

Syllabus for  
**ASL 111—American Sign Language I**  
3.0 Credit Hours  
Spring 2013

I. COURSE DESCRIPTION

An introduction to American Sign Language which includes the development of receptive and expressive skills in authentic situations and an introduction to Deaf Culture. This introductory course in American Sign Language (ASL) uses a natural language approach to introduce culturally appropriate signed concepts related to the immediate environment. Common communicative events and interactions are utilized to acquire a basic working vocabulary and grammar. Includes development of appropriate linguistic/cultural behaviors and awareness of respect for Deaf Culture. Receptive and expressive skills are fostered through interactive ASL lessons without voice for much of the class period. Course is also designed to introduce the student to D/deaf culture.

Prerequisite: None

II. COURSE GOALS

Upon successful completion of this course students will be able to:

1. Engage in one-to-one conversation in ASL and share basic information related to specific instructor-led common topics.\*
2. Comprehend message in one-to-one conversation and through electronic means.\*
3. Express oneself in ASL one-to-one and through electronic means.\*
4. Identify the beliefs, values and attitudes within Deaf culture
5. Engage in one-to-one conversation comparing and contrasting ASL with English or another language.\*
6. Engage in one-to-one conversation comparing Deaf culture with one's own culture and other cultures.\*
7. Acquire and expand visual memory skills.

\*Title: Learning Outcomes for American Sign Language Skills Levels 1-4, Authors: Kim Brown Kurz, Ph.D. and Marty M. Taylor, Ph.D. Publisher: National Technical Institute for the Deaf, June 2008.

The curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing what is learned by engaging you into various interactive activities. A conversational curriculum requires you to be an active learner.

## ATTENDANCE POLICY

Regular attendance is encouraged. Students with three or more absences will not be eligible for any extra credit or curves if given by the instructor. It is the sole responsibility for students to get notes, assignments, etc., from classmates for any classes missed. If a student is considering withdrawing from class, s/he is encouraged to meet with the instructor before initiating a withdrawal.

This course is based upon group learning and interaction and, therefore, is enriched by each individual's attendance. Recognizing that adults do have conflicts that occasionally interrupt your commitment to this course, the courtesy of contact is appreciated.

### III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Expressively and receptively produce basic sentences in the grammar indicative of American Sign Language.
- B. Produce correct facial grammar signifying specific question forms.
- C. Use sign vocabulary from class, and manipulate that vocabulary into grammatically correct American Sign Language.
- D. Receptively understand both questions and statements signed in American Sign Language with a minimum of repetition.
- E. Acquire knowledge of expressive and receptive grasp of numbers 1-100.
- F. Acquire an understanding of D/deaf people and their culture.
- G. Understand the basics of using classifiers and be able to use them in ASL conversation.
- H. Have a foundational understanding of signed music, poetry and the arts.
- I. Have an understanding of how D/deaf ministry works within D/deaf culture.

### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

#### Required Textbooks

Vista American Sign Language Series: Signing Naturally, Student Workbook Unit 1-6 ,  
by Ella M. Lentz, Ken Mikos & Cheri Smith. Dawn Sign Press, San Diego, CA

Required Companion DVD and workbook

## V. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course. A student's grade will drop by one letter grade after 4 absences unless prior arraignments have been made with the instructor.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

### B. Department Policies and Procedures

Tardies are an inconvenience to the other class members and to the professor, and prevent the late student from obtaining maximum value from the class.

Therefore, tardies are calculated in the attendance provision for this course. Two tardies will equal one absence and will be included in the absences when determining the course grade. It is to the student's advantage to make sure the professor is informed immediately following the close of the class, in which the student joined late, so the absence is changed to a tardy. It is not the professor's responsibility to stop the class to mark a student late; the student is the one responsible to

convey that information following the class. Students should not expect to be credited with a tardy class session when the late arrival is reported the day after is occurred.

C. Course Policies and Procedures

1. Evaluation Procedures

Grades are based on attendance, homework, quizzes, tests, and in-class assignments as follows:

<b>Camera Demonstrations</b>	<b>2 recorded</b>	<b>50 points</b>	<b>100</b>
<b>Homework</b>	<b>5 units recorded</b>	<b>10 points</b>	<b>50</b>
<b>Community Interaction</b>	<b>2 recorded</b>	<b>50 points</b>	<b>100</b>
<b>Quizzes</b>	<b>5 recorded</b>	<b>50 points</b>	<b>250</b>
<b>Project</b>	<b>1 recorded</b>	<b>50 points</b>	<b>50</b>
<b>Final Examination</b>	<b>1 recorded</b>	<b>100 points</b>	<b>100</b>

Total Points Possible **650**

605 - 650	A	(93-100%)
559 - 604	B	(86-92%)
514 - 558	C	(79-85%)
468 - 513	D	(72-78%)
Below 468	F	

2. Whole Person Assessment Requirements: None

3. Late Work

The instructor may reduce the grade on any homework or in-class assignment that is missed or turned in late. Late assignments must be turned in to the instructor **prior** to the next class period.

## TENTATIVE SCHEDULE

This schedule is subject to change due to the rate at which students acquire the content of the course.

### Week 1:

1.1, 1.2 and Syllabus

1.3, 1.4, 1.5 and 1.6

(GTKY Due) – 10 pts

### Week 2:

1.7, 1.8, and 1.9

1.10, 1.11, and 1.12

### Week 3:

Poetry/Art & Religious signs

Review

Unit 1 Quiz (Homework Due)

### Week 4:

2.1, 2.2, and 2.3

2.4, 2.5, and 2.6

### Week 5:

2.7, 2.8, 2.9 and 2.10

2.11, 2.12 and Review

### Week 6:

Unit 2 Quiz (Homework Due)

3.1, 3.2, 3.3, and 3.4

### Week 7:

3.5, 3.6, and Unit 6

3.7, 3.8, and Unit 6

### Week 8

3.9, 3.10 and Unit 6

3.11, 3.12, 3.13

### Week 9:

3.14, 3.15, 3.16, and Review

Unit 3 Quiz (Homework Due)

### Week 10:

4.1, 4.2, 4.3, and 4.4

4.5, 4.6, 4.7, and 4.8

### Week 11:

4.9, 4.10, and 4.11

4.12, 4.13, and 4.14

Week 12:  
4.15 and Review  
Unit 4 Quiz (Homework Due)

Week 13:  
5.1, 5.2, and 5.3  
5.4, 5.5, and 5.6

Week 14:  
5.7, 5.8, 5.9  
Review for Unit 5 quiz  
Unit 5 quiz  
Homework due

Week 15:  
Review  
Final exam

**Final exam will be given during scheduled final exam week.**

**Course Inventory for ORU's Student Learning Outcomes**  
**ASL 111 American Sign Language**  
**Fall 2011**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

<b>OUTCOMES &amp; Proficiencies/Capacities</b>	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>			
1A	Biblical knowledge			<b>X</b>
1B	Sensitivity to the Holy Spirit			<b>X</b>
1C	Evangelistic capability			<b>X</b>
1D	Ethical behavior		<b>X</b>	

<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>			
2A	Critical thinking	<b>X</b>		
2B	Information literacy	<b>X</b>		
2C	Global & historical perspectives			<b>X</b>
2D	Aesthetic appreciation		<b>X</b>	
2E	Intellectual creativity	<b>X</b>		

<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>			
3A	Healthy lifestyle		<b>X</b>	
3B	Physically disciplined lifestyle		<b>X</b>	

<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>			
4A	Communication skills	<b>X</b>		
4B	Interpersonal skills	<b>X</b>		
4C	Appreciation of cultural & linguistic differences	<b>X</b>		
4D	Responsible citizenship			<b>X</b>
4E	Leadership capacity			<b>X</b>

*(Revised 2/24/12)*