

ASL 312L

UNIVERSITY OF TEXAS AT AUSTIN
Second Year American Sign Language II
COURSE SYLLABUS: SPRING 2009

SENIOR LECTURER: Franky Ramont Giacona, M.A.
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SEMESTER: Spring 2010
COURSE NUMBER: 40960
CLASS DAYS & HOURS: T/TH 11:00 – 12:15pm
ROOM: RAS 310
Blackboard: <http://courses.utexas.edu>

Course Description: This course will examine the expository and narrative conceptual aspects of American Sign Language. It is an intermediate ASL course that will include the following themes: 1) conversational skills; 2) translating written text into ASL; 3) conceptual presentation; 4) re-telling/analyzing ASL stories; 5) grammatical aspects; 6) conceptually accurate signs including definitions & semantic signs; and 7) Deaf Culture norms and values. Regarding the production part, the students will provide a video project for each unit that presents narratives with ASL aspects.

Prerequisites: ASL 312K with at least a C (70%) or above; or completed ASL 4, specifically using Signing Naturally 1 & 2 from other colleges or universities.

Course Rationale: American Sign Language is the language of a sizable minority, estimates range from 500,000 to two million speakers in the U.S. alone. In addition, Deaf Canadians use ASL. For more information, you can look at the website:
[http://library.gallaudet.edu/Library/Deaf_Research_Help/Frequently_Asked_Questions_\(FAQs\)/Sign_Language/ASL_Ranking_and_Number_of_Speakers.html](http://library.gallaudet.edu/Library/Deaf_Research_Help/Frequently_Asked_Questions_(FAQs)/Sign_Language/ASL_Ranking_and_Number_of_Speakers.html).

Text:

- **Signing Naturally Level 3, A Student Workbook and DVD**, by Smith, Lentz and Mikos
- **Triumph of the Spirit: The DPN Chronicle**, by Dr. Angel Ramos
- **ASL 312L Course packet** – @ Speedway printing - Dobie Mall

Exam/Project/Video Assignments:

- Franky'sVLOG@UT and video assignments URL: To be announced in class or email

References:

- <http://commtechlab.msu.edu/sites/aslweb/browser.htm>
- www.laits.utexas.edu/asl506/ Username: asl506 Password: the lecturer will announce it in class.
- www.laits.utexas.edu/asl507/
- **Unit 24 – Health presentation:** <http://www.deafmd.org/pub/Swine-Flu-Influenza-A-H1N1/Prevention>

Course requirements: Unit 18, 19, 20 p.54-63, and 24 (20 or 21 if time permits)

Pass-Fail: *Please note that you are taking this course for a grade. A Pass-fail grade is not an option in this class. We have our own VALUES AND EXPECTATIONS. I DON'T FEEL THERE IS ANY BASIS FOR COMPARING MY CLASS with other classes. I don't tolerate anyone cheating on exams or assignments. I have my own expectations from the students. Each of us has to establish standards for our classes. Mine includes zero tolerance for cheating and very high expectations from my students.*

It is essential that students make every effort to attend every class on time and be prepared to participate in all activities.

Rationale: This is a skill developing lab course involving group and individual practice and skill development using visual/gestural stimuli. There is no way to make up an absence. Missing class or being late to class truly hinders your progress. The skills you need in this class depend on visual perception and memory. Use of auditory stimuli inhibits this learning process of both the person talking and other students in the class. In this class, students will experience cross-cultural interaction between Deaf and Hearing people. It is important that students recognize and respect this sensitive area and the Deaf person's resentment at the discriminatory and thoughtless use of voice in his/her presence.

ATTENDANCE/PARTICIPATION: Anytime you miss a class, it is your responsibility to check Blackboard to see if you were counted absent. Please see me if the record is not correct.

Attendance Policy: Beginning **January 21st**, participation will be graded in the following manner:

You should plan to attend class faithfully, inasmuch as the material covered in class and participation in class discussion are vital to your performance in this course. Attendance will be taken every class period. You should check periodically with me to ensure that we agree on your number of absences. You are allowed three (3) absences over the course of the semester. For each absence beyond three (3), your final grade will drop by 5%. For example, if you earned an A with a 92 for the course, but you have four (4) absences, your final grade will be a B (87), regardless of the reason. Use your absences as you see fit; however, use them with discretion. These days are given to you to make accommodations for illnesses, doctors' appointments, observance of religious holy days, etc. A total of three (3) tardies and early departures will be counted as one (1) absence.

The University's policy on the observance of Religious Holy Days can be found at: <http://registrar.utexas.edu/catalogs/qi07-08/ch04/ch04b.html>.
Observance of Religious Holy Days: Students must notify instructor at least **14 days** prior to holy days; otherwise, it will be counted as absence.
<http://www.interfaithcalendar.org>

It is essential that students make every effort to attend each class on time and be prepared to participate in classroom activities. Attention to classroom activities is imperative.

Course Packet/Assignments: Assignments are not optional; they are required to help prepare you for class activities/discussions. Students who fail to produce completed assignments the day they are due that will affect your learning abilities/skills in class. Please be courteous to your homework partners and do your part to develop the activities. For example, how would you feel if you worked hard to finish your part of the homework but your partner didn't take responsibility for their part? Please be respectful of the lecturer and your classmates by doing your work. Also, please bring your *Signing Naturally Student Workbook, course packet, and homework assignments* to class everyday.

Classroom Etiquette: Behaviors such sleeping in class, reading the newspaper, talking/mouthing with classmates, using pagers/cell phones/text messaging devices, listening to iPod music, or doing homework for another class are not acceptable or permitted. This is a skill developing lab course involving group and individual practice and skills development using visual/gestural stimuli.

Social/Cultural Rationale:


Visual Environment: The skills for learning ASL depend on visual perception. The use of auditory stimuli inhibits this visual learning process for both the person talking and for the other students in class. Furthermore, it is important that students recognize and respect a very *sensitive topic* in the Deaf community; a Deaf person may feel offended at the discriminatory and thoughtless use of voice in her/his presence. Talking with another hearing student without signing when a Deaf person is around is considered rude in the Deaf community. As a member of that community, I, as a Deaf lecturer, will remind students to refrain from using their voices because this ASL course is about the Deaf way of communicating, not the hearing one. Naturally, signed communication makes the Deaf community culturally distinctive, which means norms and values are dissimilar to mainstream hearing culture. Additionally, one of the common questions Deaf people in the larger community tend to ask hearing students, is "Who's your teacher?" and of course it is not an innocent question. One possible reason they may ask such a question is to determine how well you sign, as well as the level of your awareness about Deaf culture. In other words, your ASL skills reflect on me as a Deaf teacher. **NOTE:** Repetition of using voice in class may result in deduction of points and/or the deduction of a letter grade from your final score. If you do not understand me, then PLEASE ask me ANYTIME for clarification.

DEAF CULTURE note: *In class, you will rehearse ways of informing the instructor why you are late, why you are leaving early, and why you missed class. These are not to be viewed as giving excuses but rather viewed as a way of communication. So, please apply this method each time it occurs.*

Talking/voicing Policies: This policy is the same as in ASL 506, 507, 312K, and 312L, this policy will not be reviewed this semester, but will be implemented. The intention of the **NO VOICE POLICY** is to respect Deaf Culture and maximize the student's learning during class time. Due to the fact that facial expressions are vital in ASL, gum chewing is not permitted during class. Cellular phones, paging devices, radios, CD and tape players/recorders, video cameras and still cameras should not be brought into the classroom without the instructor's written consent. (If you need your cell phone with you please make sure that it is turned off so that it does not disrupt the silence in the classroom.)

THE PACE AND SEQUENCE WILL DEPEND ON PROGRESS MADE IN CLASS.

MAJOR ASSIGNMENTS: *No emailed assignments are acceptable. Some criteria attachments will be posted on Blackboard at a later time.*

You will see this icon  next to some assignments which means ****Please put it in a PORTFOLIO WITH YOUR SCRIPT, EVALUATIONS, AND USB/FLASH CARD on the day when you share your story with your classmate or for a class project.** The lecturer will announce if you need to provide your USB with your portfolio or if we will record your presentation in class.

- A. **FILM PROJECTS:** Signing Naturally 3 and Course packet: **(25 pts each project = a total of 150 points)** This textbook will be used for *in-class and out-of-class activities*. For your information: Students will need to view the narratives and follow the instruction for each project. Please complete the project on a due date. The movies will be on the URL website that I will announce via email after the first day of class.

Project #1 – website – 3rd class day - Jan. 26th (Tues.)

“First Day on the job” – Anthony (course packet)

25 points

You are expected to watch Franky's VLOG to translate the questions and answers in English, not ASL gloss.

NO handwritten papers, please.

Project #2 – website – 6th class day - Feb. 4th (Thurs.)

“Down Cactus Hill” - Nikki (course packet)

25 points

The lecturer will distribute a comprehension “quiz” similar to the ASL 312K movie quizzes.

Project #3 – website – 9th class day - Feb. 16th (Tuesday)

“Caught in the Act” - Byron (course packet)

25 points

The lecturer will distribute a comprehension “quiz” similar to the ASL 312K movie quizzes.

- Project #4 – website – 13th class day - Mar. 2nd (Tuesday)**
“Taken for a Ride” – Terrylene (course packet) **25 points**
- After you watch this movie, watch Franky’s VLOG to watch her sign questions. You are expected to translate all of the questions and answer them in English.
 - Create two more questions to ask your partner in regards to the “Taken for a Ride” story!

- Project #5 – One Movie - (Student workbook DVD) - 16th class day - March 23rd (Tues.)** **25 points**
Please pick 5 out of 10 facts from **Unit 19 – p. 38 – 40** (Please make a copy of this page as your evaluation form with your [redacted] including YOUR Unit 19 Exam).

- Project #6 – One Movie – (Student workbook DVD) – 22nd class day - due date: April 8th (Thursday)** **25 points**
Please pick 5 out of ____ facts from **Unit 20 – p. 54** (Please make a copy of this page as your evaluation form with [redacted] including YOUR Unit 20 Exam).

- B. Ethnographic reports - VOLUNTEER WORK: (a total of 215 points) due date: April 20th (Tuesday)**
ONE volunteer work is equivalent to three social interactions. You are required to do volunteer work with the Deaf community for a total of at least **8 hours (10 points per hour for a total of 80 points)** and do a video presentation on your volunteer experience. Translate and write the script of your English concept after your video presentation is recorded and transferred it to your USB (**worth 20 points**). In regards to the script, it will help me to follow your presentation easily if you sign some words intellectually. I would also like to see how you translate between ASL and English concepts. Hand in both your USB and the typed script, along with the evaluation sheet from your volunteer supervisor (**worth 15 points**) in a portfolio to your lecturer on the due date. Your overall evaluation of the project is worth **100 points**. You’re encouraged to start your volunteer work within 2 weeks! Two weeks from the first day, I need your schedule. I will not accept any last minute notice that you have put off this volunteer project. Please contact me if you have any further question. ****See the criteria for Ethnographic reports.****
- C. Story Assignments (Participation and Assignment): (25 points each = a total of 100)** Students are required to do 5 out of 8 assignments to complete the assignments under **“Signing Stories”** at the end of the textbook on the following schedules. You are expected to follow the instructions below. **For the class participation**, the lecturer may announce to add some assignments to your project. For example, you may expect to bring an index card with 5 challenging questions such as “Which classifiers the signers describes in his or her story?” instead of “What is his name?” You will sign the questions to class and the students will answer the questions. You should be able to answer their comments. As for re-telling story, you need to use the “TIPS” criteria to send me a clip.
- Story # 1: “A Lesson about Sound”** by Mary Telford (p. 236) **Due date: Jan. 28th (Thursday)**
- You may expect to bring two copies of your typed-paper with 5 challenging questions and your answers. Drop off your copy to the lecturer before the class starts on that day. You will be in a small group of 3 or 4 and will be graded for asking 5 questions in ASL and interacting with your partners and correcting the answer if they give a wrong one. The participation is worth 10 points and typed-paper is worth 15 points. I expect you to be an assertive participant on that day.*
- Story # 2: “The Igorot People”** by Cinnie MacDougall **Due date: Feb. 23rd (Tuesday)**
- The lecturer will distribute a comprehension “quiz” like you took the project quiz.*
- Story # 3: “The Whistle Stops the Game”** by Marlon Kuntze (p. 238) **Due date: April 1st (Thursday)**
- Follow the instruction, SWB p. 241 for this story: RE-TELLING STORY [redacted] (You can turn this re-telling story with your Story #4 & #5 on due date)
- Story # 4 & # 5:** [redacted] Instruction: RE-TELLING STORY (CD) **Re-telling tips** are on page 241 **Due date: same as Story #3**
- Assignment #1 “A Teacher I’ll never Forget”** by Mary Telford OR
Assignment # 2 “Never above the Waist” by Cinnie MacDougall
AND
Assignment #6 “Ordering at McDonald’s” by John Maucere OR
Assignment #7 “Can You Spare a Quarter?” by John Maucere
- D. Two Written quizzes – “Report” - Triumph of the Spirit: The DPN Chronicle (25 points each = a total of 50 points)**
1st Quiz – Feb. 11th (Thursday) & 2nd Quiz – March 11th (Thursday)
You are expected to read the first part, page 1 - 80 for the first quiz. The second quiz is the rest last the second part (81 – 173) . This quiz will include multiple choice, true/false choice, and/or essay.
- E. Three Presentation Exam (counted as an exam point): (100 points = a total of 300)**
Each part of the unit criteria (**Unit 18 – Feb. 18th (Thursday), Unit 19 – March 23rd (Tuesday) AND Unit 20 – April 8th (Thursday)**) are explained on the schedule. It is based on each unit that we have learned and applied to each topic. You will create/develop your own story that is related to the unit topic based on the lecturer’s project criteria and present your [redacted] portfolio folder with the project to the lecturer on

the due date before the class starts OR you will present your stories in class instead of turning in a USB. ****See the presentation criteria in the course packet****

F.  **Powerpoint - Health Presentation Final Exam (Unit 24): (145 points)**

Exam – April 29th, May 4th and 6th

You will turn in the following materials: your "Unit 24" teaching lesson, index notes including visual media – Power Point (25 points), and the evaluation form (100 points). The Presentation can be about **Health Education, a Health Condition, or Drug Education**. Please feel free to email me and ask if it is a correct concept for your presentation before the last two days of class. Your teaching lesson should be designed to teach the class with MORE visual media in Powerpoint or Keynote such as a poster, pictures, website documents, videotape, and so on. Please be very creative with your lesson! Basically, you are type a simple outline with bullets like two to four word phrases instead of a complete sentences or run-on sentences. You can explain the concept in-depth in ASL after you point at the outline, then explain the movie or pictures before you show the real pictures. You should pick a topic that you can present about in-depth like teaching a health class – you should be able to express the knowledge in-depth and allow the students to ask you some depth questions after you are done. Participants are also graded while listening and should ask one or two questions to each presenter (20 points).

For any VIDEO exams, you are expected to turn your script, evaluation form, and USB! If not, I will deduct 10 points off for missing script or evaluation form.

NO extra credit will be accepted.

Course abstract:

Grades will be based on a successful completion of assignments. Overall, the total points in this semester are **960 possible points**.

You will see the percentages/points that blackboard computes the numbers as your current grade in the beginning, middle, and at the end of the semester. You will have 960 possible points to complete this course at the end of the semester. If you have 80% on blackboard, that means your current grade is B-.

A = 100% - 94%	A - = 93% - 90%	
B + = 89% - 87%	B = 86%- 84%	B - = 83%-80%
C + = 79% - 77%	C = 76% - 74%	C - = 73% - 70%
D + = 69% - 67%	D = 66% - 64%	D - = 63% - 60%
F = Below 479 (59% and below)		

Resources for Learning & Life at UT Austin

The University of Texas has numerous resources for students to provide assistance and support for your learning.

The UT Learning Center: <http://www.utexas.edu/student/utlc/>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Career Exploration Center: <http://www.utexas.edu/student/careercenter/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

WEBSITES:

Use of Blackboard for Class

GRADES: To check or review your grades, look up on Blackboard. URL Blackboard: <https://courses.utexas.edu/> or call help desk at 475-9400.

Required University Notices and Policies

University of Texas Honor Code

The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently – I recommend daily, but at minimum twice a week – to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

Policy on Scholastic Dishonesty:

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, please visit the Student Judicial Services Web site at <http://deanofstudents.utexas.edu/sjs/scholdis.php>.

Documented Disability Statement:

If you require special accommodations, you must obtain a letter that documents your disability from the services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 or 471-4641 (TTY) for users who are deaf or hard of hearing). Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. No later than five business days before an exam, you should remind me of any testing accommodations you will need. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), AND the University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

After reading the syllabus, the lecturer will bring a form for you to sign. This one is for you to keep.

I have read the syllabus for ASL 312L (American Sign Language 4) and understand all of the policies and requirements as set forth therein.

Printed Name

Signature