 10-12

September 23 Unit 14: Complaining, Making Suggestions and Requests

* Asking for Permission
* Agree with condition
* Agree with shortcomings
* Decline with reason
* Decline with alternative
* Hedge

 **ASL Journal #1 Due**

 Homework:

*Fingerspelled Word Recognition through Rapid Serial Visual Presentation (R.S.V.P.)*

* Read Chapter 2 “Effective Strategies for Fingerspelled Word Recognition”
* Complete Lessons 4-7 on the RSVP CD

*For Hearing People Only*

* Read Chapters 13-15

September 25 Unit 14: Complaining, Making Suggestions and Requests

* One Fine Day Narrative
* Practice inflecting verbs
* Mark subject and object
* Rehearse request vocabulary
* Practice simple conditional sentences

Homework:

*For Hearing People Only*

* Read Chapters 16-18

September 30 Unit 14: Complaining, Making Suggestions and Requests

* One Fine Day – Group Presentations

Homework:

*Fingerspelled Word Recognition through Rapid Serial Visual Presentation (R.S.V.P.)*

* Read Chapter 3 “What is Fingerspelling?”
* Complete Lessons 8-11 on the RSVP CD

*For Hearing People Only*

* Read Chapters 19-21

October 2 Unit 14: Complaining, Making Suggestions and Requests

* Cure-All Commercial – Student Presentations

Homework:

*For Hearing People Only*

* Read Chapters 22-24

October 7 Unit 14: Complaining, Making Suggestions and Requests

* Cure-All Commercial – Student Presentations
* Unit 14 Review

Homework:

*Fingerspelled Word Recognition through Rapid Serial Visual Presentation (R.S.V.P.)*

* Read Chapter 4 “Careful Fingerspelling.”
* Complete Lessons 12-15 on the RSVP CD

*For Hearing People Only*

* Read Chapters 25-27

October 9 **Unit 14 Comprehension Exam**

**Unit 14 Video Project – Cure-All Commercial Due**

Homework:

*For Hearing People Only*

* Read Chapters 28-30

October 14 Unit 15: Exchanging Personal Information: Life Events

* Telling About Life Events
* By referring to age
* By referring to other events
* By year
* By sequencing events
* By unexpected changes

Discuss Video Project: Personal & Family History

Homework:

*Signing Naturally Workbook*

* Complete pages 59-86 by November 13th.

*Fingerspelled Word Recognition through Rapid Serial Visual Presentation (R.S.V.P.)*

* Read Chapter 5 “Rapid Fingerspelling”
* Complete Lessons 16-19 on the RSVP CD

*For Hearing People Only*

* Read Chapters 31-33

October 16 Unit 15: Exchanging Personal Information: Life Events

* Personal History – Student Presentations

Homework:

*For Hearing People Only*

* Read Chapters 34-36

October 21 Unit 15: Exchanging Personal Information: Life Events

* + - * + Nationalities/Signs for Countries
				+ Family Nationality

**ASL Journal #2 Due**

Homework:

*Fingerspelled Word Recognition through Rapid Serial Visual Presentation (R.S.V.P.)*

* Read Chapter 6 “New Signs Derived from Fingerspelling”
* Complete Lessons 20-23 on the RSVP CD with the distracters turned on.

*For Hearing People Only*

* Read Chapters 37-39

October 23 Unit 15: Exchanging Personal Information: Life Events

* + - * + Telling About Family Relationships
				+ Family Tree

Homework:

*For Hearing People Only*

* Read Chapters 40-42

October 28 Unit 15: Exchanging Personal Information: Life Events

* Family Tree – Student Presentations
* Review Numbers: 110-119, Dates and Addresses

Homework:

*Fingerspelled Word Recognition through Rapid Serial Visual Presentation (R.S.V.P.)*

* Study the word list for “An Adventure in the Himalayas” by Alec Naiman on the DVD. There are 24 words to study.
* Watch the monologue “An Adventure in the Himalayas” and write down the numbers of any fingerspelled words that you did not comprehend in context. Review the word list again to study those words.

*For Hearing People Only*

* Read Chapters 43-45

October 30 Unit 15: Exchanging Personal Information: Life Events

* + - * + Catastrophes
				+ Current Events
				+ Reasons People Immigrate

**ASL Journal #3 Due**

Homework:

*For Hearing People Only*

* Read Chapters 46-48

November 4 Unit 15: Exchanging Personal Information: Life Events

* Truth or Fiction Narratives Using Life Events
* Numbers: Dates and Addresses

Homework:

*For Hearing People Only*

* Read Chapters 49-51

November 6 Unit 15: Exchanging Personal Information: Life Events

* Family History – Student Presentations

Homework:

*For Hearing People Only*

* Read Chapters 52-54

November 11 Unit 15: Exchanging Personal Information: Life Events

* Family History – Student Presentations
* Unit 15 Review

Homework:

*For Hearing People Only*

* Read Chapters 55-57

November 13 **Unit 15 Comprehension Exam**

**Unit 15 Video Project – Personal and Family History Due**

Homework:

*For Hearing People Only*

* Read Chapters 58-60

November 18 Unit 16: Describing and Identifying Things

* + - * + Describe Shapes

Sizes

From different perspectives

* + - * + Describe Patterns on Objects and Surfaces
				+ Describe Textures of Objects
				+ Describe Combination of Shapes

Symmetrical

Asymmetrical

* + - * + Describe Lids, Pumps, Handles, etc.
				+ Visualization Activity: Silly Putty

Homework:

*Signing Naturally Workbook:*

* Complete pages 87-116 by December 11th.

*For Hearing People Only*

* Read Chapters 61-63

November 20 Unit 16: Describing and Identifying Things

* + - * + Describing Objects Which are Similar
				+ Defining an Object by How it Looks
				+ Defining an Object by How it Works
				+ Defining an Object by How it is Made/Cooked
				+ Discuss Video Project: Cooking Show & Antique Roadshow

**ASL Journal #4 Due**

Homework:

*For Hearing People Only*

* Read Chapters 64-65

November 25 Unit 16: Describing and Identifying Things

* Describing Unusual Objects
* Survey Activity
* Money Signs
* Activity: Shopping Around

November 27 Thanksgiving Break: No Class

December 2 Unit 16: Describing and Identifying Things

* Cooking Show & Antique Roadshow – Student Presentations

December 4 Unit 16: Describing and Identifying Things

* Cooking Show & Antique Roadshow – Student Presentations

December 9 Unit 16: Describing and Identifying Things

* Cooking Show & Antique Roadshow – Student Presentations
* Unit 16 Review

December 11 **Unit 16 Comprehension Exam**

**Unit 16 Video Project – Cooking Show/Antique Roadshow Due**

December 20 **Final Portfolio Due**

*This schedule is subject to change with advance notice from the professor.*