BYU Hawaii Curriculum Proposal Number **ASL 1028**

**Section 1 - Approvals**

[See the separate document entitled "BYU Hawaii Curriculum Proposal Instructions" for instructions. Reminder: delete or replace all text in square brackets. Retain all other text.]

**Approvals**

Name of Proposal: ASL as Gen Ed requirement (ASL 101, 102, 201)

Submitted by: Barry Mitchell  
Date:  

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<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
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<td>Chair: Barry Mitchell</td>
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<td>2. Approved by College [separate block for each college]</td>
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<td>Dean: John Bailey</td>
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<td>3. Reviewed by LAS (if new resources are requested)</td>
<td>Signature:</td>
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<td>LAS: Douglas Bates</td>
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<td>4. Approved by General Education (if any GE course is affected)</td>
<td>Signature:</td>
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<td>GE: Beth Haynes</td>
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<td>5. Approved by University Curriculum Committee</td>
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<td>UCC: Douglas Bates</td>
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<td>6. Approved by Academic Council</td>
<td>Signature:</td>
<td>17 Dec 2010</td>
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<td>AVP: Max Checketts</td>
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<td>7. Approved by the President's Council (for new programs)</td>
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<td>Pres: Steven Wheelwright</td>
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Summary:
This proposal covers the idea that we can introduce American Sign Language as a Language track to fulfill the GE requirements for a language at BYU-H. This proposal seeks to address this issue and a sequence equal to 101, 102 and 201 in the regular language sequence is proposed. Each course would be given 4 credits and workloads and assignments would be of the rigor required in a language sequence.

For some time the SOE has been offering a 2 credit course in ASL aimed at any student who is interested. This course fills rapidly and is always in demand. The major request from the students is for a) an advanced course and b) to have this increased and offered as a GE class sequence. The real concern from the students is that they don’t actually have enough sign language to become proficient (able to remember the language) equal to an experience that would receive in a currently offered language course at BYU-H. Students who complete the sequence could easily continue on to become certified ASL instructors and interpreters, and these qualified persons are in big demand within industry and other areas that deal with the general public (especially in court rooms.) Another demand is within our LDS church to facilitate the hearing impaired with their gospel learning.

For this proposal it is envisioned that the syllabus would develop to meet full requirements for a Gen Ed class. The submitted proposal is for initial clearance with follow up work to be accomplished directly with the instructor. The included syllabi would be fleshed out to full standards as required. It is proposed that these changes would be accomplished by the end of Winter next year 2011 and the sequence started by Fall semester of next year.

Changes in Graduation Requirements:
There would be no changes in graduation requirements as the students taking this course would be fulfilling either a) an interest in ASL, or b) the Gen Ed language requirements.

Changes in Expected Teaching Load:
There is no change in expected teaching load for any FTE as this course would be taught by qualified special instructors in partnership with qualified members of the deaf community. Currently, the SOE has a qualified instructor who could easily offer this sequence in a sequential fashion, once a year for each class.
Section 3 - Program Proposal

Effective Date: Fall semester 2011

College: Currently the SOE but it is envisioned that this sequence could be moved to the language area of the university after implementation and full development.

Abbreviation: ASL 101, 102, 201

Not a major requirement: Gen Ed proposal so no program sheet attached.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Fall Semester

Effective Date: Start sequence 1st term 2011

College: SOE

Course Prefix: ASL 101, 102, 201

Course Number: ASL 101, 102, 201

NEW COURSE.

Full Title: [This section is required if you are changing the long version of the course title. Type new full course title in place of this instruction.]

Short Title (for Transcript, 30-char max): American Sign Language XXX

Catalog Entry (50-word recommended maximum):

101. Elementary American Sign Language Conversation-I (4) (\textit{F})
Emphasis on conversation. Study of basic signing and conversation. Language laboratory required.

102. Elementary American Sign Language Conversation - II (4) (\textit{C})
Emphasis on conversation and conversation development. Study of basic grammar and vocabulary, reading included; Language laboratory required. (Prerequisite: ASL 101 or permission of instructor)

201. Intermediate American Sign Language Conversation-I(4) (F)
Continuation of Conversational American Sign Language. Advanced Structures, expressions, and patterns. Language laboratory required. (Prerequisite: ASL 102 or permission of instructor.)

Prerequisites: As above

Credit Hours: Four in each course

Grading Method: A-B-C

Course Fees: None

Learning Objectives: As this is a preliminary proposal I have included sample syllabi. The course objectives would need to be fully developed but they are included within each syllabus.

Assessment Methods: As per the sample syllabi. Exam based and also skill based.
Sample Syllabus ASL 101:

Course Syllabus -- ASL 101

Course Title: American Sign Language 101

Semester: Credits: 4

Day & Time: M—Th. Time Room: School of Education

Instructor: Email:

Availability: by appointment

Description:
This is the first part of a three-semester ASL course, which is designed to provide undergraduates an opportunity to study American Sign Language (ASL) as a foreign/second language. No previous knowledge is necessary for ASL I. This introductory ASL course is a prerequisite for ASL 102.

This course introduces students to the use and study of American Sign Language (ASL), its rules of grammar and the cultural aspects of the Deaf Community. Emphasis is on building beginning receptive and expressive vocabulary, appropriate grammatical and affective facial expressions, syntax and body modifiers.

Approach:
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. You need to come prepared to sign with me and other classmates. Our classes are conducted in American Sign Language (ASL). The teacher will use gestures, signs, and drawings and act out situations to get the point across and your job is to keep trying. This may sound daunting at first, but trust me, it works!

Required Text: (Available at BYUH- Campus Bookstore)


Optional Text
COURSE OBJECTIVES, STUDENTS WILL:

Upon successful completion of ASL 101, the student should be able to:

- Demonstrate basic, functional conversational skills in ASL.
- Show an elementary understanding of ASL syntax including: basic sentence structures such as affirmations, negations, confirmations, interrogatives, commands and declaratives.
- Use simple temporal markers, pronominalizations, numbers, spatial referencing, basic noun-verb pairs, and contrastive structure.
- Exchange elementary level introductions, personal and family information.
- Participate in discussions about their surroundings and personal activities.
- Interact with Deaf people in informal social situations in a culturally appropriate manner.
- Discuss aspects of the Deaf Community, including its culture, how Deaf and hearing people have interacted historically and the role of ASL in the lives of Deaf people.
- Demonstrate the role of storytelling and creative signing plays in ASL.
- Produce basic level transcriptions of short ASL texts.
- Provide feedback to classmates during large and small group activities.

CRITERIA & PROCEDURE FOR EVALUATION:

Class/study group participation is critical. Throughout the semester, regular comprehension checks will be done. Through these methods the teacher will be able to evaluate the student’s proficiency with the material to that point. The teacher will assess through the following methods:

- Videotaping with instructor review and feedback
- Quizzes will be administered in ASL to test students receptive skill
- Midterm and final test will be administered in ASL to test students receptive skill
- Midterm and final test will videotaped or in front of teacher to evaluate students expressive/signing skills and understanding of ASL grammar
- Group work, students working together in groups while the teacher will check for levels of understanding through students conversations with each other.
- Role playing will demonstrate students understanding of role shifting, ASL grammar and vocabulary.
• Questions relating to Deaf Culture on the quizzes and test too, to check for the students understanding.

Course Requirement:

1. Attendance and Participation:
Class attendance is mandatory because your participation and contributions are essential to the class. Therefore, students are expected to complete all assignments beforehand and to participate actively in class. Important material is covered during each class. Lessons cannot be made up due to visual classroom demonstrations. It is your responsibility to gather information on what you missed in class from other students. If you have any problems/conflicts in attending a class please notify your instructor via email.

2. Homework:
Signing Naturally: ASL 101 meets four times a week. Your workbook has a variety of activities to support what you will be learning in the class. It is up to you how many of the assignments outside of class you want to do. The assignments in your workbook are for your learning and benefit. You are required to turn some of the assignments in. You will see some of the activities in the workbook on written the exams.

Signing Exams: You will be asked to demonstrate your signing skills (1 to 2 minutes) in front of a video camera two times during the semester. You will recite two of these four choices: "Timber," "The Gum Story," "The Gallaudet and Clerc Story," and/or one childhood story. The instructor is interested in seeing you demonstrate your competency in ASL storytelling. No makeup exams will be given.

"Love is Never Silent": This full-length TV movie will need to be checked out and watched in the library. There are three copies on reserve. Please don't wait until the last minute to watch the movie, they may not be available. You are required to write a 250-word reaction paper (double-spaced). You will write your reaction in your journal. No late submissions accepted.

Deaf event: Attend one Deaf event and write a paragraph about 8 sentences on your experience in your journal. Deaf events can include but not limited to ASL class events, Deaf Starbucks, Kahala Ward Deaf group or any event where Deaf people are present. Your write up about your experience is due before the end of the semester.

For Hearing People Only: You are required to read certain chapters from this book for class. The due dates are shown on the tentative schedule below. After reading the chapter you will write your reaction in your journal

Mid Term Exam:
• Comprehensive Exam: This is a comprehension exam covering Unit 1 -3,6. The exam tests your ability to understand what is being signed to you.
Expressive Exam: You and a partner will have a 5 minute signed conversation in front of the class using the vocabulary and grammar structures learned in class. More instruction will be given in class.

Final Exam:
• Comprehension Exam: This comprehension exam covers Units 1-6. The exam tests your ability to understand what is being signed to you.
• Expressive Exam: You will interpret a children’s book. The story will be told in front of a camera. More specific guidelines will be given later in the course.

Communication Policy:

1. Voicing Policy:
A no-voice policy is observed upon entering the classroom. Spoken language is used through the ears; ASL through the eyes. It is culturally inappropriate to use voice in an ASL environment, or to not sign in the presence of any Deaf person. If you do not understand the signer, please ask for clarification through the use of signed language. This also encourages the use of ASL (including the use of facial expression and body language) and introduces cultural rules. This rule covers whispering and mouthing words in the classroom. Having this non-voicing policy will greatly enhance your receptive and expressive signing skills. Please do your best to follow this policy.

Class Evaluation:
• Grades will be assigned on the following basis:

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<th>Event</th>
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<th>Range</th>
<th>Grade</th>
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<tr>
<td>Deaf event observation</td>
<td>5%</td>
<td>90-100% A</td>
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<tr>
<td>Signing exams</td>
<td>10%</td>
<td>80-89% B</td>
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<td>Reaction Journals</td>
<td>10%</td>
<td>70-79% C</td>
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<tr>
<td>Reaction paper from Movie</td>
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<td>60-69% D</td>
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<tr>
<td>Deaf Culture paper/Questions-Book</td>
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<td>Below 60 F</td>
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<td>(6) Quizzes</td>
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<td>Midterm exam</td>
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<tr>
<td>Final exam (written &amp; expression)</td>
<td>25%</td>
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ASL 101 CLASS SCHEDULE

Week 1 -2

Signing Naturally (SN) Unit 1:1 to 1:12
Signing Naturally (SN) Unit 2:1-2:6
Labwork-SN ~ trace the SN homework. Read #1 Deaf Profile.

Comprehension check. Unit 1, Continue SN-Conversation strategies & conversation practice.
Homework-SN Unit 1, Review, Contrastive & comparisons, numbers 1-10 & 11-20.
Labwork-SN Unit 1 DVD for double checking.
QUIZ 1

Homework - finish your 1st journals
Week 3-4  SN Unit 2:7 to 2:12  SN Unit 3:1- 3:8
Lab/homework - wh- questions marking.
Read #2 Deaf Profile & "How ASL & Deaf Education Began Here" in For Hearing
People Only (FHPO) Chapter 1, p. 37-47.
Comprehension check. SN Unit 2-Description, fingerspelling & non-manual markers
practice.
SN Units 2  Dialogue practice, third person pronouns, nominatives.
Labwork- Watch SN Unit 2 DVD.  QUIZ 2

Homework -

Week 5-6  SN Unit 3:9 to 3:16 SN Unit 4:1-4:8
Labwork-SN Unit 3 Real-world orientation, commands, ordinal numbers: 1st, 2nd, 3rd, 4th
Read #3 Deaf Profile. Watch SN Unit 3 DVD,
Homework- read "Foreword", "Introduction" & Chap. 8, p. 79-81 in FHPO & then write
the (#2) RJ.  Quiz 3

Homework - finish your 2nd journals .

Week 7-8  SN Unit 4:9-4:15 SN Unit 5:1-5:9
Read # 4 Deaf Profile. SN Unit 5- Pair practice. Bring your family picture.
Interview with your partners. Learn the rocking numbers.
Homework: Comprehension ~ SN Unit 4 "10 years Later" & review.  QUIZ 4

• Choose Deaf Culture topic to research that the instructor will bring the list to the classroom.
Labwork-SN Labwork- Watch SN Unit 4 DVD.
• Units 1-4 review for Midterm Exam.
Homework - finish your 4th journals

Week 9-10  Midterm Exam - comprehension & production –
Start SN Unit 6:1-6:6
Read #4 Deaf Profile. Labwork- Watch SN Unit 5 DVD.  QUIZ 5

Homework - finish your 5th journal.

Week 11-12  SN Unit 6:6-11
Many new vocabularies. Lots of practice how to story tell the exact stories with different
styles. You will enjoy it.
Read # 5 Deaf Profile. Labwork- Watch SN Unit 6 DVD.
Homework- read Chaps. 21, 22, 36 & 37 in FHPO, p. 135-141 & 209-241 &
then write the 3rd RJ.

Homework - finish your 6th journals via Laulima Assignment.

Week 13-14  NO CLASS -Thanksgiving Day on Nov., Thurs. & Fri.

Cont’d SN  Unit 6. Guided discussion. QUIZ 6
Homework-read Chaps. 38, 51, 128 & 131 in FHPO.
SN View VT-SN Cumulative Review, Units 1-6.
Labwork-SN Cum. Review, complete "Grammar Practice & Review".

Final review. Lab/homework-SN review Units 1-6 Vocabularies.
Homework - finish your last journals.

FINAL EXAM -.
*Expressive/Receptive test individuals-
Sample Syllabus ASL 102:

American Sign Language 102

Course Title: American Sign Language 102
Prerequisite: Successful completion of ASL 101
Credits: 4.0
Office Hrs: 
Instructor: 
E-mail address: 
Phone: 
Mobile: 

COURSE DESCRIPTION:
This course has students continue the use and study of American Sign Language (ASL), its rules of grammar and the cultural aspects of the Deaf Community. Emphasis is placed on continued building of elementary receptive and expressive vocabulary, appropriate grammatical and affective facial expressions, and body modifiers.

Required Texts (Available at BYUH - Campus Bookstore):
   Unit 7-12

COURSE OBJECTIVES, STUDENT WILL:
Upon successful completion of ASL 102, the student should be able to:

- Demonstrate basic, functional conversational skills in ASL through giving and asking directions, making requests, contradicting others, explaining relationships and describing others.
- Demonstrate an increased proficiency in ASL syntax as developed in ASL 101 (including basic sentence structures, such as affirmations, negations, confirmations, interrogatives, commands and declaratives).
- Show beginning level competency with new grammatical concepts (rhetorical and who questions).
- Continue to use simple temporal markers, pronominalization, numbers, spatial referencing, noun-verb pairs, and contrastive structure.
- Use role shifting, descriptive classifiers, dual personal pronouns, temporal sequencing and
inflcting verbs.
- Demonstrate social and cultural behaviors in a polite, informal register of ASL.
- Demonstrate knowledge of low-intermediate level ASL vocabulary.
- Discuss various aspects of the Deaf Community, its culture, how Deaf and hearing people have interacted historically and the role of ASL in the lives of Deaf people.
- Show the role of creative signing in ASL.
- Produce written transcriptions of short ASL texts beyond the I01 level.

**CRITERIA & PROCEDURE FOR EVALUATION:**
Class/study group participation is critical. Throughout the semester, regular comprehension checks will be done. Through these methods the teacher will be able to evaluate the student’s proficiency with the material to that point. The teacher will assess through the following methods:

- Videotaping with instructor review and feedback
- Quizzes will be administered in ASL to test students receptive skill
- Midterm and final test will be administered in ASL to test students receptive skill
- Midterm and final test will videotaped or in front of teacher to evaluate students expressive/signing skills and understanding of ASL grammar
- Group work, students working together in groups while the teacher will check for levels of understanding through students conversations with each other.
- Role playing will demonstrate students understanding of role shifting, ASL grammar and vocabulary.
- Questions relating to Deaf Culture on the quizzes and test too, to check for the students understanding.
- Students will show their understanding about a Hot Topic in the Deaf Community through their reaction paper
- Students will show their creativity with ASL through expressively signing an ABC story

**Requirements:**
1. **Attendance and Participation:** Attendance is mandatory because your participation and contributions to the class is essential; students are expected to complete the assignments before class and to participate actively in class. If you miss a class, it is your responsibility to find out what material was covered during your absence.

2. **Homework and Class Activities:**

A. **Signing Naturally Workbook:** Your workbook has a variety of activities supporting what you learn in the class. Your work done in the workbook should be self-corrected. Workbook activities that you do will not be turned in to the instructor. It is your responsibility to use the workbook at home on a regular basis as indicated by the unit taught in class. Some of the activities in the workbook will be used in quizzes and written exams.
B. **ASL Literature Series**: Class viewing of five videotapes from the ASL Literature Series will be shown to allow for study of the literary pieces one at a time. Your instructor will make sure that you comprehend the pieces and practice retelling them as part of your signing exams.

C. **Film Showing, "Sound and Fury"**: This film will be shown in class. You will write a 3-4 page research paper (double-spaced). Look at the tentative class schedule as to when it is due. Any topic raised in the film is subject to your research work. **No late submissions accepted.**

D. **Create an ASL Game**: you will be assigned to a group. Your group will make up a game along with the rules and we will play your game in class.

3. **Written Exams and Quizzes**: There will be a total of two written exams and four quizzes throughout the semester. The purposes of these exams are to test your receptive skills and comprehension of ASL. The exams will include material covered in class, as well as information from the workbook. The information pertaining Moore & Levitan's book will be included in the two exams only. **No makeup quizzes or exams will be given.**

4. **Signing Exams**: You will be asked to retell a piece from the ASL Literature Series in front of a video camera for the three signing exams. **No makeup exams will be given.**

**PLEASE NOTE:** Voice communication will not be allowed during class time and ASL instruction. Please abide by these rules.

**Grading**

Course grades will be determined as follows:

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<td>Written Exams (2)</td>
<td>100 points each</td>
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<tr>
<td>Signing Exams (2)</td>
<td>50 points each</td>
<td>100 total</td>
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<tr>
<td>Research Paper (1)</td>
<td>100 points</td>
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<td>Reaction journal</td>
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<tr>
<td>ASL Game</td>
<td>50 points</td>
<td>50 Total</td>
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**ASL 102 CLASS SCHEDULE** (timeline would be altered to fit current BYUH calendar)

**Week 1-2**

- Introductions & explanations. Review key concepts from Units 1-6. Interactive role plays.
- Watch Sound & Fury. Write reaction to VT in journal. Pick one idea/topic from movie start your research.


- Comprehension check. Unit 7, SN-Signer's perspective, fingerspelling, expressing needs, conversation practice & spatial referencing.

**Homework-SN** Unit 7, read "Grammar & Culture Language Notes" pp. 81.
Pick & read one chapter each from the category in For Hearing People Only (FHPO)

SN Unit 7, ASL Literature- "The Candy Bar"
-SN Unit 7, "Grammar Practice" pp. 79 & VT.

Homework - finish your 1st journals

Week 3-4
Homework-SN Unit rest of Unit 8 and start on Unit 11, read "Grammar Notes", p. 90-91.

Comprehension check & pair practice. SN Unit 8-More descriptive classifiers, contrastive structure, instrument classifiers. -SN Unit 8 VT, "Language in Action".

Drill-Distinguishing differences, locative classifiers & correct spatialization.
Homework – Pick any & read one chapter each from the category in FHPO
SN Unit 8-Dialogue & narrative practice, activity: "Old Maid" [Maybe], number multiples.
SN-Unit 8 pp. 93-94 & VT, "Grammar Practice" & "Comprehension-Personal Data".

ASL game- students present

* Homework - finish your 2nd journals.

Week 5-6
Activity: "Family Tree". SN Unit 11-Visual exercise. Role-shifting, describing personal qualities, "Fairy Tales". Homework-read Read any of FHPO chapter you want to know.

SN Units 11-Conversation/dialogue practice & Exercise: "Buzz Game". Transcription.
-SN Unit 11, complete "Grammar Notes" & "Comprehension".

ASL Literature: “Don’t Sign with Your Hands Full” (source Green Book Tales)

Signing Exam #1
SN Unit 11-Sequencing & review.
Homework-transcription.

Comprehension review.

SN Unit 11-Sequencing & review. Sign writing cont’d. Lab/Homework-transcription assignment & watch SN Unit 11-"Language in Action".

SN Unit 11 Complete SN Unit 11 & VT-"Grammar Practice".

ASL Literature: “A Fishy Story” (source Sign Naturally) Transcription assignment

Midterm review. -SN Units 7, 8 & 11 review.

ASL game- students present

Homework - finish your 3rd & 4th journals

Week 7-8

Midterm Exam:- comprehension & production:

SN Unit 9-Making requests, asking for clarification & money numbers.
Homework-SN Unit 9-read “Grammar Notes” pp. 54 & 55.
Review- Conversation strategies, spatial verbs, & commands.
SN Unit 9 VT "Language in Action".

SN Unit 9- Pair practice, signers perspective & inflecting verbs. Homework- read any of FHPO chapters you want to know and then write your #3 reaction journal

Comprehension- SN Unit 9 ASL Literature "ABC Gum".
Offering assistance. Narrative practice.

**Homework** - read SN Unit 9 & VT "Grammar Practice".

SN Unit 10-Conveying distances & spatial agreement. Lab/Homework- SN Unit 10 read "Grammar Notes" & complete "Comprehension" & "Fingerspelling, Part 4".

**Homework** - finish your 5th journals

**Week 9-10**
SN Unit 10-VT "Language in Action". Dual personal pronouns.
SN Unit 10-Listing principle, age numbers.
SN Unit 10-Interaction exercise: conversation practice, exchanging information & occupations.
SN Units 7-10 review.

ASL Literature “Roadrunner Wins Again” (source Sign Naturally)

**Homework** - finish your 6th journals.

**Week 11-12 NO CLASS - Thanksgiving Day**
SN Unit 12-Clock numbers & temporal sequencing. Conversation & extended comprehension practice. **Lab/Homework**- read SN Unit 12-"Grammar Notes".

SN Unit 12-read "Culture & Language Notes" & complete "Comprehension".

SN Unit 12-Daily activities & routines. Receptive fingerspelling. -SN Unit 12- complete "Grammar Practice".

**Homework** - finish your 7th journals

**Week 13-14**
SN Cumulative review (7-12). Complete exercises on VT. **L-SN** Unit 12, complete "Who Fits the Description?"

SN Cumulative Review-giving feedback. Storytelling practice. View VT-SN
Cumulative Review, Units 7-12. -SN Cum. Review, complete "Grammar Practice".

Signing Exam #2

SN Review- Cultural behaviors & conversational strategies. Dialogue practice
**Homework-** SN Cum. Review, view VT & read "Interrupting & Closing Conversations" & "Summary Notes". Final review. **Lab/homework-SN** review Units 7-12.
Study Deaf Awareness Quiz. Final review.

**Homework** - finish your last journals

**FINAL EXAM** - Comprehension, transcription

**1 Deaf Events (require to attend any):**
1) Deaf Starbucks
Sample Syllabus ASL 201:

AMERICAN SIGN LANGUAGE 201

GENERAL INFORMATION

Course Title: American Sign Language 201
Prerequisite: ASL 201 or its equivalent or instructors permission
Credits: 4.0
Instructor:
Blg/room:
E-mail address:
Phone:
Mobile:

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COURSE DESCRIPTION:
This course continues to refine the language skills and knowledge acquired in American Sign Language 101 & 102. Emphasis is on encouraging students to talk about people and things in a more abstract manner, using more complex grammar, descriptors and conversational strategies.

WHO CAN TAKE THIS COURSE:
Students who have successfully completed ASL 101 and 102 or their equivalent. Prior completion of Signing Naturally, Level 1 book/videotext is expected. Instructor's consent or a placement exam may be required for students who are unfamiliar with this curriculum.

REQUIRED TEXTS:

- Preston, P., Mother Father Deaf. Harvard University Press, Cambridge, MA.

COURSE OBJECTIVES, STUDENTS WILL:
Upon successful completion of ASL 201, the student should be able to:
- Demonstrate basic, functional conversational skills in ASL through making requests, suggestions and complaints, talking about routines, exchanging complex personal
information, and describing locations in detail.
- Use the ASL syntax learned in ASL 101-102 more accurately.
- Use conditionals, "when" clauses, descriptive and locative classifiers properly.
- Recognize and use more complex temporal markers, numbers, role shifting, spatial referencing, temporal sequencing, inflecting verbs, and contrastive structure.
- Show an increased, intermediate-level vocabulary that includes everyday objects and activities.
- Comfortably describe family history and countries of origin.
- Demonstrate the ability to produce the correct signs for various countries and nationalities.
- Accurately convey life events.
- Sustain narratives about personal experiences.
- Demonstrate appropriate social and cultural behaviors in a polite, semi-formal register of ASL.
- Discuss more aspects of the Deaf Community, its culture and the role ASL plays in the lives of Deaf people.
- Demonstrate an understanding of several forms of ASL literature.
- Produce transcriptions of longer ASL texts.
- Use finger spelled words and lexical borrowings appropriately.
- Provide feedback in ASL to classmates during large and small group activities.

CRITERIA & PROCEDURE FOR EVALUATION:
Class/study group participation is critical. Throughout the semester, regular comprehension checks will be done. Through these methods the teacher will be able to evaluate the student's proficiency with the material to that point. The teacher will assess through the following methods:

- Videotaping with instructor review and feedback
- Quizzes will be administered in ASL to test students receptive skill
- Midterm and final test will be administered in ASL to test students receptive skill
- Midterm and final test will videotaped or in front of teacher to evaluate students expressive/signing skills and understanding of ASL grammar
- Group work, students working together in groups while the teacher will check for levels of understanding through students conversations with each other.
- Role playing will demonstrate students understanding of role shifting, ASL grammar and vocabulary.
• Questions relating to Deaf Culture on the quizzes and test too, to check for the students understanding.
• Students will show their understanding about Deaf Culture and their comprehension of ASL when they present in class

Course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points Distribution</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (4)</td>
<td>30 points each</td>
</tr>
<tr>
<td>Written Exams (2)</td>
<td>100 points each</td>
</tr>
<tr>
<td>Signing Exams (2)</td>
<td>100 points each</td>
</tr>
<tr>
<td>Deaf Biography Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Reaction journal</td>
<td>30 points</td>
</tr>
<tr>
<td>Translation ASL to English (3)</td>
<td>50 points</td>
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<td></td>
<td>120 total</td>
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<td>200 total</td>
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<td>100 total</td>
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<td>30 total</td>
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<td>150 Total</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>800 total points</td>
</tr>
</tbody>
</table>

Course Requirements

Attendance and Participation. Attendance is mandatory because your participation and contributions to the class are essential; students are expected to complete the assignments before class and to participate actively in class. Students who miss more than three class meetings are subject to having their grade dropped by one letter grade. If you miss a class, it is your responsibility to find out what material was covered during your absence.

Outside Assignments: Student Videotext and Workbook. Your workbook assignments are given in the course syllabus and are due on the dates indicated. Assignments in the workbook should be self-corrected, in a contrasting ink color, using the key in the back of the workbook. Workbook assignments will not be turned in to the instructor.

Videotape (VT): Prior to the class reviewing some of the stories on the videotapes in the Tales of The Green Book series, you will need to view the videotape at home. Watch the videotape at home and come to class prepared to discuss the videotape. You will also be required to translate three of the stories on the videotape into English.

Written Exams: There will be a total of two exams, midterm and final, plus four quizzes throughout the semester. The purpose of these exams is to test your receptive skills and comprehension of ASL. Quizzes and exams will include material covered in class, as well as information from videotapes and readings.

Expressive Exams: You will be asked to demonstrate your signing skills in front of the videotape camera two times during the semester. The instructor is interested in seeing how you demonstrate your competency in ASL storytelling. A rating scale evaluation of your signing skills will be given to you within two weeks following the signing exam.

Homework: Homework is to be turned into the instructor on the day it is due. Late homework will NOT be accepted.

Deaf Biography: The instructor will give you a list of famous Deaf people. You will research their live and present what you learned about them in ASL in front of the class.

Mother Father Deaf: Read the chapters and write your thoughts, reactions to your reading
Community Experience: Each student will be required to attend two events in the deaf community and write one your reaction/experience in your journal.

COMMUNICATION IN THE CLASSROOM:
Talking in class will not be accepted because it is culturally impolite to vocalize without signing in a Deaf person's presence and it distracts other students from learning ASL in a completely visual environment.

ASL 201 CLASS SCHEDULE (will be altered to fit current BYUH calendar)


Comprehension check. Unit 13, SN-Conversation strategies & conversation practice. Pair practice #s 101-109 & 100-1,000. Homework-SN Unit 13, read "Describing the Arrangement of a Room" pp. 3 - 6. SN Unit 13, Review to check "Locating Small Objects".
Labwork-SN Unit 13, "Mini dialogue" p. 6 - 9 & DVD.

Homework - finish your 1st journals.


Homework - finish your 2nd journals.

SN Unit 13 Quiz. Comprehension key phrases. SN Unit 14 - Complaining, Making Suggestions & Requests. Homework-SN Unit 14-read "Languages in Action" & VT. SN Unit 14 - DVD "Language in Practice".

SN Unit 14 - "Ailments" vocabulary until comprehension.

Homework - finish your 3rd journals.

Week 5-6 SN Unit 14 - "Making Suggestions & Requests. Homework-SN Unit 14 read "Spatial Agreement" & Conversation Practice p. 39 - 41. Pair practice clock #s & finger spelled words.

SN Unit 14. Pass out the list of Famous Deaf Biographies for Deaf Culture research report for speech. Homework-SN Unit 14 p. 43 -49.

SN Unit 13 & 14 - Review for Midterm Exam.
**Homework** - finish your 4th journals.

**Week 7-8 Midterm Exam** - comprehension & production of Units 13 – 14 on October 18, Monday. 
SN Unit 15 - "Exchanging Personal Information: Life Events".

SN Unit 15 - "Jose's Life Story" p. 61. **Homework** - practice to use Jose's story.

**Homework** - finish your 5th journals.

**Week 9-10 SN Unit 15** - Life events, Nationalities and family tree. **Homework-SN** Unit 15 - Practice signing your nationality and family.

Deaf Culture paper due (Deaf Biography). Your speech will follow to the schedule.

SN Unit 15 - Review for quiz.
SN Unit 15 - practice activities vocabulary and syntax. **Homework:** SN Unit 15 - read "Culture & Language Notes". **Unit 15 Quiz**

**Homework** - finish your 6th journals

**Week 11-12** NO CLASS - Thanksgiving Day Holiday.
SN Unit 16. View VT. **Homework** - finish your journals.

**Homework** - finish your 7th journals.

**Week 13-14** Probably finish a part of **SN Unit 16** - describing and identifying things & food. 
**Homework** - SN review

Final review of **SN Units 13 -16**.
12/6 **Homework** - finish your last journals via Laulima Assignment.

**FINAL EXAM** - Comprehension, transcription & production.
Expressive test individuals will be followed to make your.

**Catalog pages:**

**101. Elementary American Sign Language Conversation-I (4) (1st Term)**
Emphasis on conversation. Study of basic signing and conversation. Language laboratory required.

**102. Elementary American Sign Language Conversation - II (4) (E)**
Emphasis on conversation and conversation development. Study of basic
grammar and vocabulary, reading included; Language laboratory required.
(Prerequisite: ASL 101 or permission of instructor)

201. Intermediate American Sign Language Conversation-I(4) (F)
Continuation of Conversational American Sign Language. Advanced Structures,
expressions, and patterns. Language laboratory required. (Prerequisite: ASL
102 or permission of instructor.)