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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 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)There will be a charge for the video lessons which is considered your textbook for ASL 1401 and 1402.

## ****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, 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 400 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.**

## ****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 11:59 pm CST. See Grading specifics below.

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 to the point you can discuss these persons and events.

## Expressive Assignments: You will be asked to sign videos and record them through VidGrid. 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. The stories must be memorized and some are timed. Points will be deducted if the story is referenced while recorded. One goal is that you process the signs and develop the ability to sign even if you forget what is on the paper.

**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.
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.

## Exams/Quizzes: These will be objective assessments testing your ability to understand ASL and the cultural 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 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 alphabetical format. Sign the vocabulary 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. 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. 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 letter Y to find the sign.

**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). An additional 5 points will be added for a Deaf event that qualifies and submission is within the guidelines 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. 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.

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

| **Week** | **Assignment** |
| --- | --- |
| 1 | Mandatory University Assignment: 2 points  Discussion 1: Introduction to the class assignment. 5 pts  Discussion 2: “Deaf-friendly” cities 20 pts  Watch Lesson 1 (gestures) and Lesson 2 (only the ABC’s),  Begin your Graphic Organizer (see above in syllabus) |
| 2 | Expressive Story 1: Introduce yourself in ASL and create a story using the gestures and signs in Lesson 1 and Lesson 2 only the ABC’s (fingerspelling). You may not know the grammar, this should mostly be gestural in nature except for the spelling of your name. (no time limit) 20 pts  Quiz 1 20 pts  Watch the rest of Lesson 2, add all signs including the letters to the Graphic Organizer.  At this point, the GO should contain the letters, numbers presented (1-20) and the vocab in Lesson 2. |
| 3 | Discussions: “Residential Schools” and “How English Influences ASL” 20 pts each (40)  Watch Lesson 3, add all signs to Graphic Organizer (should be about 150 signs so far) |
| 4 | Expressive Story 2: use Lessons 1-3 (1 minute) 25 pts  Quiz 2 50 pts  Watch Lesson 4, add all signs to Graphic Organizer |
| 5 | Writing 1: “The Milan Conference” 40 pts  Quiz 3 50 pts  Expressive Story 3: use Lessons 2-4 (1.5 minutes) 30 pts  Watch Lesson 5, add all signs to Graphic Organizer |
| 6 | Writing 2: “Kimby Caplan” 40 pts  Expressive Story 4: use Lessons 2-5 (1.5 minutes) 35 pts |
| 7 | Quiz 4 50 pts  Expressive Story 5: Use everything learned so far and create a story that is **2 minutes in length**. 40 pts  Deaf event due on Sunday 11:59pm (Extra Credit) +5 |
| 8 | Exam 50 pts  Submission of Graphic Organizer 50 pts |

Updated 1-10-2023 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.

Late work example:

Assignment worth 50 points, late and short (max points is 30).