IDS 100: ASL 103 / English Composition

Daily 11:30-1:20  Item:0600  Room: R 110 A & B

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Course Description:

ASL 103 is a five credit, transferable, college level, language course. It is the third quarter of the first year study of American Sign Language (ASL) and the community of people who use it. In the study of this as a second language you will learn or review fundamental issues of basic human language, grammar and communication.

English Composition: Depending on the level of Comp. in which you enrolled, you will build on the writing skills learned in EGNL 101, 102, or 201. Through the composition process you will explore issues unique to the Deaf community in America, and learn that this beautiful, natural, rich language cannot be separated from the community that developed it. Above all, this is a Learning Community Experience that requires your contribution: attendance, involvement, practice and commitment.

Required Texts:

MASTER ASL! Level One, Jason E. Zinza,
1001 Signs for ASL Students, Volume 2 (ASL 102 & 3 Course Packet & DVD)
Deaf in America, Voices from a Culture, Padden & Humphries. Harvard University Press.
Inside Deaf Culture, Padden & Humphries, Harvard University Press.
Sounds Like Home, Mary Herring Wright. Gallaudet University Press.

Web Resources: Many of your class guidelines, assignments, homework, and handouts are accessible to you only through the internet. You will need to check frequently to find the resources you need. You can find these important materials in MyBCC:
http://mybcc.net

If you haven’t used “my bcc” yet, log on to create an account as soon as possible. It may take a few days for your classes to show up on that site. Be patient. Once your MyBCC account is up and running, check it frequently for class handouts, discussions, and more.
Signing/culture/confidence

You’re in ASL 3 now! My expectations for you are now quite high. If you haven’t already, you should quickly develop the confidence in your ability to communicate manually/visually and your knowledge of social etiquette to approach and engage Deaf people in a meaningful conversation without undue apprehension.

DEAF-WORLD! You are earning college credit for learning the language of the DEAF-WORLD... you cannot expect to do that without contact with Deaf Folks. Your culture contact requirements are designed to encourage you to venture out into the DEAF-WORLD, but only YOU can make it happen for yourself. It’s time to step out into the world of ASL users...you cannot master a language by limiting your exposure to the language to the time you spend sitting in the classroom. Your success in this class depends not only upon your experience with ASL, but also upon your experience with Deaf people.

ASL: If you want to learn it; you have to earn it. Use it every day, and get to know the people who call it their own.

DEAF TIME: There will be visual cue for DEAF TIME when voices will not be tolerated. We will practice the transition between DEAF & Hearing Time as this class will require both modes of communication. As we transition between the Deaf Way and the Hearing Way, we will acquire a deeper respect for each communication mode, and the differences between the cultural expectations that accompany them.

This is Laurent Clerc (sounds like "Law-Ron Clare"). When his image is visible in the room, a Deaf person is present. We all know that the presence of a Deaf person requires signing and discourages the use of Voice. When Laurent Clerc is visible it is DEAF TIME!
Course Outcomes

**ASL 103:** In the course of this class the student will develop and improve basic knowledge of grammatical constructs, rules, and functions of American Sign Language through usage, responses, translations and application in classroom conversation, receptive exams and expressive assignments.

At the end of this course the students will be able to...

- Demonstrate knowledge of basic concepts, rules and functions of American Sign Language learned in ASL 101 and 102 through application of these principles in a practical manner.

- Demonstrate their improved skills by expressing themselves correctly and understandably in fluid American Sign Language using proper rhythm and movement inherent in the language.

- Apply knowledge and comprehension of fundamental ASL language functions and various grammatical concepts and structures, and demonstrate knowledge through usage in class and through expressive assignments.

- Recognize, understand, and respond appropriately to ASL utterances.

- Demonstrate direct knowledge of the deaf community through expressive assignments and written work.

- Demonstrate knowledge of signed concepts, sentences and stories by translating them into written or spoken English.

- Identify, explain and illustrate the various uses and functions of American Sign Language Classifiers through discussion, usage, expressive assignments, and exams.

Composition and Learning Community Outcomes:

- Critically read books and articles, understanding and weighing the strength and weakness of an author’s argument;

- Write effective essays which demonstrate the ability to use all stages of the writing process, produce a substantive topic, and use a variety of modes, such as narration, exposition, analysis and/or argumentation;

- Articulate a realistic sense of their own writing performance;

- Work collaboratively in a team on an intellectual endeavor: investigate ideas together, respect others’ insights and opinions, and develop areas of consensus and agreement;

- Take control and responsibility for one’s own learning: take initiative, follow up ideas and intuitions, evaluate one’s own progress, and develop learning goals;

- Identify, explain and illustrate issues of diversity and fundamental aspects of Deaf culture, as well as demonstrate knowledge of key terms and issues concerning the education and employment of deaf people through a variety of methods.
**GRADING:** You will receive 2 grades: One for ASL and one for English composition.

**ASL GRADE:**

Your grade is a numerical reflection of the effort and dedication that you invest toward your learning of this subject and you’re ability to apply what you have learned. You are the only person responsible for your grade. As per BCC policy, you will receive a letter grade after the completion of the quarter. This letter grade is assigned as an equivalent to your total earned numerical points. You must have no less than 60% of all possible points to receive a passing grade in this class.

There are a total of 1000 ASL points possible for this quarter. Your grade will be a fraction of that number. You must achieve a minimum of a C grade to transfer to the next level of ASL.

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<thead>
<tr>
<th>Grading</th>
<th>Points for ASL class will be earned in the following areas:</th>
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<tbody>
<tr>
<td>A</td>
<td>96% Class Participation 300</td>
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<tr>
<td>A-</td>
<td>90% MASL Quizzes 200</td>
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<tr>
<td>B+</td>
<td>87% Receptive Skills 200</td>
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<tr>
<td>B</td>
<td>83% Culture Contact 100</td>
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<tr>
<td>B-</td>
<td>80% Fingerspelling 100</td>
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<tr>
<td>C+</td>
<td>77% Seminar Papers 100</td>
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<td>C</td>
<td>73% Total: 1000</td>
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<tr>
<td>C-</td>
<td>70%</td>
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<tr>
<td>D+</td>
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**composition Grade:**

**WRITING** (English 101, 201 or 271/272) Please note that all writing assignments need to be completed during the quarter for your portfolio to be accepted.

For 101/271/272: A portfolio of four finished papers, primary and revised drafts of each paper and a self-eval. (100 points).

For 201: A portfolio of two out of three papers, including a 8-10 page research paper on a topic related to the class. (One of the first two preliminary papers does not need to be revised.)

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<tr>
<th>Portfolio</th>
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<tr>
<td>Seminar</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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Seminar Papers and Participation

We will meet twice a week in seminar in order to discuss the course readings. You are expected to participate in seminar discussions and bring a seminar paper to each session (approximately 2 pages, typed). Please don’t use seminar papers as a replacement for attending seminar – remember, your seminar grade is based on attendance, participation, and papers. We allow you to turn in a seminar paper once when you are absent; after that, your seminar papers will not be accepted.

The purpose of seminar papers is to give you an opportunity to respond to the readings and prepare you for a discussion of the reading in seminar. You might want to begin by thinking of seminar papers as a way to interact with the reading material, as part of a dialogue between you and what there is on the page. These papers will contain your comments, questions, responses, arguments, etc., as well as page and paragraph numbers to help your readers locate the passage for themselves. More specifically, seminar papers are your somewhat formalized thoughts on some aspect of the material. They will serve to generate discussion in your groups and may later serve as the seeds for your essays.

Keep in mind:

- **Seminar papers** address major concepts of the reading (i.e. explain what the author means in your own words)
- **Seminar papers** state the page and paragraph(s) to which you are responding
- **Seminar papers** explain your thoughts on this material (what you find interesting, troubling, etc.)
- **Seminar papers** can explore connections between the reading and other readings/ideas/issues/topics/concerns. As the course progresses, it will be possible to compare, contrast, and connect the new reading to previous material.
- **Seminar papers ARE NOT SUMMARIES**, but should integrate the author’s main ideas or theories into your own analysis.

We will evaluate your seminar papers primarily on the depth of understanding and thought they reflect. We are less concerned with technical conventions (grammar, spelling, sentence structure, etc.); however, carelessly composed, sloppy seminar papers will receive no credit. Having said that, please explore, take risks, and take on what you may not be certain of. The point is to stimulate interesting discussion and discover new, deeper ways to understand the material. Present your ideas clearly, and carefully, but don’t obsess over the mechanics.
Quizzes:
Much of your grade will be earned through a variety of quizzes that will occur regularly throughout the next eleven weeks. Every quiz is an opportunity for you to accumulate more points toward your total grade. Your quizzes are divided into three areas:

*Master ASL* is the main text of the ASL portion of this class. A combination workbook and videotape, it gives you out-of-class exercise in reception, translation, and understanding not only of American Sign Language, but of the culture that uses it: American Deaf Culture. It is your responsibility to work and re-work the lessons until the information becomes completely understandable to you. You **MUST** stay abreast of scheduled workbook assignments and bring to class any questions that arise. Not all exercises in the chapter will be done in class, nevertheless, you will be responsible for all of the material in the assigned chapter. Reading and practicing is your responsibility. Your ability to follow through on this responsibility will be measured by means of regular *Master ASL Quizzes*. These quizzes will include vocabulary and grammar from the assigned chapters of your workbook. There will be a total of four Master ASL! quizzes worth 50 points each.

**Fingerspelling:** In this class excellent fingerspelling skills are expected, and are required for your success. You are at a make-or-break point. Periodic, surprise fingerspelling quizzes will happen throughout the quarter and will include English words, foreign words, and *ASL numbers*.

**Deaf Culture Quizzes**
Part of your Composition Portfolio will include two quizzes on the content of the material you are studying and writing about. There will be two English Quizzes one at the mid-term, and one near the end of the quarter. A detailed calendar will be available on MyBCC.

Expressive Skills Exercises & Exams:
To demonstrate your improving ability to express yourself in ASL, you will work in small groups. You will prepare your exercises outside of class and are encouraged to work and practice with a partner. Each assignment will be clearly defined as it is assigned. Each exercise will be worth points for following instructions, preparation and participation. Exams will be explained as they are assigned. Your expressive Exams will be worth a total of 200 participation points, or 20% of your grade.

**Video Tape Project:**
This quarter you will be creating an ASL video Project. This will be a multi-step project that begins with an exercise in writing glossed sentences, presenting your signed performance to a group of your peers, synthesizing and processing peer feedback, and culminates with a final recorded version of your story which will be evaluated by the instructor. The guidelines and directions of this assignment will be posted in your “My BCC” documents.
Receptive Skills Exams: Two receptive skills exams will take place throughout the quarter, Mid-term and during the last week of the quarter. The instructor will produce signed sentences (in person or on video tape) using vocabulary and grammar presented in class. Students will be expected to translate these passages into written English. Each receptive skills exam will be worth 100 points for a total of 200 points. There will be practice exams throughout the quarter.

Cultural Contact Experience: A Cultural Endeavor!
Practical application of your sign language skills is required throughout the quarter. You are required to have significant contacts with fluent (ASL) signers to provide you with first-hand experience with the Deaf culture, and (hopefully) to introduce you to a new friend. Your contact experiences are worth a total of 100 points. Requirements and guidelines for this assignment can be found on your MyBCC website.

Participation Points: A total of 300 points (30% of your ASL grade) is to be earned by being in class, following directions, participating in class activities, doing your homework (and turning it in on time), and satisfactorily completing Expressive Exams and self-assessment assignments such as self-graded practice quizzes. These points can also be taken away by speaking in class without permission (see “Voicelessness”).

Classroom Protocol (what I expect of your behavior):
Please Read the Arts & Humanities Student Expectations and Policies:
http://www.bcc.ctc.edu/artshum/policy.html

You are expected to assist your classmates and facilitate their effective learning by letting them wrestle with their own questions. Whispering answers to them does not help them learn anything. And it irritates your instructor!

When you have questions… ASK RICK! Not the person sitting next to you!

Voicelessness!: During DEAF TIME, the use of voices is prohibited. AS an Interdisciplinary class, we will voice only necessary discussions. We know that we cannot learn ASL by practicing spoken English. That is why a silent environment is important for our learning, and showing our ability to negotiate the Deaf environment appropriately. Upon the teacher’s discretion, a penalty of 5 points per infraction may be implemented for
students who speak in class without the teacher’s permission. Whispering is not allowed. 

Respect of Others: I expect courtesy, attentiveness, and a willingness to learn. In so doing, you will earn my respect as a responsible adult, and be treated accordingly. I will not tolerate interference in another student’s learning experience. That includes, distracting noise or behavior, Cell-phone use, text messaging, whispering, insults, cruelty, harassment (of any kind), or ridicule of others. I am sure that you as a responsible adult will not tolerate these things either.

I whole-heartedly believe that learning requires the making of mistakes. My classroom is a place where your well-intentioned errors are welcomed. Sometimes, mistakes are funny and laughter follows naturally, good-natured laughter is welcomed, especially where we learn to laugh at ourselves -- with our classmates not AT them. Keep in mind that no one feels free to take risks in an environment where they fear being ridiculed or criticized and learning requires risk-taking. You are responsible for creating the kind of open environment where you, yourself, feel free to make mistakes, and find understanding, and support from those around you.

“It is very wrong to say that you understand a thing when you do not.” ~Thomas Hopkins Gallaudet, 1836

Mistakes: “Dare to be wrong!”

I expect all students to make mistakes in the process of learning a new language. I have come to believe that the mistakes that you make while learning any language are not only inevitable, they are invaluable! Do not hold yourself back for fear of being wrong! Letting your best efforts speak for themselves; the errors you make in understanding, or producing sentences show me which properties of the language you have conquered successfully and which ones are still under development. Do not assume that other students in the class have an advantage over you. Most of them are probably right in the same boat rowing (or sometimes fishing) right along side of you. Your mistakes can be learning experiences for your classmates as well. Although you probably won’t be making any mistakes that I haven’t seen before, errors that you make in a good faith attempt may seem novel to your classmates, and understanding the mistakes of another can be a very useful way of getting to the root of a concept with which you, yourself, are struggling. Always do your best and apply what you have learned, but set yourself free to learn. In short: “Dare to be Wrong!”

Try to understand every thing that you are reading or learning, or that any body says to you, and then you will improve fast; and then you will become wise, and I hope also, good and happy.

I am your friend,

Thomas H. Gallaudet, 1836
Study & Practice:
Do not fool yourself into believing that your learning experience for this subject will be confined to the time you spend in this classroom! What you are undertaking is an adventure in language! That takes time, patience, discipline, practice, practice and more practice. This quarter, we have a total of roughly 45 hours we can devote to ASL! Do you think that’s enough time to learn a language? You can see why it is essential that you take what you learn in class out into your regular life and practice it there (I know that most students don’t have a “regular” life, but you know what I mean!) Successful students know how to apply themselves outside of class to get the results they want. Your student workbook is a great starting place. It gives you receptive practice watching various models from the videotape. You will quickly realize that no two people sign exactly the same; no more than any two hearing people have exactly the same voice, accent, volume, and style.

“Listening” Skills: Stay alert and follow all conversations that take place in and around the classroom. Remember that exposure to the language is your best opportunity to learn it. Whether the conversation is involving you directly or not, it is another chance to practice your receptive skills. In other classes, we have learned to ignore exchanges between other students or between the instructor and another student when the issue does not concern us, in fact, it’s considered impolite to “eaves drop”. But in ASL, since it is a visual language, any conversation held in the presence of signing people is considered to be public in nature. Every exchange in class is an opportunity for you to follow a conversation and practice your new skills.

Active Listening Behaviors: Certain “active listening” behaviors are expected as part of American Sign Language. That is, certain manual (Oh-I-See; Huh?; Wow; Really?) and non-manual signals (Nodding; Facial Expression; Mouth Movements) are not only ways of showing the signer that you understand, but it is a Social Norm! ~ Part of the culture. Blank looks or lack of active listening behaviors will not only interrupt the conversation (such as causing your instructor to stop and ask if you understand, or needlessly repeat the information), but can be interpreted as rudeness in many social situations.

Resources: Study guides and other documents that will help you succeed in this class are also posted on your class website. Start with “Definitions of Classroom Terms” and keep your eyes open for a plethora of other helpful documents. Any and all of the information posted on MyBCC will likely appear on a test of some kind.
Accommodation/Accessibility/Learning Differences
If you require accommodation based on a documented disability, emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with either of your instructors as soon as possible. You will find that Bellevue Community College has many resources for its students People with learning differences or disabilities have many options for developing strategies that for academic success.

Because ASL is a manual and visual language different than any spoken language, some students find ASL to be a perfect match for their learning style, while others struggle and struggle. While struggle is a normal part of education, people with learning disabilities can get overwhelmed and struggle unnecessarily when help is available. As a teacher, one of my greatest frustrations is watching a smart student work diligently and still have trouble with tests. It’s even worse when this student comes to me late in the quarter to inform me of his or her learning disability when it’s too late in the quarter to get the assistance he or she deserves. If you know or suspect that you have a learning disability contact me (and DSS) right away so we can build a strategy for your success.

If you would like to inquire about becoming a DSS student you may call 564-2498 or go in person to the DSS (Disability Support Services) program office in B 132.

Attendance: Your attendance is required if you are to succeed in any language class or learning community class. IDS 100 is certainly no exception. Because the ASL is visual and manual, your eyes, body and mind must be present throughout class or you cannot learn. Your participation in class activities is a required part of your attendance. American Sign Language is all about communication and communication is the interaction between individuals sharing information. A book or videotape can never provide this communication environment. If for any reason you miss a class, it is your responsibility to contact a classmate and find out what was missed. Make-ups are not possible for missed tests or quizzes. Your attendance will be recorded and your percentage of attendance will be factored into your final ASL grade and will earn you part of your Participation points. Showing up late and leaving early are disruptive to the class. You will be counted present only if you are present for the entire class period.