



Oregon State University

Ecampus

Course Name: Second-Year American Sign Language

Course Number: ASL 213

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 212. 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 2, Units 13-17 by Ken Mikos, Ella Mae Lentz and Cheri Smith (1989)
2. *American Sign Language: A Student Text*, Units 19-27 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)
3. WEBCAM with video chat program installed (ie, Skype; Google+ Hangouts, your smartphone with front/back cameras).
4. GoReact Registration (special invite link provided on Blackboard). Lab fee: \$15 per term

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

Students should click the OSU Beaver Store link above the ASL 213 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. *that-one index (right location) point narrate, sign language world, same-all-over, me "no-no" sign (point right) language different (in arc movement).*) 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 3, unit 13-17* for memory refresher

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

*****Note: each Signing Naturally (SN3) unit is divided into two mini units as *a* and *b***

SN2: Lesson 14b and lesson vlog

GB: Unit 19 and lesson vlog; read Synopsis and Cultural Info, pages 6-7

Quiz 1

Week 2

SN2: Lesson 15a and lesson vlog

GB: Unit 20 and lesson vlog; read Synopsis and Cultural Info, page 25

Analysis paper topics due

Quiz 2

Week 3

SN2: Lesson 15b and lesson vlog

GB: Unit 21 and lesson vlog; read Synopsis and Cultural Info, page 43
Quiz 3

Week 4

SN2: Lesson 16a and lesson vlog
GB: Unit 22 and lesson vlog; read Synopsis and Cultural Info, pages 60-61
Quiz 4

Week 5

SN2: Lesson 16b and lesson vlog
GB: Unit 23 and lesson vlog; read Synopsis and Cultural Info, page 79
Quiz 5

Week 6

SN2: Lesson 17a and lesson vlog
GB: Unit 24 and lesson vlog; read Synopsis and Cultural Info, page 97
Quiz 6
Analysis Papers due

Week 7

SN2: Lesson 17b and lesson vlog
GB: Unit 25 and lesson vlog; read Synopsis and Cultural Info, page 113
Expressive Presentation Vlog #1 (partial accumulation of SN2 lessons 14b-17b)
Quiz 7

Week 8

GB: Unit 26 and Unit 27 and lesson vlog; read Synopsis and Cultural Info, pages 130-131 and 150-151
Quiz 8

Week 9 - Reading/Videoviewing Week

2-page summary brief paper of reading and videoviewing sources

Week 10

Expressive Presentation Vlog #2 (partial accumulation of GB units 19-27)

Week 11 (Finals Week)

Interaction Vlog and Journal Entry due

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. With the Green Book, they are write a brief summary of each chapter regarding Synopsis and Cultural Info and submit it with the workbook homework. 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 (Go React feedback videos). After receiving the evaluations and feedback, the students are to enhance and improve their receptive and expressive skills with practice. 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)

Go React Registration and Lab Fee: registering for the Go React site program (online) is required and the fee is \$15 flat for the whole term to create unlimited vlogs (under 30 minutes if you don't want to pay additional charges for overtimes). You can either do self-recording or upload your video. Please register as soon as possible and get familiar with it first before you start doing the weekly vlogs. So that way, you won't be late, turning in the vlogs and lose potential points once you know how to do it.

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 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 InteractionWhen 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/thoughts and 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. It is a light and fun assignment that doesn't include any comparison-contrast view like the Analysis paper and something to share what you've learned and appreciated. 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/VIDEOCHAT and ASL Blog

Videochat - it is optional but strongly encouraged for optimal and enhanced learning as well as fun interaction. It can be used for interaction hours to earn after obtaining an approval from the instructor first in advance with good reason(s). In case of urgent need of help, appointments can be arranged for Videochat by emailing me.

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, including the required "Introduce Yourself". They are required to post the answers to any of 6 questions out of 10 questions (more than 6 is welcome but maximum of points will not be increased after 30 points). 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. This is for Discussion topic questions to earn points only. 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.

<http://oregonstate.edu/studentconduct/http://%2Foregonstate.edu/studentconduct/code/index.php>

OTHER INFORMATION

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

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.