

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

American Sign Language Level 3



Welcome to your 3rd 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 more fully in ASL.

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

Instructor:	Jennifer Rayman, PhD
Office & Hours:	Mondays 12:00-12:30 pm & 2:00-4:30 pm and by appointment
Class Time & Location:	Mondays & Wednesdays 5:00-6:50 pm Eureka Hall 307G Wednesdays we move into the iMac lab Eureka 301 Between 5:50-6:50pm
Phone/Fax:	(916) 278-4481 phone (916) 278-3498 shared dept. fax (Attention to Dr. Rayman)
Email:	jrayman@csus.edu
Websites:	<i>SacCT:</i> https://online.csus.edu/ <i>Lifeprint.com: ASL University:</i> http://www.lifeprint.com/
Required Texts:	Free Lessons Curriculum Level 3. In <i>Lifeprint.com: ASL University</i> . Accessed from http://lifeprint.com/rayman



Required Texts & Readings

Vicars, W. (1997-2008). Free Lessons Curriculum Level 3. In *Lifeprint.com: ASL University*. Retrieved September 3, 2008, from <http://www.lifeprint.com/rayman>
This is available online. You will need regular access to the internet for this class

Lentz, E., Mikos, K., & Smith, C. (1992). *Signing Naturally Student Workbook Level 2 DVD Edition*. San Diego, California: Dawn Sign Press. ISBN 0-915035-16-2.)
Available at the CSUS bookstore make sure to get a copy with a DVD

Recommended Text

Humphries, T. L., & Padden, C. A. (2004). *Learning American Sign Language: Levels I & II--Beginning & Intermediate (2nd Edition)*. New Jersey: Pearson Education, Inc.
ISBN-10: 0205275532 & ISBN-13: 978-0205275533
Available at the CSUS bookstore under my name for ASL 1, make sure to get a copy with a DVD

Other Course Materials

A dedicated 1 or 2 GB USB drive (also known as a flash drive, jump drive or travel drive). This will be used as evidence of submission of your video portfolio homework. 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 where prices range from \$6-20 (plus \$7 shipping).

Course Pre-requisites

EDS 151 American Sign Language 1
EDS 152 American Sign Language 2

Course Description

This course is the 3rd semester in a sequence of 5 ASL classes offered at CSUS. In this class will build on what you learned in ASL 1 & 2 particularly focusing on expanding your expressive skills. In this class students expand their basic narrative skills discussing past events. Students also expand their base of vocabulary to discuss topics in more depth such as weekend activities, personal information, and life events as well as complaining, suggesting and making requests. Students will also build their descriptive and spatial skills through such topics as locating things around the house and describing and identifying things around the house.

We will be using both the Signing Naturally book and the Lifprint.com Level 3 lessons as the basis for this course.

Method of Instruction

This course is taught using a variety of methods including PowerPoint images as well as written English language explanations, dramatic reenactments, 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.

An hour every week is devoted to peer learning in the iMac lab, producing a video portfolio of each student's expressive skills.

Examinations and Assignments

Assignments	Points
Attendance:	Excess absences can reduce your final Letter Grade
Tests:	400
Video Portfolio:	400
Peer Evaluations of videos:	100
Deaf Experience Reports:	100
Total:	1000

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!

You are allowed 2 missed classes. After those 'free' absences each additional absence 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.

Tests & Exams

You will need to bring pen and paper. In one possible exam format, I will sign a number of phrases or sign. This is a translation exercise. Your task will be write these phrases 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.

As a very simple 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 Portfolio

There will be a series of ten short video assignments during the semester. You will need a USB drive to save a back up of your videos. See additional document describing the Video Lab Work on Wednesdays. In addition to submitting videos you will be asked to give weekly peer feedback to 2 other students during the session, and submit these to the Student Assistants before you leave for the day. These peer evaluations will count as a portion of your video portfolio grade. Further instructions on Peer Evaluations will be provided in a separate document.

You will be asked to film yourself using webcams in the Mac Lab. In order to save this you will need a USB flash drive. I have a step-by-step guide posted on SacCT entitled "How to make an iMovie."

These video assignments will be short dialogues or monologues usually around 2-4 minutes long. You will be given specific directions 1 week in advance of each portfolio entry.

I will grade you based upon the following criteria listed in order of importance:

Video Evaluation Criteria

Requested grammatical constructions and vocabulary: If the assignment gives particular structures and vocabulary that I want to see, make sure that you include all of them on your video.

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

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?

Deaf Experience Reports

You will be asked to attend 4 deaf community events during the course of the semester. Within 1 week of attending the deaf event you will need to write up a 1 page reflection of your experiences. Further detailed instructions will be available on line.

Grading Scale for your Final Grade

Scaled Score	Letter Equivalent
950-1000	A
900-949	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
600-699	D
Less than 599	F

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.

See <http://lifeprint.com/rayman> for easy access to the Level 3 online lessons as well as the syllabus assignment instructions.

SacCT can be accessed at: 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.

Announcements Tool: I will use the announcements tool to remind you anything I might have forgotten to mention in class, interesting Deaf events, or unexpected class cancellations.

Calendar Tool: I will post test dates and video lab dates here.

Discussion Tool: This is a key tool used throughout the course. Remember to check this frequently. There are different categories for postings that are relevant to the entire class (Class business, Blog: Keeping up with Class, Deaf People their Culture and Community, Deaf Events and opportunities for practice). Please feel free to post questions or information relevant to the entire class in these categories. If you have a personal question related to your own grade or assignments please email me individually.

Web Links Tool: Check out all the useful links for studying ASL and learning about Deaf people. If you come across a good web resource, please let me know so that I can post it to the group.

My Grades Tool: Here you will be able to access your individual grades as the course progresses.

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 clearly designated 'talking' sessions at various times during the semester.

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 sensitivity to the communication needs of Deaf people and develop respectful ways of communicating in their presence.

Often Deaf people have lived lives excluded from their hearing families and colleagues 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.

As learners of the language you may face frustrations, even as 3rd semester students, 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). I can reduce your grade, require you to wear ear plugs, or drop you from class for participating in voicing either as a participating listener or the one using voice. (But, usually I'll just ask you to sit somewhere else.)

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 excused 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, sunglasses, and super-long fingernails. 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 colorful flitting fingernails. Or they may be unable to see your full expression and meaning hidden underneath your hat.

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 check on announcements made while you were absent. 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/umannual/index.htm) (<http://www.csus.edu/umannual/index.htm>).

You should include information about the policy relevant to your course; for example, define what plagiarism is based on the University Policy Manual and the consequences for engaging in this particular behavior. For plagiarism specifically, you may want to include a link to the [Library's Plagiarism Website](http://library.csus.edu/content2.asp?pageID=353) (<http://library.csus.edu/content2.asp?pageID=353>).

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.

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 Educations Mac Lab in Eureka room 301 often has open lab hours where you can use the iMacs with webcams for video assignments.