



Capital High School
American Sign Language II
Syllabus 2017-2018

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Classroom: D-11

I. COURSE DESCRIPTION

American Sign Language (ASL) is the remarkable, complex, and naturally existing language used by Deaf people in North America. ASL II continues to immerse students to this visual/gestural language and to the community of people who use it. You will review the fundamentals then expand upon your vocabulary, improving grammar and use of ASL through natural, everyday conversations in both formal and informal registers.

COURSE OBJECTIVES - Students will continue to learn to appreciate and respect ASL as a living, unique and wholly naturally-occurring language, and recognize Deaf people as a community with their own set of cultural traditions and values. Students will become more familiar with Deaf culture, history, folklore, community, and sub-communities.

II. REQUIRED MATERIALS

- Signing Naturally Student Workbook Units 7 - 12
- Composition book 100 pages
- 2 Red pens
- Notebook
- 1 inch Binder & Dividers

ADDITIONAL REQUESTED ITEMS:

Access to a video camera, (one built into your smartphone, iPad tablet or laptop). We'll be using these during the year. I'll always have mine set up in the room. Some future expressive assignments will be recorded so the student can critique their own work. ***Parental Permission is needed! None of the recordings will be kept. It is strictly for the student to see how they are signing, to see how they can improve their form. Parents must sign the form at the end.***

1. Each student brings in one box of tissues (like Kleenex or a generic brand)
2. You will be viewing web pages, PowerPoint files, and media files. You may use the laptop during Bear Time to do any missing assignments.

III. METHODS OF INSTRUCTION AND COURSE MATERIALS:

During the year you will be receiving quite a bit of information regarding the structure and usage of ASL. Methods of instruction will entail lectures, modeling, group practice, individual work, classroom discussions and videotaping.

- a. **In Class Participation and Cooperation** Since ASL is a visual/gestural language, you will need to develop communication skills of which you are not accustomed: using your hands, facial expressions, body movement and spatial referencing. The primary mode of communication in the classroom will be *ASL. As you will probably discover, it is very difficult to prevent your English skills from influencing signing.
**A gentle warning... This is NOT an English class. S.E.E. (Signed Exact English) is considered a code not a language and does not meet the criteria to be considered a foreign language. If you use S.E.E. or other coded simplified English usages you will NOT pass this class at all.*
- b. Classes are conducted in *spoken* English to begin with and the percentages begin to change. ASL II: Day 1 will be 90% spoken 10% ASL. Day two: 80%/20% and so on, rapidly getting to a point where we are immersed in the language.
- c. Never fear - the use of gestures, signs, drawings, PowerPoint, websites will all be utilized in class setting. You must come prepared to sign with me and fellow students.
- d. **The “No Voice Zone” Policy** - We insist on maintaining a signing environment at all times in the classroom for two reasons; One, it is considered rude and insulting to talk in front of a Deaf person and not make the information passing between you and the other person accessible. Since a good number of your teachers will be Deaf and your goal is to get to know Deaf people in the community. It is imperative that you develop the habit of signing when Deaf people are present. Secondly, this is an immersion class, which means only the target language is used. Using only ASL helps you to develop both your comprehension skills and your expressive skills quickly and effectively. Talking disrupts this process and delays your language development. If a fellow student asks you for help, feel free to help by using signs you have learned or by writing back and forth. In this way, I can see what is being said and can join in to help, if needed.
- e. **No Cell Phones** – All cell phones and pagers must be turned off during class. You will be asked to put your cell phone in the classroom pocket chart on the wall once you enter the classroom. If you feel there might be an emergency, please let me know in advance before class and you might be referred to the main office to make your call.

Make-up Work:

- It is **your** responsibility to check for missed assignments on Skyward upon your return to school after an excused absence. This needs to take place before class or after class. Anything that was assigned while you were absent will be ***due within 2 days of your return.***
- **Tests** are very hard to make up. As time goes by after an absence, you will forget things. You are responsible for coming in on your own time to make up a missed test. ***Students have one week to make up the missed test.***
- Many materials and notes will be provided for you in class; however they will often be presented in **PowerPoint**. Students can come in to review power points during Bear Time or request to make appointment after school.

IV. LEARNING OUTCOMES

Students will utilize the appropriate vocabulary, grammar and social behavior by demonstrating their knowledge of the topics covered in class using specific language and grammar constructions.

- a. Core Subject Standards for Foreign and Native Languages Covered: communication, culture, connections, comparisons and community
- b. Knowledge of Deaf Culture and Deaf Community -Included but not limited to history of ASL, Culture vs. Pathology “deaf vs. Deaf”, education of Deaf people in the U.S., books, documentaries and other videos (“Through Deaf Eyes” by PBS and Deaf Professional Artist Network ASL Music Videos, etc.) will help the class grow to a deeper understanding and respect for the beautiful culture that surrounds this rich language. During the school year, I plan to have guest speakers, possibly field trips to immerse ourselves into the language.
- c. Vocabulary - Students will be responsible for learning the vocabulary in *Signing Naturally Student Workbooks* located at the end of each and the absolute wealth of vocabulary that springs from classroom discussion, guest speakers, and all the other resources we will tap into.
- d. Receptive and Expressive Narratives: To help you develop your receptive skills and your understanding of the nuances of the language you will be given several video narratives to view and to answer questions about each narrative. The expressive narratives are designed to help you learn what fluent ASL "feels" like. You will be given some brief ASL narratives to memorize and reproduce on videotape. You will receive feedback and an opportunity to revise your work prior to turning it in for credit.
- e. Community Contact: The goal is to independently explore any avenue of interest related to Deaf people, the Deaf community and the language that they use to communicate amongst themselves and/or the greater community. You will be required to explore and experience any aspect of the Deaf community that you find of interest. Every event that you attend will be added to your grade.

GRADED ASSIGNMENTS, QUIZZES AND EXAMS-Students will be graded on homework, classroom participation, quizzes, tests, and projects.

Assessments Strategies: Students will be assed in the following areas:

Grading Criteria:

Quizzes	30%
Projects	20%
Class work/homework	20%
Classroom activity	20%
Deaf Culture/Leadership	<u>10%</u>
	100%

V. CLASSROOM AND CULTURALLY APPROPRIATE BEHAVIORS

- ✓ *Non-verbal communication and “think” ASL* when you enter the classroom as a general rule. Please turn off your voice after the bell rings. Get ready to communicate in sign language.
- ✓ *Treat everyone in the room with respect.*
- ✓ *Make eye contact and show your face*- This will be hard for many of you at first because culturally, we are trained to mostly listen, and not all cultures value direct eye

contact, some even disapprove of it. You will be expected to watch the person who is signing in large, small and one-on-one signing situations. A huge part of ASL is facial expression and eye gaze. We won't be able to fully access this part of the language if you are covering it up.

- ✓ **Limit distractions** I love my technology and will use it to help you improve your skills. However, texting, tweeting, Facebooking, Instagramming, etc are a no-no in my class please. Play Candy Crush later!
- ✓ **Ask questions and get help!!**
- ✓ **Strive for Mastery on tests, projects and assignments.**
- ✓ **Attend class and be on time**
- ✓ **Observe academic integrity.**

All school rules and regulations outlined in the Student Handbook and of course, are in effect in this classroom as well.



I have read the SYLLABUS for my ASL class and I am familiar with the requirements/expectations for the course (grading policy, late work, make up work, attendance/participation, rules etc.).

Student Name: _____

Student's Signature: _____

I have received and *read* a copy of the syllabus for the ASL course my student is taking.

Parent/Guardian Signature: _____

Parent's *Printed* Name: _____

E-mail: _____

Cell: _____