



Oregon State University

Ecampus

Course Name: Second-Year American Sign Language

Course Number: ASL 212

Credits: 4 Credits

COURSE DESCRIPTION:

This is the continuation of the second-year ASL courses with the further development of structures, receptive/expressive skills and vocabulary. Prereqs: ASL 211. Native and/or bilingual speakers of ASL will not receive credit for ASL 211, ASL 212, ASL 213.

REQUIRED TEXT/MATERIALS:

1. *Signing Naturally Student Workbook*, Level 1, Units 7-12 by Ken Mikos, Ella Mae Lentz and Cheri Smith (2008)
2. *Signing Naturally Student Workbook*, Level 2, Units 13-17 by Ken Mikos, Ella Mae Lentz and Cheri Smith (1989)
3. *American Sign Language: A Student Text*, Units 10-18 by Dennis Cokely and Charlotte Baker-Shenk (1991) (**nickname: Green Books**) Note: 3 sets of units 1-27 (9 units each set per serial course)
4. WEBCAM with video chat program installed (ie, Skype; Google+ Hangouts, your smartphone with front/back cameras).

Textbook: NOTE: For textbook accuracy, please check the textbook list at the OSU Bookstore website (<http://osubeaverstore.com/>). Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link above the ASL 212 course information in the [Ecampus schedule of classes](#) for course textbook information and ordering.

LEARNING OBJECTIVES:

This course continues in the level 2 series to further stress and enhance the development of advanced beginner/intermediate conversational skills with emphasis on developing vocabulary, topics, grammar and expressive/receptive skills. This

course level encourages students to talk about people in a more abstract way and to talk about the environment removed from the present location, i.e. at home or other parts of the country. Students also learn to narrate the events that occurred in the past, as opposed to telling what is happening currently. The content for the course is broken down into four basic categories: cultural awareness, grammatical features, vocabulary development, and conversational skills.

A. Cultural Awareness

- The student will receive written information related to culturally significant topics in the Deaf community (i.e., Blackboard Discussion topics)
- The student will write a short paper (approx. 5 pages) on a specific aspect of the Deaf community that is assigned by the professor
- The student will attend at least three (3) social functions at which members of the Deaf community are present

B. Grammatical Features

- The student will receive appropriate written information on all targeted grammatical features of ASL covered during the course
- Given a set of specially prepared ASL dialogues, the student will demonstrate receptive mastery of those features of ASL targeted in the dialogues
- Given a set of specially prepared ASL dialogues, the student will demonstrate expressive mastery of those features of ASL in the dialogues

C. Vocabulary Development

- The student will be exposed to a targeted set of vocabulary items
- Given a set of targeted vocabulary item (including fingerspelled loans) drawn largely from specially prepared dialogues, the student will demonstrate both receptive and expressive mastery of those vocabulary items
- Given a set of targeted vocabulary items (including fingerspelled loans), the student will demonstrate receptive and expressive mastery of appropriately selected stylistic, regional, social, ethnic, and age-related variations of these vocabulary items. Students will be assessed on this by vlog feedback.

D. Conversational Skills

- The student will demonstrate receptive competence for relatively short narratives, stories, etc. in ASL that are told by the professor and by Deaf users of ASL
- The student will demonstrate the ability to initiate, conduct, and terminate context-specific conversation of medium length
- The student will demonstrate the ability to express self generated short stories, short narratives, etc. in ASL

STUDENT LEARNING OUTCOMES AND SKILLS:

- Manipulate increasing levels in the foundation of the language structure, such as subject/object- verb (ex. "umm", *know state-school (point to right location), home road near school, live next school. Not-much school-home*

commute.) and further details of the concept, as evidenced through vlogs (video journals)

- Demonstrate receptive competence (understanding of level-appropriate topics, structures and vocabulary) for relatively longer and expanded dialogues and storytelling, such as role shifting/characters switching, in vlogs.
- Be able to converse, using expressive and receptive skills, in a variety of intermediate sentences and share detailed information related to common topics (i.e., cultural etiquette of introduction with personal details, basic storytelling) in one-to-one and small group
- Recognize and exhibit intermediate and/or advanced principals of ASL syntax, including non-manual signals, mouth morphemes, grammatical markers and complex questions and statements, as evidenced in vlogs
- Analyze the history, culture and language of the Deaf in depth by doing research paper
- Compare and contrast cultural differences in manners and tendencies between the Deaf and their hearing peers as well as controversial issues within the Deaf and between the Deaf community and medical/educational communities

The students will receive a Class Lesson and Activity Schedule along with this course syllabus, which includes the assignment due dates and examination dates. The students are responsible to check the schedule at the Blackboard at all times.

TENTATIVE COURSE SCHEDULE

Please prepare for the course by reading and reviewing vocabulary, studying new vocabulary from the units prior to class. You are responsible for both the grammatical and cultural information presented in course materials.

It is expected that students will have various skills in ASL, and thus instructor may adjust timelines during the term for students' language variances.

Week 1

Class orientation

Review vocabularies from *Signing Naturally; Level 1 7-12* for memory refresher

Read *Signing Naturally, Level 2* Introduction

Read American Sign Language "Green Books" (GB), pages: x-5

*****Note: each Signing Naturally (SN2) unit is divided into two mini units as *a* and *b***

Week 2

SN2: Lesson 11a and lesson vlog

GB: Unit 10 and lesson vlog; read Synopsis and Cultural Info, pages 6-7

Analysis paper topics due

Quiz 1

Week 3

SN2: Lesson 11b and lesson vlog

GB: Unit 11 and lesson vlog; read Synopsis and Cultural Info, page 25

Quiz 2

Week 4

SN2: Lesson 12 and lesson vlog

GB: Unit 12 and lesson vlog; read Synopsis and Cultural Info, page 43

Quiz 3

Week 5

SN2: Lesson 13 and lesson vlog

GB: Unit 13 and lesson vlog; read Synopsis and Cultural Info, pages 60-61

Quiz 4

Week 6

SN2: Lesson 14 and lesson vlog

GB: Unit 14 and lesson vlog; read Synopsis and Cultural Info, page 79

Quiz 5

Analysis Papers due

Week 7

SN2: Lesson 15 and lesson vlog

GB: Unit 15 and lesson vlog; read Synopsis and Cultural Info, page 97

Quiz 6

Expressive Presentation Vlog (partial cumulative video exam of SN2 lessons 11a-14)

Week 8

SN2: Lesson 16 and lesson vlog

GB: Unit 16 and lesson vlog; read Synopsis and Cultural Info, page 113

Quiz 7

Week 9 - Reading/Videoviewing Week

GB: Unit 17 and lesson vlog; read Synopsis and Cultural Info, pages 130-131

2-page summary brief paper of reading and videoviewing sources

Week 10

SN2: Lesson 17 and lesson vlog

GB: Unit 18 and lesson vlog; read Synopsis and Cultural Info, pages 150-151

Expressive Presentation Vlog (partial cumulative video exam of GB units 10-17)

Week 11 (Finals Week)

Interaction Vlog and Journal Entry due

Quiz 8

COURSE ASSIGNMENTS

The students are responsible for watching the videotape units and completing the workbook assignments, lesson vlogs, journal entries and the like according to the class lesson and activity schedule. Two analysis papers (brief and long) are also included.

Students are encouraged to keep track of their estimated/given points to ensure that the total of points match with the total the instructor has for the final grade of the course.

*****The students will receive a Class Weekly Schedule and Course Schedule Summary along with this course syllabus, which includes the assignment due dates and examination dates. The students are responsible to check the schedules (printed, posted, et al) and announcements at the Blackboard at all times.*****

HOMEWORK ASSIGNMENTS

Students are responsible to do their workbook lessons during the week, according to the course weekly schedule. They are to view the workbook DVD units and mark down the answers and submit the answers online (using the link provided under Homework section at Blackboard) before or by the end of the week. They are to check the posted answers to correct their workbook lessons. Students are also required to create and submit Lesson Vlog each week by demonstrating what they have learned for the instructor to review and give feedback. (please see the section, LESSON - VLOGS below for further instructions) Homework is 10 points each. (80 points)

LESSON - VLOGS

Course participation is vital. Students must participate in signing exercises within the week by doing the vlogs after each lesson. According to the instructions provided in the announcements (at the beginning of the week the vlog(s) is due), students must follow what it is required. A vlog, created less than 1 minute, will not be accepted and/or graded. Vlogs are created according to the lesson exercises and submitted for reviewing and evaluating by the instructor for feedback. After receiving the evaluations and feedback, the students are to enhance and improve their receptive and expressive skills with practice. If needed, feedback videos will be provided by instructor for correcting any errors by demonstrating the correct steps and examples. Students must upload the vlogs to the proper link provided (ex. Vlog link), not to other link(s) (ex. Journal Entry link). Emailed vlogs will not be accepted as backups. Students are strongly encouraged to check back often for comments/feedback and/or additional information after submitting their vlogs. Lesson vlog is 10 points each. (80 points)

INTERACTION HOURS

Students are required to earn at least ten (10) interaction hours with signers in the in-person setting, in order to endure and to maintain their receptive and expressive skills. Students are encouraged to attend events where signers congregate to

socialize, such as ASL Films viewings, open-captioned movies, Deaf Expos, ASL Coffee Nights, etc. Events and additional information will be in the Announcement section. Proof is needed, such as photos of the events, ticket stubs, playbill, et al. Brief videos of chats between the students and signers (10-15 seconds per video) either by phone or hand camera. Using the Journal Entry link, each submission with proofs in form of summarized vlog and journal entries of the interaction hours will be worth the numbers of hours earned and each submission must be titled, sub-total of hours and dated. Further details and instructions of the interaction will be posted in the announcement. Interaction Hours Vlog and Journal Entry (summaries with dates of the events/activities attended) is due on the Finals Week and is uploaded to the Journal Entry link, not Vlog link. (10 points)

Non-Credit Interaction When it is possible, students are also encouraged to video chat with other students during the course term schedule (between live video chat sessions) to practice their skill, using the exercises and reviewing for the presentations/quizzes. This includes meet-ups (meet with other students in person for practicing and/or chatting).

JOURNAL LOGS

The journal is required so that the student can write comments/questions/ideas/etc. regarding the course. Entries must be made by end of the week (ex. 11:59 pm, Saturday except last day of course on Friday). Journal entry after each class session/lesson is strongly encouraged (journals are not intended for students to write down each class lesson). Each entry must be titled and if necessary, dated (ex. Journal #1 - Week 1, mo/day/year). The journal will be reviewed once a week. Each entry must be dated. Entry is 1 point each. (10 points)

CROSS-CULTURAL/LINGUISTIC ANALYSIS PAPER

Topic Paper - after their submitted topic proposals are approved, students will research and write a five (5) page typed, double-spaced paper explaining elements of the linguistics of ASL, and/or the characteristics of the Deaf culture and community. The paper should compare and contrast the approved topic from a wide variety of issues within the Deaf communities of the United States (ex. pros and cons) and in the conclusion, a formed view/opinion. The topic list of 6 topics (with the first and second choices), is to be submitted on week 2. The paper also needs to be cited in the additional page (such as where the information comes from and is not counted as page 6). (60 points)

Reading/Videoviewing Brief Paper - the students are required to do some research, using any resources available (ex. Google, library materials, articles, journals, videos, vlogs, etc) regarding Deaf culture, history, issues, stories et al. The objective is to learn and gain comprehension of what is going on in the real world the Deaf community is dealing with. The brief paper is two (2) pages, double-spaced and need to be cited in the additional page as page 3 (such as where do they find the information and is not counted as page 2). (20 points)

CHAT/INSTANT MESSAGING/VIDEOCHAT

Videochat - it is optional but strongly encouraged for optimal and enhanced learning as well as fun interaction. In case of urgent need of help, appointments can be arranged for Videochat by emailing me.

Naturally, you're required to have a Gmail account for Google+ Hangout group Videochat and ASL Blog. If you don't have one, go to www.gmail.com and create a new account. Please send an invite to my email at asluniversityprofessor@gmail.com to be added and vice versa.

Instant Messaging (IM) - IM chats, including group chats, are optional, not required. Appointments through email can arrange for off-scheduled IM chats for urgent issues.

Students are highly encouraged to "chat" with each other as well outside of these opportunities.

BLACKBOARD DISCUSSION BOARD/FORUM SESSIONS

Forum discussions will be available on Blackboard during the term. Students are required to participate for interaction, questions/answers and help/feedback, at least six (6) times per term (more than 6 is welcome but maximum of points will not be increased after 30). It is to foster an interactive relationship as well as teamwork to provide support to one another. It is also to increase knowledge and learning from one another. Participation is 5 points each. (30 points)

BLOG READING

Reading blog postings isn't required but strongly encouraged as there are helpful tips/tricks and suggestions to guide the students through their learning journey. There is also information that may answer questions that's not mentioned in the workbook, videos/DVDs, or Discussion Board. Plus, there are interesting tidbits, news and historical stories to enhance the knowledge of the Deaf and/or ASL and beyond. There is no grade or points for the participation. Naturally, if interested, you're required to have a Gmail account to be added on the reader list since the blog is private, not accessible to the public. If you don't have one, go to www.gmail.com and create a new account. Please send your email address to asluniversityprofessor@gmail.com to be added and vice versa.

QUIZZES and VLOG (EXPRESSIVE) PRESENTATIONS

Quiz will be given weekly after each lesson (8 quizzes in total). Expressive Presentations will be due twice during the course on Weeks 7 and 10 (two presentations in total). Students are required to log on in appointed testing times for quizzes. For the Expressive Presentation, students will prepare a vlog according to the instructions provided in the announcement for the first Presentation (Week 7),

and for the second Presentation (Week 10). Each Expressive Presentation is to be made in vlog and is due before or by 11:59 pm on Saturday, end of the week (Week 7) and 11:59 pm on Friday, last day of course of the term (Week 10). If the student is not logged on to any of the previous testing days cited, the student would receive a grade of zero or equivalent to a "F". No makeup quiz will be given. Quizzes are 10 points each and Vlog presentations are 15 points each. (110 points)

HELPFUL TIPS FOR PASSING THE COURSE

*Watch the face of the signers, not the hands, such as the space for the face and upper body as shown in the workbook. Grammatical information is conveyed on the face.

*Practice, practice, practice! Things will feel odd and may seem 'uncomfortable' at first, the more you practice (both receptive and expressive), the more it will start to feel comfortable utilizing the language.

* Ask questions and give feedback! Learning processes are meant to be an exchange, and ASL requires interaction - it is a highly interactive language, even when "only listening". If you don't understand, ask either an instructor or a fellow classmate!

* Remember no two people sign the same, so don't judge yourself on how you are doing in relation to someone else.

* ASL is a language just like any other language, and "tripping over" phrases and vocabulary is a natural process, just as it happens when speaking English, or any other spoken language!

GRADING SYSTEM

The total of the points for this course is 400. Column shown below of assignments, attendance, participation, contact hours and so forth as stated above:

Homework	80
Analysis Paper	80
Discussion Board	30
Interaction Vlog	10
Journal	10
Quizzes/Expressive Presentations	110
Lesson Vlog	80
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Total Points	400

Point conversion for final grading is as follows:

A	(400 - 368)
B+	(367 - 336)
B	(335 - 304)
C+	(303 - 272)

C	(271 - 240)
D	(239 - 202)
F	(202 and below)

The outcome is your final grade, which will appear on your transcript. Students are encouraged to keep track of their points earned during the semester for accuracy and to verify that the grade is correct when the final grades are posted after the course is completed.

IMPORTANT NOTICE

There will be no make-up quizzes. Students should contact the instructor in the event of illness or other events for assistance in remaining current with the class.

DISABILITY NOTICE

Accommodations are collaborative efforts between students, faculty and [Disability Access Services](#) (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

CLASS CONDUCT

Discriminatory, disruptive, and/or disrespectful behavior, gestures, comments (signed and or vocalized) will not be tolerated. Any behavior in that manner may lead to referral to the Dean of Students for disciplinary action.

STUDENT CONDUCT HOME: <http://oregonstate.edu/studentconduct/>

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of "F." Link to Statement of Expectations for Student Conduct: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html

STUDENT EVALUATION OF TEACHING

We encourage you to engage in the course evaluation process each term - online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

OTHER INFORMATION

If you are in need of tutoring services, please contact the instructor for information.

***NOTE to prospective students:** This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.*