

SYLLABUS

Course: ELM 104.xxxx (xxxxx) American Sign Language IV, 3 credits
Day & Time (Class) Room
Day & Time (Lab), Room

Description: This course focuses on the advanced development of students' ASL competencies and their use of ASL in a variety of discourse and narrative settings. Skills to be developed are: spatial organization, spatial visualization and mapping work, analysis of semantics, complex use of ASL grammar and syntax, the use of classifiers, and global cultural perspectives of Deaf culture and bilingual perspectives. International Sign Languages will also be explored.

Section Description: This course builds on the vocabulary and grammar learned in ASL 1 through 3. Language skills will be refined in the areas of complex non-manual grammatical markers, advanced ASL spatial rules, classifiers (particularly used for descriptions of small items, people, cars and places) and adverbial modifiers for small items and details. Students will be able to use ASL in a variety of discourse types, such as persuasion, negotiation, problem solving, giving directions and dialogue. Upon completion, students' ability to communicate with Deaf persons will be enhanced. This is a skill development class. In addition, students will be exposed to Deaf Culture as it exists not only in America but also throughout the world.

A minimum of 6 hours of signing practice per week is highly recommended for you to gain fluency.

Note: In this course, you will be using American Sign Language (no voicing).

Course objectives: To be able to sign, using appropriate features of the language - vocabulary, grammar, non-manual methods, and to be able to communicate basically with ASL users using different communication styles and dialects.

Performance objectives: Students are expected to perform the following at the end of the course:

1. Analyze signs with respect to ASL phonology and morphology.
2. Fingerspell words and numbers with at least 95% accuracy.
3. Communicate with a native speaker of ASL for 9 minutes using topics specified in the course outline.
4. Demonstrate comprehension of a short story signed in ASL.
5. Sign in ASL demonstrating control and understanding of ASL syntax and grammar.
6. Communicate in ASL using vocabulary that includes such topics as home and community, money, traveling, animals, food and jobs and collective values.
7. Make presentations about aspects of Deaf culture and tradition that students have researched.
8. Compare ASL, English and an international sign language.
9. Describe Deaf Culture, as it exists in a variety of countries.

Flexible Core: World Cultures and Global Issues

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
- **Evaluate evidence and arguments critically or analytically.**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
- **Identify and apply the fundamental concepts and methods of language acquisition.**
- **Analyze culture, globalization or global cultural diversity and describe an event or process from more than one point of view.**
- **Speak, read and write a language other than English, and use that language to respond to a culture other than one's own.**

Books:

1. Zinza, Jason. 2006. *Master ASL! Level I*. Burtonville, MD: Sign Media, Inc. (MASL) [Required]
2. Richard Winefield. 1987. *Never the Twain Shall Meet*. Washington, DC: Gallaudet University Press, ISBN 1563680546 (NTSM) [Required]
3. Lazorisak, Carole & Donohue, Dawn. 2004. *The Complete Idiot's Guide to Conversational Sign Language Illustrated*. New York: Alpha, Penguin Group Inc (CIG) [Optional]

Required Device:

At least 2 GB USB device (flashdrive)
 A video recording device (webcam, phone, tablet, etc).

Course Preparation:

You will be working with College's Blackboard (BB) and ePortfolio. Please be sure that you have access to both. Assistance can be found on the college's website.

Labs:

The Lab sessions support the classroom work by providing reinforcement and review of instruction. Students in the Modern Language courses are required to attend one-hour lab every week. Instructors, working closely with the tutors, select the material to highlighted key components of the lesson each week. Each tutor maintains a record of attendance and generates a summary of activities and student progress, which is sent weekly to instructors. Lab attendance is **mandatory** for all Modern Language courses.

Lab sessions will run from X:XX to X:XX after each class. There will be lab for each class for a total of 12 sessions. Lab sessions #2 through #11 will have a Lab Quiz covering both vocabulary and cultural items.

Weekly Class Assignments: Master ASLI Level 4

Week	Unit	Topic	Assignment Due Dates
1	9:My Home & Community	Types of Housing	
2	9:My Home & Community	Places in the Home	Lab Quiz #1
3	9:My Home & Community	Giving & Getting Directions	XX/XX/XX Journal Entry #1 Lab Quiz #2
4	9:My Home & Community	Money	XX/XX/XX Presentation # 1 Lab Quiz #3
5	9:My Home & Community	Place Descriptions	XX/XX/XX Journal Entry #2 Lab Quiz #4
6	XX/XX/XX Midterm, Lab Quiz #5		
7	10: Making Plans	Careers	XX/XX/XX Presentation #2 Lab Quiz #6
8	10: Making Plans	Listing & Ordering	XX/XX/XX Journal Entry #3 Lab Quiz #7
9	10: Making Plans	Food	XX/XX/XX Vlogs Lab Quiz #8
10	10: Making Plans	Groceries	Lab Quiz #9
11	10: Making Plans	Animals	XX/XX/XX Presentation #3 Lab Quiz #10
12	Review	Pages 359-389	ePortfolio
F	XX/XX/XX Final Exam & Book Review		

Grading Point System

Signing (Receptive and Expressive): 70 points

- 30 points **Signed presentations (3):** Students will use ASL to sign about a variety of topics including comparisons between Deaf and Hearing cultures throughout the world. Refer to the BlackBoard site for information. Dates: **XX/XX/XX, XX/XX/XX, XX/XX/XX**. There will be no make-up dates.
- 10 points **Midterm Examination:** Exam will assess student receptive and expressive skills in ASL. Date: **XX/XX/XX**.
- 20 points **Final Exam:** Exam will assess student receptive and expressive skills in ASL. Exam will include a 9 minute conversation with instructor in ASL. Final Exam Date: **XX/XX/XX**.
- 10 points **Labs:** Lab homework and activities will compare and analyze English and ASL grammatical structures including morphology, syntax and discourse. Activities will also gather, interpret and assess both hearing and Deaf cultural perspectives throughout the world. Labs #2 through #11 will have a Lab Quiz.

Viewing and Writing: 30 points

- 5 points **Vlog Reports:** Watch 5 signed video logs and submit a written response. At least two of the vlogs must be in an international sign language. This assignment requires observation of linguistic and cultural features as well as content comprehension. Class activities will use this analysis to further compare English and ASL. All reports are to be submitted by **XX/XX/XX**.
- 6 points **ePortfolio:** 1.5 points per page. You are expected to expand on your Portfolio from ASL 3. Add a new page: My ASL 4 Experience. Continue to expand your About Me, Career Exploration and Deaf/Sign Resource Page. Students are to gather and evaluate a variety of linguistic and cultural resources, critically reflect on their learning experiences and integrate content within and across disciplines. Due date: **XX/XX/XX**.
- 9 points **Journal Posting (3):** Post a Blackboard journal entry and response. 3 points for each journal entry. Two (2) points for your journal; 1 points for your quality response to your classmate's journal. Late posts will not be accepted. Journal entries will examine a variety of issues from both hearing and deaf cultural perspectives. Journal assignments require students to not only produce well written arguments with supporting evidence but also critically evaluate other student responses.
- 10 points **Book Response:** After reading the assigned texts, submit a typed response. Students will analyze the current and historical cultural differences between Deaf and Hearing from a variety of perspectives including multinational. It requires that students produce a well reasoned position with supporting evidence that critically evaluates both sides of an issue. See assignment handout for details. Due date: **XX/XX/XX**.
- All Papers are due on this date and **no** papers will be accepted thereafter.

100 points Total

Grade distributions: A: 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

ePortfolio

Your ASL3 ePortfolio has four pages: About Me, Career Exploration, My ASL Experience and Deaf/Sign Resources. In ASL 4, you will expand on each of these previously created pages.

About Me

Review your ASL 1 About me section: What has changed? Why? What is the same? Why? What are your post-LaGuardia plans?

Career Exploration

Create and answer 3 interview questions for: Interpreter, Teacher of the Deaf and alternate career involving ASL skills. How do you compare with each of these positions? What is your career path? How is this different than the one listed in your ASL 1 entry?

My ASL Experience

In addition to reflecting on your overall experience answer the following questions: How does ASL help you with other courses and experiences? Compare your ASL 1 and ASL 4 presentations. What have you learned? Reflect on your ASL 4 presentation experiences. Reflect on your Midterm experience.

Deaf/Sign Resources

List at least three resources to help someone learn about any international Deaf Culture (website, book, video or game).

Policies

Class schedule: www.lagcc.cuny.edu (check College's Academic Schedule)

Instructor will inform students a week prior regarding class schedule changes.

Cancellation of the class meeting: In case of an emergency, instructor will inform students by posting in the announcement section of the BlackBoard at least three hours before class.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with the **College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).

ELA Attendance Policy

LaGuardia Community College's attendance policy limits students' unexcused absences to 15%. The Department of Education and Language Acquisition subscribes to this policy and enforces it as follows:

The absolute maximum of unexcused absences in this course is **5** hours. There is no need to present any documentation for unexcused absences. Excused absences are at the discretion of the instructor. If there are extenuating circumstances that warrant being excused, consult the instructor. Tardiness is disruptive to the learning process; therefore, after ten (10) minutes students are marked absent for that hour.

Students who exceed the maximum number of unexcused absences will receive a failing grade (F or WU) in the course.

The Academic Dishonesty Policy:

As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

Cheating

Plagiarism
Internet Plagiarism
Obtaining Unfair Advantages
Falsification of Records and Official Documents
Misconduct in Internships (117)

Policy on late papers, assignments and missed exams: There will be no make-ups. Students are responsible to perform assignments and submit papers on time, and be presented for exams. If a situation arises before the exam, student must confer with the instructor (at least a week prior to the exam).

In addition, all assignments are to be completed at the beginning of class (XX:XX am/pm). Assignments submitted after XX:XX am/pm will not be accepted.

Policy on incompletes: Students are responsible to confer with the instructor and fill out the INC form. If the student does not complete the work and does not confer with the instructor at the end of the course, the final grade will be recorded. As stated in the college catalog:

The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course – defined as complying with the college attendance policy and maintaining a passing average – but who has not completed at most two major assignments or examinations by the end of the course may request an Incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no Incomplete grades may be awarded.

In addition, for clinical affiliation courses or internship courses in the departments of Cooperative Education and Natural and Applied Sciences, an Incomplete grade may be given by an instructor when a supervisor's evaluation has not been received in time for grading or when a student has been given permission by the instructor to complete the internship or clinical affiliation course beyond the end of the academic term in which the student is registered.

An IN grade may be changed to a passing or failing grade by the instructor during the semester after which the IN was incurred. If a change of grade form is not submitted by the end of the following semester, the IN grade automatically converts to a FIN.

WHILE THE IN GRADE IS IN FORCE, THE STUDENT MAY NOT RE-REGISTER FOR THE SAME COURSE (120)

Refer to College's catalog and website for: academic integrity, plagiarism, student rights and responsibilities, support services and other policies.