****

**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 1401 Beginning American Sign Language I

## ****Full Name of Instructor:** Dr. Janellkay Brigham**

* **WBU Email Address: janellkay.brigham@wayland.wbu.edu**
* **Office Hours:** by appointment
* **Class Meeting Time and Location**: Various days and times

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

## ****Prerequisite:**** **None**

## ****Required Textbook and Resources****: [*www.signlanguage101.com*](http://www.signlanguage101.com)

## ****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 giving commands and directions, using the target language.
4. 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.

**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. You should have some organization of the signs with a description of each so that you have a working document or how to look up a sign that was covered. 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 approximate 400 signs you will learn this session along with the A-Z and numbers.

**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 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.**

## ****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.**

## 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.

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

Culture/Discussion Assignments: Culture/Discussion assignments are meant to have to think and mull over topics that may be new to you. You will be required to participate in the Discussions and follow the directions given. You will be graded by the ability to show thought and knowledge of certain Deaf culture topics and spotlighted Deaf people. 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 Assignments: You will be asked to sign videos and record them through VinGrid. It is best to not wait until the last minute for these assignments. Work on them a little every day and then post before the due date. It is strongly suggested to practice the assignments throughout the week. At the beginning of EACH video, please state your name in sign language. (You will learn how in the first week). The purpose of these is to use the vocabulary taught in the lessons. Do not go to outside sources to look up signs. All stories should be able to be created with the information taught to you.

## Exams/Quizzes: These will be objective assessments testing your ability to understand ASL and the culture information presented through this course. These may be receptive or written quizzes and tests.

**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 50-75 signs in each lesson. This should be like a practical guide to you locating a sign that was introduced in the lesson. I will provide examples.

## ****Schedule (Week dates posted in Announcements)****:

| **Week** | **Assignment** |
| --- | --- |
| Intro to Week 1 | You will post a Hello and welcome to the class due 3 days after the course begins. |
| 1 | Discussion: “Deaf-friendly” cities 20 ptsWatch Lesson 1 and ABC’s, begin your Graphic Organizer |
| 2 | Expressive Story 1: Introduce yourself and create a story using the gestures and signs in Lesson 1/ ABC’s (fingerspelling). You may not know the grammar, this should mostly be gestural in nature except for the spelling of your name. 20 ptsSample “Quiz” 20 ptsWatch Lesson 2, add all signs to the Graphic Organizer |
| 3 | Discussions: “Residential Schools” and “How English Influences ASL” 20 pts eachWatch Lesson 3, add all signs to Graphic Organizer (should be about 150 signs so far) |
| 4 | Expressive Story 2 use Lessons 1-3 25 ptsQuiz 1 50 ptsWatch Lesson 4, add all signs to Graphic Organizer |
| 5 | Discussion: “The Milan Conference” 20 ptsQuiz 2 50 ptsExpressive Story 3 use Lessons 2-4 30 ptsWatch Lesson 5, add all signs to Graphic Organizer |
| 6 | Discussion: “Kimby Caplan” 20 ptsExpressive Story 4 use Lessons 2-5 35 pts |
| 7 | Quiz 3 50 pts Expressive Story 5 Use everything learned so far and create a story that is **2 minutes in length**. 40 pts |
| 8 | Exam 50 pts.Submission of Graphic Organizer 50 pts. |

Updated 12-20-2020 90-100 A

 80-89 B

 70-79 C

 60-69 D

 59 below F