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**WBUOnline**

**School of Languages and Literature**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Name: ASL. 1402 Beginning American Sign Language II**

**Full Name of Instructor: Janellkay Brigham, PhD**

**WBU Email Address: Janellkay.brigham@wayland.wbu.edu**

**Office Hours, Building, and Location: by appointment**

**Class Meeting Time and Location**: **Various days and times**

**Catalog Description:** Introductory course focused on the continued development of receptive and expressive language skills in American Sign Language. Additional emphasis is given to the communicative aspect of acquiring a language.

**Prerequisite:** **ASL. 1401**

**Required Textbook and Resources**: [www.signlanguage101.com](http://www.signlanguage101.com) There will be a charge but you only will need to pay once.

**Course outcome competencies**: Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Express, negotiate and interpret meaning in the target language on a beginner level.
2. Use and understand basic vocabulary and grammar in the target language.
3. Engage in basic conversations, such as making requests, using the target language.
4. Describe objects, people, and surroundings in the target language.
5. Exhibit a basic understanding of Deaf Culture.

The more the student puts into the course, the higher his or her outcome competencies will be. See below for helpful suggestions.

**Attendance Requirements**: As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings.  All absences must be explained to the instructor, who will then determine whether the omitted work may be made up.  When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director.  Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course.  Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty**: Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.”

**“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

**Course Requirements/Grading Criteria/Helpful Tips: In order to learn ASL and be able to communicate, you need to practice the language. This means you need to consistently practice receptive and expressive signing throughout this course.**

As you watch the Lessons online, you will need to create a graphic organizer for yourself so that you have a list of the vocabulary, cultural information, and grammar/language tips all in one place. When you are asked to create an Expressive assignment, you can easily refer back to the vocabulary in that lesson to make a clear and organized story using those *targeted* signs. The course is cumulative in nature so one lesson will build on the next. Keeping track of the vocabulary and grammar presented will help you in your overall progress with ASL. Practice fingerspelling and vocabulary daily. The graphic organizer can be any method that fits your learning style but should ultimately be in alpha order. It will be an assignment at the end of the session as part of the final exam. Make sure the size will fit the assignment size settings. It can be a series of videos also recorded in VidGrid or a copy/paste method of signs. Whatever will help you organize the signs you will learn this session is what I am looking for. Since adding 500 signs at the end of the session will take an enormous amount of time, it is recommended that you watch the lesson, note the vocabulary, and work on those signs that week. Making it a goal to complete this weekly will help you in the long run on the expressive assignments, quizzes, and the final exam grades. The graphic organizer will be graded on my ability to find a targeted sign in an organized manner. You will organize the approximate 400 signs you will learn this session along with the A-Z and numbers. While you are watching the culture and information presented in the lessons, note that as you will be responsible for that information at the end of the session.

**When watching the lessons, please turn down the volume. I want you to be able to read the captions but not depend on your hearing and expose you to this part of the Deaf culture. When recording and learning ASL, you should aim to be in a quiet place so that one language does not distract from you learning a visual/spatial language with no auditory component. Do not voice while you are recording. You will see quickly that since ASL and English grammar are different, it will be difficult to voice anyway. ASL is a visual spatial language only. There is no verbal component. The voice over you have access to on the lessons, is an interpreter’s voice and is translating ASL to English.**

**Grades are cumulative and the points are shown on the assignment and the last page of the syllabus. To calculate your grade, divide your points by the total points for the assignments in the course.**

**Assignments:** Assignments will post on Sundays and will be due the following Sunday by 11:59 pm CST.

**Culture/Discussion Assignments:** Culture assignments in this course are to make you aware of the Deaf individuals who have impacted Deaf culture. You will be graded by the ability to show thought and knowledge of certain Deaf culture topics and spotlighted Deaf people and culture. Information from these articles and research should be learned and retained in a practical manner to the point you can discuss these persons and events.

**Expressives:** Expressive assignments will be given and you will be asked to sign for me. These will be due at the end of the week and should be worked on as the week progresses. Do not try to do them in one sitting. Work with the language and mull over the concepts and vocabulary. VidGrid will be used to record videos. At the beginning of each assignment, fingerspell your first and last name. Some of the stories will be timed and short stories will have deducted points. In addition, stories should be memorized. Points will be deducted if a paper or distraction is noticed. My goal is that the vocabulary becomes natural and easily retrieved when needed.

 **Grading:**

1. Late assignments (after midnight Sunday CST) 20% penalty up until Friday 11:59pm CST. Assignments will not be accepted past 6 days late. A zero will be entered as the grade after the 6-day grace period with the exception of the assignments due within the first few days of class. They are due on the Wednesday and will be late on Thursday and a zero will be entered on Friday (1st week only).
2. Timed assignments (expressive signing) will have a 20% deduction if less than the required time limit.

The use of notes while signing is discouraged. Try to practice throughout the week, and then post on weekends if possible. This way, you are signing naturally. Speed is not a goal. Strive for clarity. The purpose of the course is for you to mull these signs and concepts over throughout the week and then post at the end of the week.

1. Use of notes if they affect the smoothness of the presentation will have a deduction in points.

**Discussions:** The purpose of the Discussions and Cultural assignments are to provoke thinking as well as learn about the Deaf culture. These may appear to be objective fill in the blank/short answer assignments but they need to be deeper than that either in the comments or your replies to others. If a link is more than 10 years old, your due diligence should be to do a little more research beyond what I have posted to get you started. Try to get a grasp of the cultural aspects being presented and do some thinking about topics I post about. I will not count words but use your writing skills to communicate clearly and without room for misunderstanding. Take the time to elaborate so that I know from my perspective, you are understanding the cultural norms and more`s within the Deaf community. Vague or unclear concepts are subject to a lower grade.

**Exams/Quizzes:** These will be objective and/or receptive assessments testing your ability to understand ASL and the cultural information presented in the course. These may be receptive or written tests and quizzes.

**Graphic Organizer:** You will need to keep track of the vocabulary and cultural information you are presented with throughout the course. This can be a system designed for you and unique to your learning style. It needs to be written in some format because you will submit it with the final exam. Suggestions: screenshot signs, copy/paste in an organized format. Sign the vocab taking notes as to the parameters of each sign. Parameters: Handshape, Palm Orientation, Location, Movement, and Non-manual Markers (expression). As long as you are documenting the signs in some type of Graphic Organizer, it will be acceptable. This should be updated weekly. There are approximately 50-100 signs in each lesson. The purpose of this project is to keep a practical document. If you need a sign, you should be able to look at this document and quickly recall the sign. This is a working document for YOU to be able to find a sign you may have forgotten. So, organize the signs in alphabetical order, or in categories. This should be more than the lesson format presented to you. I should be able to ask you, “What is the sign for YES?” and you quickly go to that category or that letter Y to find the sign.

If you do NOT have a Graphic Organizer from ASL 1401, you may begin at Unit 5, but it is a great idea to go back and add the other signs from Lessons 1-4.

**Incompletes in the Course:** In summary, course work must be current and passing at the time of the request. Please refer to the catalog for complete information.

**Extra Credit:** If you attend a Deaf event (the host is deaf and ASL is used) either in person or via Zoom etc., you will be able to earn up to 5 points on the total number of points in the course. (See points below). Add 5 points for a Deaf event that qualifies and meets the specs outlined in the syllabus. The report must include the normal specs (who, what, where, etc.) but also include the Deaf hosts’ name and sign name. You will need to interact with the host to get this information. A sign name is how Deaf people identify themselves and sign names are unique for each person. The report **must be turned in within one week of the activity** and will be due by the 7th week of the session. NO events after the 7th week will be accepted. Churches are good, Deaf coffee chats are common and in most big cities. There are many searches you can do. If you need help, email me.

**Tentative Schedule: (Weeks are posted in Announcements)**

**Week: Assignment:**

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| 1 | Mandatory University Assignment: 2 pointsExpressive Story 1: Introduction video, introduce yourself, and where you are from. 15 pointsCulture 1: Andrew Foster 20 pointsWatch Lesson 5 of [www.signlanguage101.com](http://www.signlanguage101.com)and review what you may need from lessons 1-4. Update the Graphic Organizer with all signs in Lesson 5. You can make 2 if size is a problem. Then, combine ASL 1401 and 1402 later. I will be grading only Lessons 5+ |
| 2 | Expressive Story 2: Introduce yourself and create a story using the signs from Lessons 1-4 and information focusing on Lesson 5 (2 minutes) 30 pointsWatch Lesson 6, add signs to the Graphic Organizer |
| 3 | Culture 2: ADA 20 pointsExpressive Story 3: Use Lessons 1-6 (2 minutes) 35 pointsWatch Lesson 7, add signs to the Graphic Organizer |
| 4 | Culture 3: Alice Cogswell 20 pointsQuiz 1: 50 pointsWatch Lesson 8, add signs to the Graphic Organizer |
| 5 | Culture 4: TTY/Videophones 20 pointsExpressive Story 4: Focus on Lesson 5-8 (2 minutes) 40 points |
| 6 | Culture 5: DPN 20 pointsQuiz 2: 50 pointsExpressive Story 5: The focus should be time, using the information in Lessons 5-8 (2.5 minutes) 45 pointsWatch Lesson 9, add signs to the Graphic Organizer |
| 7 | Expressive Story 6: Use everything you have learned so far to make a creative story. (2.5 minutes) 50 pointsQuiz 3: 50 pointsDeaf Interaction due (Extra Credit) 5 points added to overall average in the course. **Make sure you follow the guidelines in the syllabus.** |
| 8 | Exam 50 pointsSubmission of Graphic Organizer 50 points |

Updated 3-15-23 90-100 A 508-567 points

 80-89 B 451-507

 70-79 C 395-450

 60-69 D 338-394

 59 below F 337 and below

Add 5 points for the Extra Credit to the total session points before dividing.

Example of a late assignment that is also short (timing) 50 points

Late and Short, max grade is 30 points