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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****:

## Signing Naturally Units 1-6 Workbook and DVD’s, Dawn Sign Press

GoReact Account: Subscribe at [www.GoReact.com](http://www.GoReact.com)

VidGrid Account: located in Blackboard Ultra

## ****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.

**Course outcome competencies**:

Introduces basic ASL conversation. Features core vocabulary, common signing phrases, non-manual components (facial expression, body postures), signing space, fingerspelling, numbers, loan signs, cultural protocols, rules of ASL grammar and structure. Deaf cultural behavior is introduced in the classroom and through readings, videotapes, and power points.

**Read Pages v-xiv to become familiar with the workbook and DVD and the features of ASL and Deaf culture along with ASL classes.**

The LTI and workbook contain activities that should be completed but not all will be graded in BB but can be self-graded (online or in the workbook). I encourage you to do all assignments available to you. This is to ensure your ASL development is on track.

**Performance Objectives:**

Upon completion of Unit 1, the student will effectively use ASL receptively and expressively for the following domains:

* 1. o Fingerspelling of names and the numbers 1-15
  2. o Same & different with regard to names, shapes, letters, and numbers
  3. o Gender, physical appearance, clothing, colors
  4. o Following instructions - drawing shapes, writing names & writing numbers and letters
  5. o Getting one’s attention

Possible Assessments: Receptive Test, Expressive Video Assignment, and/or Workbook Assignment

* 1. Upon completion of Unit 2, the student will effectively use ASL receptively and expressively for the following domains:
  2. o 2.01 Identify oneself, negate and correct responses, ask and answer yes/no questions
  3. o 2.02 Numbers 1 – 29 and adding and subtracting using American Sign Language
  4. o 2.03 Leisure activities
  5. o 2.04 Identifying people, giving information and preferences
  6. o 2.05 Talking about oneself in a video production

Possible Assessments: Receptive Test, Expressive Video Assignment, and/or Workbook Assignment

Upon completion of Unit 3, the student will effectively use ASL receptively and expressively for the following domains:

o 3.01 Living situations

o 3.02 Commands and directions, in the classroom, halls and buildings around campus

o 3.03 Numbers and counting 1-66

o 3.04 Living arrangements, including roommates and pets

o 3.05 Directions.

o 3.06 Modes of transportation and time to work & or school

Possible Assessments: Receptive Test, Expressive Video Assignment, and/or Workbook Assignment

## ****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/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.**

**When watching the lessons, there will be no sound. 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.**

**Grading Criteria:** 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 vice president of academic affairs 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.

**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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

**Academic Integrity:** In light of Wayland’s strong Christian heritage, students are expected to conduct themselves in accordance with the highest standards of academic honesty, ethical behavior, and personal integrity. Therefore, the following--and any related acts of academic dishonesty--are to be avoided at all times:

* Submitting as your own work any assignment completed by another person or an online bot.
* Copying another’s work or assignment and submitting it as your own.
* Allowing or paying another to complete and submit an assignment on your behalf.
* Providing others access to courses or assignments so that they may complete or submit work on your behalf.
* Copying any amount of text directly from a website, book, document, video, or other source without appropriately noting the original source of that information.
* Paraphrasing or rewording unique ideas originally presented by another (whether written, visual, or auditory), either on your own or with paraphrasing tool/software, without appropriately noting the source of the idea or information.
* Purchasing or otherwise downloading a paper from a website and then submitting any portion of it as your own work.
* Using or submitting work from a previous or current course, whether your own work or another student’s work.

Though the above is not comprehensive, it offers examples of academic dishonesty that may result in one or more of the following repercussions:

* the requirement to redo an assignment or submit an additional assignment
* the lowering of a grade on the assignment
* the awarding of a grade of “F” on the assignment
* the awarding of a grade of “F” for the course
* academic suspension from the University
* permanent academic suspension (expulsion) from the University

To avoid plagiarism (taking the written or spoken words of another and presenting them as your own without acknowledging the original):

* + Place “quotations marks” around any words or texts that you directly borrow from another.
  + Acknowledge the original author or speaker of the words using MLA, Chicago, APA, or other citation style as required by the instructor.
  + Offer a clear distinction between your own ideas and those of any outside authors or speakers.
  + Speak with a professional librarian in Wayland’s Library/Learning Resources Center for instruction on best research practices.
  + Visit Wayland’s Multidisciplinary Tutorial Services for further explanation and free tutoring.

See the Student Handbook or Policy 8.4.1/Academic Integrity for additional information related to the consequences of academic dishonesty at Wayland Baptist University.

a. No use of any generative AI tools permitted.

i. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.

ii. All assignments must be fully created, designed, and prepared by the student(s).

iii. Any work that uses generative AI will be treated as plagiarism.

**Assignments:** Assignments will post on Sundays and will be due the following Sunday by 11:59 pm CST. See Grading specifics below. You will have a number of assignments from the Workbook. Read the syllabus closely as to how these are graded and what is expected. *Make sure you work through the outlined pages and Units so that your skill progresses as it should even if there is not a submission required.* Do the activities in the workbook in order as all skills are built on one another. If you are planning to resell your workbook, copy the pages that need writing and do not skip these exercises. All should be completed, but not all will be submitted.

Numbers are a big part of this course. They should be practiced daily. Follow the workbook to guide you.

Culture/Discussion/Writing 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 and/or GoReact. 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 sign your name in ASL for each assignment. (You will learn how in the first week). All stories should be able to be created with the information taught to you. The stories must be very well practiced 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.

You will see that the points increase throughout the session on this category of grading. The expectation is that your expressive skills develop the most this session. Be aware that each Expressive Story should indicate this process as the session progresses.

**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. Blackboard Ultra also assigns a zero if the assignment is late. **It is REQUIRED that you email the Instructor if you happen to submit late assignments so that it will be able to be located and graded.**
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.

**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 points added on the total number of points in the course. (See points below). Additional 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)****: REVISED

| **Week** | **Assignment** |
| --- | --- |
| 1 | **Mandatory University Assignment:** 2 points  Learn the ABC’s  Practice Fingerspelling and Numbers 1-30 |
| 2 | Read Pages v-xiv to become familiar with the workbook and DVD and the features of ASL and Deaf culture along with ASL classes.  Work your way through Unit 1.1-1.6  **HW 1: 1.2:** Introduce yourself in ASL. Sign the numbers signed to you in for the activity “Write the Number” Pg. 7. You will sign them. 20 pts.  **HW 2: 1.5:** Sign the questions (not answers) from Mini-dialogues 1-6 Pg. 18 and 398 18 pts.  **Writing 1:** Andrew Foster 20 pts. |
| 3 | Work your way through Unit 1.7-1.12  **HW 3: 1.7:** Sign the answers from Pg. 22 1-15 45 pts.  **Expressive Story 1:** Sign the Mini-dialogue 2 (from Pg. 35). 20 pts.  **Quiz 1** 50 pts.  Take the self-assessment and review the vocabulary Unit 1  Work your way through Unit 2.1-2.6  **Discussion 1:** Gallaudet University 20 pts. |
| 4 | Work your way through Unit 2.1-2.12  **Expressive Story 2:** Create a story that incorporates describing one person. Use all the information from Unit 1 and Unit 2. Use the autobiographies Pg. 89 to guide you. 25 pts.  **HW 4:** Sign 2 commands involving a location and an object. Pg. 112 20 pts.  **Discussion 2:** Douglas Tilden 20 pts. |
| 5 | Work your way through Unit 3.1-3.7  **Quiz 2** 50 pts.  **Expressive Story 3:** Create a story about 2 people and use the Contrastive Structure to show the similarities or differences between them. (Fictitious is ok) Include: Name, residence, deaf/hearing and one other feature you have learned. 40 pts. |
| 6 | Work your way through Unit 3.8-3.15  **Expressive Story 4:** Create a narrative similar to Pgs. 148-149 Practice it throughout the week. 40 pts.  **Quiz 3** 50 pts. |
| 7 | Begin your review of Units 1-3.  **Quiz 4** 50 pts.  **Expressive Story 5:** Use everything learned so far and create a story that is **2 minutes in length**. English/Gloss required. 50 pts.  Deaf event due on Sunday 11:59pm CST (Extra Credit) +5 |
| 8 | **Exam** 75 pts. |

Created 11/11/23 90-100 A 551-615 points

Revised 11/26/23 80-89 B 489-550

Revised 1/21/24 70-79 C 428-488

60-69 D 366-427

59 below F 365 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).