

California State University, Sacramento  
Deaf Studies Program/College of Education

## American Sign Language Level 2



**Welcome** to your second semester of American Sign Language Classes! I first encountered ASL as a 4 year-old watching Sesame Street! And I've maintained a passion for the language ever since. It truly is an amazing language. I hope you will join me on a journey of discovery as you learn to express yourself in ASL and learn more about Deaf people and their community and culture.

Success in this class takes dedication and practice but it can be fun too!

<b>Instructor:</b>	Jennifer Rayman, PhD
<b>Dr. Rayman's Furlough Days:</b>	Tue Sept 8, Mon Sept 21, Thu Oct 8, Fri Oct 16, Thu Nov 19, Mon Nov 23, Tues Nov 24, Wed Nov 25, Mon Dec 14
<b>Office &amp; Hours:</b>	Eureka Hall 310 Tuesdays 3:05pm- 3:50pm & Wednesdays 11:45am-12:30pm or by appointment
<b>Class Location &amp; Time:</b>	Eureka Hall 223 (5) Mon & Wed 4:00 - 5:15pm (8) Tue & Thu 10:30-11:45am
<b>Phone/Fax:</b>	(916) 278-4481 phone (916) 278-3498 shared dept. fax (Attention to Dr. Rayman)
<b>Email:</b>	jrayman@csus.edu
<b>Websites:</b>	SacCT: <a href="https://online.csus.edu/">https://online.csus.edu/</a> Lifeprint.com / ASL University: <a href="http://www.lifeprint.com/">http://www.lifeprint.com/</a>
<b>Required Texts:</b>	Free Lessons Curriculum Level 2: Lessons 16-30. In <i>Lifeprint.com: ASL University</i> . Accessed from <a href="http://lifeprint.com/rayman">http://lifeprint.com/rayman</a>



### ***Campus Employee Furloughs***

For the past 10 years the CSU system has suffered chronic under-funding. This year, because of the state economic crisis, the budget cuts are draconian, \$584 million, the worst ever in decades. The CSU administration is attempting to manage these cuts by dramatically increasing student fees and by furloughing almost all University employees, including faculty, staff, and administrators. A furlough means mandatory un-paid days off for employees; there are 18 of these this year for faculty.

For students this means that on some days the campus will be closed. The library will have shorter hours and many campus support services will be decreased or eliminated. It will, for example, be more difficult to get signatures to meet deadlines. Some classes you need may have been cut from the class schedule or are full.

The days when I'm forced to cancel class or office hours because of the furloughs are marked on your class schedule later in the syllabus. These days off are not holidays; they are a very concrete example of how budget cuts have consequences. I will be assigning self-study activities to make up for lost classes.

If you would like to take action, or simply learn more, I strongly recommend you contact the Students for Quality Education at CSU Sacramento:

e-mail: [csus.sqe@gmail.com](mailto:csus.sqe@gmail.com)

web: <http://www.alliancefortheesu.org/signup.html>

### ***Required Texts & Readings***

You will need regular access to the internet for this class. Vicars, W. (1997-2009). ASL University Lessons: 2009 - Curriculum Level 2. In *Lifeprint.com: ASL University*, from <http://lifeprint.com/rayman>

This is available online.

### ***Other Course Materials***

A 1 or 2 GB USB drive (also known as a flash drive, jump drive, travel drive or memory stick). This will be used as evidence of submission of your video assignments if youtube submission fails. You should save all of your submissions to this dedicated USB drive.

Available at the CSUS bookstore or stores like Office Max, or Fry's Electronics. You can also find them at online stores such as [www.newegg.com](http://www.newegg.com) where prices range from \$6-20 (plus \$7 shipping).

## ***Course Description***

Students will continue to expand vocabulary and concepts acquired in the previous class. Expansion of conversational range will include talking about other people and activities, giving directions, and making requests. Students will also develop discourse skills appropriate for establishing connections with Deaf acquaintances and handling a variety of interruptions. Through in-class discussions/demonstrations, course readings, and/or out-of-class field experience, students will be exposed to elements of the Deaf culture and community.

## ***Course Objectives***

1. Students will know basic vocabulary and possess basic grammar skills for communication.
2. Students will be able to make introductions and share personal information about self, family, basic desires and interests, talk about other people and activities
3. Students will be able to how to talk about their surroundings, by giving and receiving basic directions as well as sharing information about where they live as well as giving directions and making requests.
4. Students will be able to use basic strategies for establishment and maintenance of conversations and relationships.
5. Students will have a basic understanding of Deaf Culture that will enable them to be a future ally to the Deaf Community.

## ***Method of Instruction***

This course is taught using a variety of methods including PowerPoint images as well as written English language explanations, dramatic re-enactments, and video examples. Students will engage in a significant amount of pair practice and group work using dialog scripts as well as games and other activities. In addition students will do self-study exercises, learning Vocabulary for the lesson before the lesson is taught in class. Students will also prepare regular video ASL assignments as homework.

## ***Examinations and Assignments***

<b>Assignments</b>	<b>Points</b>
15 Weekly Quizzes:	120 ( 8 points each)
6 out of 7 Video Assignments:	180 (30 points each)
Test 1 (Lessons 16-20)	200
Test 2 (Lessons 16-25)	200
Test 3 or optional Final Exam (Lessons 16-30):	<u>300</u>
Total:	1000

## Grading Scale for your Final Grade

Percentile %	Letter Equivalent
95 - 100%	A
90 - 94%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
Less than 59%	F

### ***Attendance***

Attendance is essential. In order to learn the language well you need regular exposure and practice. Much of your learning will happen in class and it is vital for you to be present and participating to make the best progress possible. Each class session will build on previous sessions. Please make every effort to attend all classes.

Your contribution is important!

Though I will not be giving points for attendance. It has been my experience that poor attendance results in a poor grade. You should aim to miss no more than one week's worth of classes. Due to furlough days during the semester there already will be a significant amount of self-learning that you will be required to maintain. (see the schedule for specific furlough days that impact this class and my office hours.)

Students are expected to complete any assignments before class and to participate actively in class. This class may move at a fairly swift pace; students who miss class risk missing a great deal of new material. It is your responsibility to find out what material was covered during your absence by going to SacCT and consulting with other students in the class.

If you are required to miss class in order to participate in pre-approved University program or other non-optional events such as being on an athletic team--show me the letter from your coach or supervisor and then send me an email for instructions on how to handle missed material.

Please be on time. Allow enough time to hunt for parking and arrive to class. Late entrances cause disruptions and distract from the learning process not only of yourself but of your fellow classmates.

**Exam Make-ups and Late Homework**

No make-ups without an obituary of a close relative and a copy of the "program" from the service or note on the funeral home's stationary, or a note from your medical professional specifically stating that you were too sick to take the test, or from school administrator on school letterhead. If you do have an excused absence I reserve the right to either give you a new test, or to substitute the equivalent score of one of your previous or future tests.

No late work will be accepted without following the same policy.

**Tests**

You will need to bring pen and paper. I will sign approximately 20-25 phrases. Your task will be write these phrases down in English. Write your answers in clear English. I will not be grading your English grammar, but I should be able to tell whether you have accurately translated the phrase. Be sure to indicate whether the phrase is a question or a statement with punctuation.

For example if I sign:

\_\_\_\_\_q  
YOUR TEACHER GOOD?

You could write: "Is your teacher good?"

But if you write "Your teacher good" or "Your teacher is good," then you will be marked down for missing the question part of the phrase.

**Video Assignments**

There will be a minimum of 7 short video assignments during the semester. Six (6) of these videos will count for credit and you can choose to skip assignments unless it is marked mandatory (There are at least 2 mandatory video assignments). Your video assignments will be public to all class members in all of my sections. You will upload them via youtube or another web-based video uploading service. You will need a USB drive to save a back up of your videos as proof of completion.

You will be asked to film yourself using webcams in the Mac Lab in EUR 301 or if you have access at home. In order to save this you will need a USB flash drive. The first time we will do this for a practice run through. I will reserve the Mac Lab with webcams and walk you through the process. If you have alternative access to recording yourself you may do so. Simply save the clip as a QuickTime movie. I have a step-by-step guide posted on SacCT entitled "How to make an iMovie."

The two mandatory assignments are as follows:

1. The first assignment is an introduction of yourself to the class. We are all in this together and this will serve to give everyone a way to become part of our learning community.
2. The majority of video assignments will be short video pen pal exchanges. You will be paired with another student and using the vocabulary items from the current and previous weeks compose your own questions (they must be new questions and not exactly the same as those on the practice cards). You will post your series of 4 questions and once your partner has posted her or his series of questions you will post your video answers to their questions.
3. Another mandatory assignment will be due during the week of November 23, Thanksgiving week. For this assignment you will choose to read a chapter out of one of the following books:
  - Bauman, H-D (Ed). (2008) *Open Your Eyes: Deaf Studies Talking*. Minneapolis: University of Minnesota Press
  - Lane, H., Hoffmeister, R. & Bahan, B. (1996) *A Journey into the DEAF-WORLD*. San Diego, Ca: Dawn Sign Press.
  - Padden, C. & Humphries, T (1988) *Deaf in America: Voices from a Culture*. Cambridge, Mass: Harvard University Press.
  - Padden, C. & Humphries, T (2005) *Inside Deaf Culture*. Cambridge, Mass: Harvard University Press.

Based on the chapter you choose you will post both a written reflection and a video reflection. You should focus on what you have learned about Deaf people, Deaf communities and or Deaf Culture since you first started taking ASL and how this particular chapter gave you a deeper understanding.

With each video assignment I will give about 10 people more detailed feedback about their performance. This feedback will be public to all students and I recommend that you watch those videos and learn from the feedback to help improve your own performance. We are all on this journey together. As in art classes where everyone puts their work on display and open for group feedback so that all can participate in the learning process, we will share our videos as works of art. The particular critiques of your video are not intended to be taken personally but rather to be looked on as part of the group learning process.

You will receive credit for each video assignment completed according to the following criteria:

- + = 14-15 = outstanding
- ✓ = 12-13 = satisfactory
- = 10-11 = needs work
- 0 = no credit, failure to submit

**Appropriate, well-articulated vocabulary:** Do you use the right signs? Do you "pronounce" the signs clearly using the right handshapes & movements?

**Comprehensibility:** Are your phrases and questions understandable?

**Facial Expression:** Do you use grammatical facial expressions for questions, negations, and sentences? Is your face blank and "monotone" or does it have the appropriate liveliness for ASL conversation?

**Discourse Flow:** Do you sign in a smooth pace with good rhythm, pausing in the right places to mark sentences? Are you "stuttering" trying to remember signs? Or is your rhythm "choppy" giving each sign the same beat as if following a constant metronome?

**Clear fingerspelling:** Do you spell words smoothly using the right letters? Do you hold your hand with ease, not bouncing or twisting?

## ***Online Component***

There is a significant online component to this class via SacCT and the Lifeprint.com curriculum. You will be asked to access these sites daily for announcements, course information, assignments and resources for practicing.

**SacCT** can be accessed at: [online.csus.edu](http://online.csus.edu) Use your SacLink ID and password to sign in and then look for the title of the class. The website will be an ongoing construction during the semester. Below are the main tools that I will use.

## ***Dr. Jennifer Rayman's ASL Classroom Policies***

The following policies are intended to make the learning experience go well for all members of the class. If you break any of these policies, I may ask you to leave the class for the duration of the session.

### **Communication policy**

When you enter the doors of this classroom you enter a world intended to represent a Deaf signing world. This means that we will rely on visual means to express ourselves rather than verbal. Please keep your voices off for the duration of the class sessions. We will have designated 'talking' sessions but otherwise you should ask first in ASL before gaining permission to use your voice.

There are three main reasons for this policy.

- 1) To experience what it might be like in an environment where people are using a language other than your preferred language.
- 2) To train your mind to function in a visual environment and gain more fluency in an immersion-like situation.
- 3) To develop awareness in the presence of deaf people and develop respectful ways of communicating in their presence.

Often Deaf people have lived lives excluded from others, including their families, who didn't learn to communicate with them through ASL. The best way to respect signing Deaf people's communication needs is to remember to use Sign Language or some other form of visual communication in their presence. As learners of ASL the no voice policy will help you develop these skills. Some of the teachers on staff are Deaf and it will serve you well to reflect an attitude of respect for the fact that they cannot hear your chatter rather than an attitude of disrespect whether intended or not.

Even though you may wish to verbalize a relevant question please use creative strategies to ask the teacher or another student. Draw on your skills in miming, acting out scenarios, and drawing pictures. Imagine that you are in a foreign land communicating with someone who doesn't understand English. If all else fails, you can write the question on the board or a note.

As learners of the language you may face frustrations, especially as beginners, in trying to express yourself. View these moments as opportunities for creative learning. At some point you may be in a situation communicating with a Deaf person or even with a foreigner where you need to be creative in order to get your point across.

**What to do about voicing in class?**

During class time unless I give you permission you should keep your voice off and not whisper nor rely on "exaggerated mouthing." If another student voices to you, you should respond as if you couldn't hear them and ask them (by signing) to communicate with you by signing or fingerspelling (or even writing on paper or the board).

**Attendance policy**

Attendance is essential. In order to learn the language well you need regular exposure and practice. Much of your learning will happen in class and it is vital for you to be present and participating to make the best progress possible. Each class session will build on previous sessions. Please make every effort to attend all classes.

Your contribution is important!

You are allowed 3 missed classes. After those 'free' absences each additional risks lowering your final letter grade by one letter per absence. It is your responsibility to make sure that you sign in on the attendance sheet at every class period. Make sure you check this every day.

Students are expected to complete any assignments before class and to participate actively in class. This class may move at a fairly swift pace; students who miss class risk missing a great deal of new material. It is your responsibility to find out what material was covered during your absence by going to Sac and consulting with other students in the class.

If you are required to miss class in order to participate in pre-approved University program or other non-optional events such as being on an athletic team--show me the letter from your coach or supervisor and then send me an email for instructions on how to handle missed material.

Please be on time. Allow enough time to hunt for parking and arrive to class. Late entrances cause disruptions and distract from the learning process not only of yourself but of your fellow classmates.

Treat this class as you would a paying job, but your payment is in the form of an earned grade. As a courtesy to me and other students show up on time and let me know of any foreseeable absences before they occur via email. In addition, email me with any planned absences. Good attendance as well as following these courtesies will factor in to any discretionary points that may be earned as a bonus if your earned grade falls just below a threshold.

**Exam Make-ups and Late Homework**

No make-ups without an obituary of a close relative and a copy of the "program" from the service or note on the funeral home's stationary, or a note from your medical professional specifically stating that you were too sick to take the test, or from school administrator on school letterhead. If you do have an excused absence I reserve the right to either give you a new test, or to substitute the equivalent score of one of your previous or future tests.

No late work will be accepted without following the same policy.

**Pager/Cell phone policy**

When you enter the classroom please make sure your pagers and cell phones are silenced and put away in your bags. If you do have particular family or work circumstances that require you to be on call please notify me before class.

**Minor annoyances**

Arriving late, chewing gum, hats, and sunglasses. Sign language is a visual language and all of the above listed factors can prove to be distractions from what you have to say. Instead of paying attention to your message, your listener may be paying attention to your smacking gum. Or they may be unable to see your full expression and meaning hidden underneath your hat or sun glasses.

Please refrain from using these items in the classroom.

**Fine Print:**

This syllabus and the schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to work with a fellow student to catch up on what was missed. You may be dropped from class for checking your email during class or accessing websites other than those relevant to the session during class. You may be dropped from class for using your voice or whispering during class. Turn cell phones to vibrate or silent settings. Do not wear baseball caps during quizzes. No reading newspapers in class or other distracting behavior. No videotaping the lecture or bringing visitors or guests without permission. Students are always expected to work independently on graded quizzes and/or assignments unless specifically directed otherwise by the instructor. Assignments turned in late for any reason may receive no credit. For information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) and the University Catalog (Policies and Regulations).

## ***University Policies***

### **Academic Honesty**

Penalties for cheating and plagiarism may include receiving an F for a particular assignment, an F for the course, or expulsion from the university.

Students are expected to be familiar with the University's Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the [University Policy Manual](http://www.csus.edu/um anual/index.htm) (<http://www.csus.edu/um anual/index.htm>).

### **Reasonable Accommodation Policy**

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the [SSWD website](http://www.csus.edu/sswd/) (<http://www.csus.edu/sswd/>). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

Please discuss your accommodation needs with me after class or during my office hours early in the semester.

## ***University Resources***

### **Sac State Library**

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the [Sac State Library](http://library.csus.edu/) website (<http://library.csus.edu/>).

### **Student Computing Labs**

Students can use any of the IRT managed student computer labs on campus. Visit the [University Labs website](http://www.csus.edu/uccs/labs/generalinfo/about.stm) (<http://www.csus.edu/uccs/labs/generalinfo/about.stm>) for information about locations, hours, and resources available.

In addition the College of Education's Mac Lab in Eureka room 301 often has open lab hours where you can use the iMacs with webcams for video assignments.