



DEPARTMENT OF WORLD LANGUAGES AND PHILOSOPHY
ASLP100 ASL I

Professor: XXX
Semester YEAR
CRN XXXXX
Campus: XXXXX
Class Location: Bldg. & room
Class Meets: Days/Time
Office: XXX
Telephone: XXX (*indicate preferred method of contact*)
Email: XXX@montgomerycollege.edu
Office Hours: Days/Time

Textbooks and other resources:

Smith, Cheri. *Signing Naturally*. Student Workbook, (Book & DVD). 2008. DawnSignPress. ISBN: 9781581212105. **ASLP 100 covers chapters 1 – 6.**

Speakworks, Inc. *GoReact Student 1-Class (code only)*. BYU Academic Publishing. ISBN: 9781611650167.

Course Description:

A survey of conversational ASL hand-shapes and basic grammatical structures. Basic cultural information that influences forms and communication in ASL will be presented and studied. *Assessment Level(s): ENGL101/ENGL101A, READ120, Three hours each week. Formerly SL100.*

Course Outcomes:

Upon completion of this course a student will be able to:

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions at basic level.
- Interpret written and spoken language on a variety of topics, demonstrating receptive competency at basic level.
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics at basic level.
- Employ language functions appropriately in explaining perspectives on deafness, identify the assistance devices used by Deaf people in their homes.
- Employ the syntax and grammar rules of American Sign Language at basic level.
- Analyze the sociological aspects of introductions among hearing and deaf community including culturally appropriate ways to get Deaf person's attention.
- Compare and contrast the language studied with their own.
- Describe the beliefs, values, practices and products of the Deaf community and be able to function within its norms.
- Analyze the use of the language both within and beyond the school setting, identifying and utilizing appropriate language registers.

Grading Policy: The final grade will be determined as follows:

Participation/Attendance	10%
4 Unit Tests	40% (10% each)
Assignments	20%
Final Exam	20%
Class Project	10%
Final Grade	Total: 100%

Grade Scale:

A	90 – 100%	B	80 – 89%	C	70 – 79%
D	60 – 69%	F	< 60%		

Assignments:

Participation / Attendance – 10%

Active participation in class contributes to your learning and is an important factor in your grade. There are three aspects regarded in your daily participation: your contribution to the class, use of ASL and presence. While your presence is extremely important, just being present is not enough! Your participation in this course is measured by your daily level of preparedness, engagement in the learning process, spontaneous volunteering, respect for others and for the culture you are studying, and use of ASL. By the same token, if you are not in class, you cannot learn; so attendance and punctuality are imperative as is being attentive and focused in class.

Absence and Tardiness Policy: Attendance is fundamental in a language class, and excessive absence/tardiness will affect the participation grade. Any student arriving after class has begun is tardy. *Please indicate how you count tardies.* You are responsible for all work assigned whether you are present or absent. *Please indicate your policy for students with excessive absences.* *Students may not fail a class based on absence alone.*

ASL Program: No-Voicing Policy: This is a no voice class. During class time you should keep your voice off and not whisper nor rely on "exaggerated mouthing." If other students *voice* to you, you should respond as if you couldn't hear them and ask them (by signing) to communicate with you by signing or fingerspelling. Review the participation rubrics to understand how your participation grade will be impacted by using spoken English in class.

PARTICIPATION RUBRICS	POINTS
The student participates with original ideas that show reflection on the material. The student comes to class prepared, takes the initiative in class activities, and shows a positive attitude. S/he is respectful with partners and teachers, offers help to partners and constantly seeks to improve her/his ASL skills. Only uses ASL in class	10%-9%
The student participates voluntarily; however, s/he does not stand out in any way from other students in volume or quality of contributions, or does not show evidence of preparation Only uses ASL in class.	8%-7%
The student attends class but studies/ participates the minimum required; She/he does not show interest in the class and only participates when asked or while doing group/pair work. Student voices sometimes.	6%-5%
The student does not participate because s/he is absent (mentally or	4%-0%

physically) and does not develop rapport with the class. S/he is disrespectful or unenthusiastic. The student must be prodded to begin work, form groups, or participate. Student uses English excessively.	
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Unit Tests: You will have 4 unit tests. These tests will consist of the following sections: receptive comprehension, grammar, vocabulary, and topics for your expressive. If you miss a test you will get a zero. The expressive portion of the unit tests will be done using GoReact in the lab in the Macklin Tower, Room 020 of the Writing Reading Language Center. There will be no make-up tests or exams. Timely attendance is required for all tests and exams. Tardy students receive zeros for the parts missed.

Assignments: The assignments are textbook based and consist of a series of production (expressive) videos that you will complete after reading, watching and completing assignments. Each of you will upload your assignments into GOREact.

Final Exam: There are two parts to the final exam: Receptive and Expressive through GOREact. The final exam is scheduled in the course schedule section of your syllabus. The final will be a comprehensive review of what you have learned in Units 7 through 11. The receptive part will consist of the following sections: receptive comprehension, grammar, vocabulary, and culture. For the final expressive part, students are required to sign extemporaneously about a given topic. You will receive a list of topics and a rubric for evaluation two weeks prior to each exam. The exams are mandatory and cannot be rescheduled.

Class Project: You will complete a class project worth **10% of your final grade**. This presentation will require you to complete some independent research on the topic you select. In this class project you will demonstrate your ability to produce the grammatical and functional structures introduced in ASLP100, by signing a cohesive story of your own creation. You will select a topic related to the themes presented in your textbook in units 1-5, such as exchanging personal information, discussing living situations, talking about family, work relations, pastimes, and everyday activities, among others. You are encouraged to incorporate knowledge learned in other classes you have taken or are currently taking to deepen the understanding of the information you will share on your selected topic. Students will be evaluated on sign formation, handshape, palm orient, movement, location, spatial referents, non-manual modifiers, written communication, information literacy and technological competency.

You will be instructed to sign a story (by memory) associated with any of the themes covered during the semester. You will prepare a three to five minute video in which you are expected to use vocabulary covered in class, good grammar structure and include cultural information. Please use trustworthy resources and references as you research your chosen topic and signs. Use online information from reputable organizations, such as web sites like:

<http://www.aslpro.com>

www.handspeak.com ASL Interactive Dictionary

www.aslinfo.com ASL/Culture

www.deafandhh.com ASL/Culture

www.deaflibrary.org ASL/Culture

Please be creative with the presentation and have fun with it. Choose a topic that interests you. Suggested topics are listed below, but please do not limit yourself to these. Make sure to edit your

video, as you would an essay for your English class. **All videos clips must be submitted using GoReact.**

The last part of the project is to submit a short written reflection paper, in which you reflect on your ASL learning experience and how what you have learned in your ASLP 100 course enhances your understanding and knowledge of what you have learned in other courses, and vice versa. You will need to provide your sources in a bibliography included at the end of your reflection paper in MLA format. Should you misplace this assignment explanation, you will see it along with an evaluation rubric posted on our Blackboard site under Course Content in the Assignments Folder. Please refer to the evaluation rubric to know how you will be graded. A calendar of assignments and due dates are included at the end.

Suggested Topics:

- *Family and close relations*
- *Introducing yourself*
- *Exchanging personal information*
- *Talking about your neighborhood*
- *Discussing daily activities*
- *Storytelling*

Additional Course Policies

Late and/or Make-up Policy for Coursework: Coursework is to be completed prior to the following session. There are no make-up tests or exams.

Department Policies:

Important Student Information Link

*In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The **link below provides** information and other resources to areas that pertain to the following: **student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College alert System, and finally, how closings and delays can impact your classes.** If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.*

<http://cms.montgomerycollege.edu/mcsyllabus/>

Communication: Montgomery College e-mail accounts are the official means of communication between the faculty member and students. Students should check their account routinely for official communication. To check your e-mail, log into your MyMC online account and locate the e-mail icon in the

upper right hand corner of the page. Please allow 2-3 days for response via email. No assignments will be accepted via email.

Academic Honesty: Montgomery College's policies on academic dishonesty are found in the *Student Handbook* and under *Section VIII* of the *Student Code of Conduct* available at the following link: http://cms.montgomerycollege.edu/pnp/#Chapter_4. Each student is expected to do his or her own work. Any student found cheating or plagiarizing will be given an F for the assignment. If the same student is involved in a second incident of cheating, the case may be referred to the Student Discipline Committee, a grade of F for the course may be awarded, and/or the student may be dropped from the course.

Classroom Behavior: Please review the *Standards of College Behavior* in the *Student Handbook* or *Section VII* of the *Student Code of Conduct* available at the following link: http://cms.montgomerycollege.edu/pnp/#Chapter_4. The college seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the class are recognized and necessary to the educational process. However, students do not have the right to obstruct the faculty member's ability to teach nor the ability of other students to learn. The instructor has the right to determine appropriate conduct in the classroom, and it is expected that students will conduct themselves at all times in a manner that is respectful of their instructor and their peers.

Inappropriate behaviors include (but are not limited to) the following:

1. Socializing with other students once class has begun.
2. Refusing to complete assigned tasks in the class or labs.
3. Sleeping in class, arguing with the professor or other students, showing disrespect towards the professor or other students, or disrupting the class in any way.
4. Using cell phones or texting during class.

Students who do not adhere to these policies will be asked to leave by the professor; if they do not comply, Security will be called. If a student repeatedly refuses to comply with classroom regulations, s/he will be referred to the Dean of Student Development.

Tutoring: American Sign Language tutoring is available free of charge in MT 020. For an updated schedule of World Language tutoring, call 240-567-7215 or 240-567-7457. You may also go to MT 020 to look at the posted schedule, or ask any staff member for assistance.

FERPA: The *Family Education Rights and Privacy Act* prohibits the instructor from discussing a student's grade and performance in the course with anyone but that student. All exceptions/allowances must be submitted in writing by the student.

ASLP100 satisfies a General Education Humanities Distribution requirement. Montgomery College's General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and their personal lives. This course provides multiple opportunities to develop competency in oral and written communication and critical analysis and reasoning and also fulfills the *Global and Cultural Perspectives* course requirement. For more information on the General Education Program, go to www.montgomerycollege.edu/gened.

AMERICAN SIGN LANGUAGE I (ASLP 100)

Course Schedule

* **Class Schedule:** (This schedule may be altered depending on the class progress) *

Date	Title		Assignments
WEEK 1	American Deaf Culture Awareness/ <i>GoReact Training Unit 1</i>	 (Homework 1)	Purchase textbook and create an account with GoReact.
		<i>Signing Naturally</i> (Homework 1)	Read: the introduction v – xiv.
WEEK 2	Unit 1	 (Homework 1)	<ul style="list-style-type: none"> • Fingerspelling your name • Identify a Person • Cardinal numbers 1-15
		<i>Signing Naturally</i> (Homework 1)	Write the Numbers p. 7 and Circle the Letters p. 13. List Your Classmates' Names p. 20, Write the Numbers p.22, and Write the Name p. 24. Minialogues p. 26-27, See and Draw p. 29, and Picture It p. 32.
		<i>Cultural</i>	Read: Andrew Foster p. 14-15
WEEK 3	Unit 1 Quiz Unit 2	 (Homework 2)	 Unit 1 Quiz in the lab at the Macklin Tower room 020
		<i>Signing Naturally</i> (Homework 2)	Minialogues p. P. 53, Write the Number p. 59, and Language Backgrounds 1 & 2 p. 62-63. Your Language Background p. 64
		<i>Cultural</i>	Read: Ways of communication with others p. 23 Read: Getting others' attention p. 33
WEEK 4	A Sign of Respect Unit 2	 (Homework 2)	<ul style="list-style-type: none"> • Cardinal Numbers 16-29 • Double Letters
		<i>Signing Naturally</i> (Homework 3)	Who Enjoys What? p. 69, Write the Number p. 73-74 and Draw the Shape p. 76.
		<i>Cultural</i>	Read Insight: Making connections p. 52 Read Insight: Which Hand do I use p. 54-44
WEEK 5	Unit 2	 (Homework 3)	<ul style="list-style-type: none"> • Your Language Background
		<i>Signing Naturally</i> (Homework 4)	Minialogues p. 78-79, Names and Tidbits p. 80 and Write the Name p. 82.
		<i>Cultural</i>	Read Gallaudet University p. 56-57
WEEK 6	Unit 2 Quiz (GoReact) Unit 3	 (Homework 5)	 Unit 2 Quiz in the lab at the Macklin Tower room 020
		<i>Signing Naturally</i> (Homework 5)	Minialogues, p. 120-121.
		<i>Cultural</i>	Read: Regina Olson Hughes p. 70-71

WEEK 7	Unit 3	GOReact (Homework 4)	<ul style="list-style-type: none"> • Moving Letter “Z” • Cardinals 30-66 • Ordinals 1st-9th
		Signing Naturally (Homework 6)	Identify and Draw p. 125, How Many of What? p. 129, Minialogues p. 133-135, and The Elevator Incident p. 137.
		Cultural	Read: Douglas Tilden p. 113-114
WEEK 8	Unit 3	GOReact (Homework 5)	<ul style="list-style-type: none"> • The Elevator Incident by Melinda (copy the story- not answer the questions)
		Signing Naturally (Homework 7)	Minialogue p. 144, Your Narrative p. 149, and Asking What is the Sign p. 151.
		Cultural	Read: Visual way of living p. 150 Read: Speaking in the presence of a Deaf person is considered impolite p. 152
WEEK 9	Unit 3 Quiz Unit 4	GOReact	 Unit 3 Quiz in the lab at the Macklin Tower room 020
		Signing Naturally (Homework 8)	Minialogues p. 179-180, forming Negative responses p. 181-182, Minialogues 191-192, How old? And Identify Number Type p. 198
		Cultural	Read: Hearing impaired: Wrong way/Deaf: Right way p. 175
WEEK 10	Unit 4	GOReact (Homework 6)	<ul style="list-style-type: none"> • Rocking Numbers 67-98 • Ranking • Telling Ages • Moving Letter J
		Signing Naturally (Homework 9)	Minialogues p. 200-201, What’s the relationship? P. 202, David’s Keys p. 207 and Commenting on Family Members p. 208-209.
		Cultural	Read: Marie Jean Philip p. 186-87
WEEK 11	Unit 4	Signing Naturally (Homework 10)	David’s Keys p.207 and Commenting on Family Members p.208-209
WEEK 12	Unit 4 Quiz Unit 5	GOReact	 Unit 4 Quiz in the lab at the Macklin Tower room 020
		Signing Naturally (Homework 11)	Minialogues p. 236-237, Who, What, When p. 238-240, Write the Names p. 244 and Minialogues p. 247-248, 250.
		Cultural	Read: Buy me, I know sign Language p. 239
WEEK 13	Unit 5	Signing Naturally (Homework 12)	Write the Names p.244 and Minialogues p.247-248, 250.

WEEK 14	Unit 5	GOReact (Homework 7)	<ul style="list-style-type: none"> • “G” and “H” Letters • Are you done? • Tell How often • Commonly Fingerspelled Words
		Signing Naturally (Homework 13)	First and Second p. 252-255, Activity p. 257, and Who Did What. Tell about Activities p. 269-271.
		Cultural	Read: Clayton Valli p. 276-277
WEEK 15	Unit 5 Final Project:		Review and practice
WEEK 16	Unit 1-5 Final Exam		Final Exam Day