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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 continued development of receptive and expressive language skills in American Sign Language. Additional emphasis given to the communicative aspect of acquiring a language.

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

**Required Textbook and Resources**: [www.signlanguage101.com](http://www.signlanguage101.com) (no charge version)

**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, culture 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 a 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 of ASL. Practice fingerspelling and vocabulary daily. The graphic organizer can be any method that fits your learning style. It will be an assignment at the end of the session. If it is digital you may need to make sure the size will fit the assignment size settings. It can be a series of videos also recorded in VinGrid 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 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. My suggestion is by category or alphabetical. Both of which suffice to meet the goal of the assignment.

**When watching the website, please turn down the volume. I want you to be able to read the captions but not depend on your hearing. I want to 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.**

**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 11:59pm 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 as to the point you can discuss these persons and events.

**Expressive:** Expressive assignments will be given and you will be asked to sign to 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. VinGrid will be used to record videos. At the beginning of each assignment, fingerspell your first and last name.

**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 culture 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 on 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.

**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. 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. You should try to find an event around week 5 or 6 so you have enough language not to be overwhelmed. 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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| Intro to Week 1 | You will be asked to post an Introduction video within the first few days of the course. You will introduce yourself, and where you are from. 10 points  **You will also be asked to take a Syllabus Quiz due on the 3rd day of the session.** 25 points |
| 1 | Culture: Andrew Foster 20 points  Watch 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. |
| 2 | Expressive Story 1: Introduce yourself ad create a story using the signs from Lessons 1-4 and information focusing on Lesson 5 30 points  Watch Lesson 6, add signs to the Graphic Organizer |
| 3 | Culture: ADA 20 points  Expressive Story 2: Use Lessons 1-6 35 points  Watch Lesson 7, add signs to the Graphic Organizer |
| 4 | Culture: Alice Cogswell 20 points  Quiz 1 50 points  Watch Lesson 8, add signs to the Graphic Organizer |
| 5 | Culture: TTY/Videophones 20 points  Expressive Story 3: Focus on Lesson 5-8 40 points |
| 6 | Culture: DPN 20 points  Quiz 2 50 points  Expressive Story 4: The focus should be time. Try to sign for 2.5 minutes using the information in Lessons 5-8 45 points  Watch Lesson 9, add signs to the Graphic Organizer |
| 7 | Expressive Story 5: Use everything you have learned so far to make a creative story. Memorize the story. Goal: 2.5 minutes. 50 points  Quiz 3 50 points  Deaf Interaction 5 points added to overall average in the course. Make sure you follow the guidelines in the syllabus. |
| 8 | Exam 50 points  Submission of Graphic Organizer 50 points |

Updated 10-7-2021 Total possible points 585 +5 pts on total number of points for Deaf interaction

90-100 A

80-89 B

70-79 C

60-69 D

59 below F