American Sign Language I
SLNG-1304

Full Term Fall 2013  Section 008.14690  3-3-1 Credits  08/26/2013 to 12/14/2013  Modified 08/22/2013

Contact Information

Department of American Sign Language and Interpreter Training

Darin L. Dobson

Office Phone Number:  210-888-0031

Office:  NTC #109-H

1300 San Pedro Avenue, NTC 114

San Antonio, TX  78212-4299

ddobson@alamo.edu

http://www.alamo.edu/sac/asl/

Materials

"Signing Naturally (student workbook) Units 1-6"; includes 2 DVDs

"A Sign of Respect: Strategies for Effective Deaf/Hearing Interactions"
ISBN: 1-932501-52-5 Holcomb, Treehouse Video; includes workbook in PDF format on the DVD

Description

An introduction to the basic skills in production and comprehension of American Sign Language (ASL). Includes the manual alphabet and numbers. Develops conversational ability, culturally appropriate behaviors, and exposes students to ASL grammar.

Prerequisite(s)

ENGL 0300
READ 0301

Outcomes

Learning Outcomes and Performance Objectives with their methods of measurement as used to determine the students' mastery of those outcomes.

Learning Outcomes 1: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on Signing Naturally, Unit 1, Introducing Oneself, with a minimum of 70% accuracy.

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

1.01 Fingerspelling of names and the numbers 1-15.
1.02 Same & different with regard to names, shapes, letters and numbers.
1.03 Gender, physical appearance, clothing, colors.
1.04 Following instructions - drawing shapes, writing names & writing numbers and letters.
1.05 Getting one’s attention.

Methods of Measurement: Written assignments, quizzes, class participation, homework and final

Learning Outcomes 2: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on Signing Naturally, Unit 2 Sharing Personal Information, with a minimum of 70% accuracy.
Performance objectives for this outcome: Upon completion of Unit 2, the student will effectively use ASL receptively and expressively for the following domains:
2.01 Identify oneself, negate and correct responses, ask and answer yes/no questions.
2.02 Numbers 1 – 29 and adding and subtracting using American Sign Language.
2.03 Leisure activities.
2.04 Identifying people, giving information and preferences.
2.05 Talking about oneself in a video production.

Methods of Measurement: Written assignments, quizzes, class participation and homework

Learning Outcomes 3: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on Signing Naturally, Unit 3 Living Situations, with a minimum of 70% accuracy.
Performance objectives for this outcome: Upon completion of Unit 3, the student will effectively use ASL receptively and expressively for the following domains:
3.01 Living situations.
3.02 Commands and directions, in the classroom, halls and buildings around campus.
3.03 Numbers and counting 1-66.
3.04 Living arrangements, including roommates and pets.
3.05 Directions.
3.06 Modes of transportation and time to work & or school.

Methods of Measurement: Written assignments, quizzes, class participation, homework and final exam

Learning Outcomes 4: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on Signing Naturally, Unit 4, Family, with a minimum of 70% accuracy.
Performance objectives for this outcome: Upon completion of Unit 4 the student will effectively use ASL receptively and expressively for the following domains:
4.01 Families and relationships.
4.02 Negation.
4.03 Ranking, relationships, similarities and differences between siblings.
4.04 Extended family, ranking, relationships.
4.05 Ranking and age numbers 1-100.

Methods of Measurement: Written assignments, quizzes, class participation, homework and final exam

Learning Outcomes 5: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on Signing Naturally, Unit 5, Activities and Calendars, with a minimum of 70% accuracy.
Performance objectives for this outcome: Upon completion of Unit 5 the student will effectively use ASL receptively and expressively for the following domains:
5.01 Personal activities.
5.02 Household duties and tasks.
5.03 Errands.
5.04 Ordinary and out of the ordinary activities.
5.05 Jobs and careers.

Methods of Measurement: Written assignments, quizzes, class participation, homework and final exam

Learning Outcomes 6: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on Signing Naturally, Unit 6, Storytelling, with a minimum of 70% accuracy.
Performance objectives for this outcome: Upon completion of Unit 6, the student will use and comprehend American Sign Language
to:
6.01 Retell stories incorporating one-person role shift & classifiers.
6.02 Retell stories using two-person role shift, spatial agreement and transitions.
Methods of Measurement: Written assignments, quizzes, class participation, homework and final exam

✓ Evaluation

METHODS OF MEASUREMENT (grade requirements):

Students will have achieved mastery of Learning Outcomes with at least a 70% for the final grade for the class. Learning Outcomes will be measured in daily practices, quizzes, tests, homework assignments, in-class assignments, research papers, class presentations, midterm evaluation and final evaluation.

Please note: San Antonio College requires a comprehensive evaluation for all classes.

Possible Points

Quiz #1 (Units 1&2) 100
Quiz Unit 3 100
Quiz Unit 4 100
Autobiography Project, Unit 2 50
Timber retell (must include self evaluation for full credit) 50
Family signing project 100
ASOR #1-#10 * (see note below)
ASOR #11-#22 *
Video Tape: How to Talk to a Person Who Can't Hear *
Video Tape: Through Deaf Eyes *
Video Tape: See What I'm Saying *
Deaf Event 1 *
Deaf Event 2 *
Final Exam (mainly Unit 5 and some from Unit 1-4) 150

Total 650

*(note) = means that if you did complete the assignment, your grade will not be affected, but if you did not do it or your work is late, -10 points will be deducted from your point system.

585 – 650 points = A
520 – 584 points = B
455 – 519 points = C
390 – 454 points = D
389 and below = F

*Deaf Events are required* (4th Deaf event ... Instructor will give you 10 points bonus added to the semester total points)

Deaf Events are posted outside the lab and on every classroom bulletin board. (A Deaf Event does not include going to the sign language lab and conversing with the director or other students.) After attendance at the event, student will submit a one page summary in a journal format to the teacher. Journal submissions are done via email only.

San Antonio College requires students to be accountable for their learning. Therefore, no late work will be accepted except in extenuating circumstances.

Please read the policy in regards to children on campus. This is highly discouraged by the college.

### Schedule

**GENERAL DESCRIPTION OF THE SUBJECT MATTER OF EACH LECTURE OR DISCUSSION:**

**COURSE OUTLINE**
General Description of the Subject Matter of each Lecture or Discussion

Schedule (based on Signing Naturally 1-6) The classes that meet only once a week will complete 2 sessions each meeting time. A more specific due dates for assignments and quizzes' dates will be announced by instructor written on the dry-board in the classroom weekly.

Pre Unit—Session 1
Introduction, Syllabus and American Deaf Culture Awareness

Unit 1 Getting to Know You Sessions 2-6

Unit 2 Exchanging Personal Information Sessions 6-11

Homework follow up on Student Narrative - Autobiography

Unit Review

Comprehension Exam Units 1 & 2

Unit 3 Discussing Living Situations Session 12-16

Unit Review, Exam Unit 3

Unit 6 Timber- retelling the story

Unit 4 Talking About Family Session 17-23

Review & Exam 4 & Interview Deaf

Unit 5 Talking about Activities—Session 24-29

Session 30 Unit Reviews & Unit 5 Exam

Production Exam: Exit Interview/ Comprehension Exam Units 1–5
### Important Due Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract paper signed</td>
<td>2rd</td>
</tr>
<tr>
<td>Video Tape: How to talk to people who can't hear</td>
<td>3rd</td>
</tr>
<tr>
<td>Unit 1 &amp; 2 Quiz</td>
<td>5th</td>
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<tr>
<td>Autobiography video cam project</td>
<td>5th</td>
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<tr>
<td>A Sign of Respect assignments #1 - #10</td>
<td>8th</td>
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<tr>
<td>Deaf Event #1</td>
<td>8th</td>
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<tr>
<td>Video Tape: Through Deaf Eyes</td>
<td>9th</td>
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<tr>
<td>Unit 3 Quiz</td>
<td>9th</td>
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<tr>
<td>Timber video cam project</td>
<td>11th</td>
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<tr>
<td>Video Tape: See What I’m Saying</td>
<td>12th</td>
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<tr>
<td>Unit 4 Quiz</td>
<td>13th</td>
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<tr>
<td>Family video cam project</td>
<td>14th</td>
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<tr>
<td>A Sign of Respect assignments #11 - #22</td>
<td>14th</td>
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<tr>
<td>Deaf Event #2</td>
<td>15th</td>
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<tr>
<td>10 lab hours (at least)</td>
<td>15th</td>
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<tr>
<td>Final Exam</td>
<td>16th</td>
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</tbody>
</table>

### Additional Items

#### ADDITIONAL INSTRUCTOR REQUIREMENTS:

**No Talking Policy:**

We insist on maintaining a signing environment at all times in the classroom for two reasons: One, it is considered rude and insulting to talk in front of a Deaf person and not make the information passing between you and the other person accessible. Since a good number of your teachers will be Deaf and your goal is to get to know Deaf people in the community, it is imperative that you develop the habit of signing when Deaf people are present. Secondly, this is an immersion class, which means only the target language is used. Using only ASL helps you to develop both your comprehension skills and your expressive skills quickly and effectively. Talking disrupts this process and delays your language development. If a fellow student asks you for help, feel free to help by using signs you have learned, gesture, or if needed write back and forth. In this way, I can see what is being said.

Please refrain from chewing gum. No food is permitted in class; drinks must have a lid or cap/screw top.
It is imperative during tests that students refrain from making mouth movements. The instructor will interpret this as asking for or giving test answers and will be considered cheating. Students will be given a zero grade for that test.

No laptop computers. Cell phones must be turned off.

Again, two Deaf Events are required; each event is worth 50 points. Instructor will record attendance for each class meeting. Students who are 15 minutes late to class or leave prior to class being dismissed will be counted as absent. For each additional minutes of tardiness less than 15 minutes could be counted as absent. Students are allowed 4 absences. Upon the 5th absence, Instructor will have to drop you from the class.

Approach:

The curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing what is learned by engaging you into various interactive activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with the instructor and other classmates. Our classes are conducted in American Sign Language (ASL) from the onset of the semester. You are immersed in the language for six hours a week to maximize your language learning. The teacher will use gestures, signs, fingerspellings, drawings and act out situations to get the point across and your job is to keep trying.

Office hours: (It is posted up by instructor’s office door. Detailed hours will be sent to students’ ACES email address.)

DEPARTMENTAL PHILOSOPHY:

The Department of American Sign Language / Interpreter Training in cooperation with Deaf and Hard of Hearing Services, views individuals who are deaf as a cultural minority. Instead of having a deficit or deficiency, we believe that members of the Deaf Community are members of a group who are culturally and linguistically unique with their own customs, norms and mores. We believe that American Sign Language is a language. We understand that deaf persons have experienced discrimination and oppression, and join them in striving for equal participation in all aspects of society.

We also believe that it is important for those people who work with deaf individuals be fully knowledgeable of the culture and language of the Deaf Community. We believe that respect for both cultural and individual differences is essential as well.

We believe that interpreting is a profession that should value linguistic competency, high professional ethics, and high personal standards, and that interaction with members of the Deaf Community is essential in fully attaining these goals.

DEPARTMENTAL MISSION STATEMENT:

The Department of American Sign Language / Interpreter Training in cooperation with Deaf and Hard of Hearing Services, engages in the promotion of awareness and understanding of the culture and language of persons who are deaf. The department strives to provide an environment where students become fully prepared to work as interpreters and support providers for members of this unique population. We do this by:

- Providing an atmosphere whereby students are afforded a variety of opportunities to enhance their communication skills in American Sign Language.
- Providing a variety of opportunities for discussion of and involvement in the local Deaf Community, through events and activities.
- Facilitating a better understanding of the Interpreting Profession and Deaf Support Services professions through workshops and supplemental programs, designed to put students in direct contact and interaction with professionals in the field.
- Providing an emphasis of professionalism through discussion and direct modeling of professional practices.
- Providing support and feedback with the goal of enhancing interpretation skills between American Sign Language and spoken
English with the goal of encouraging competency in both languages as well as the process itself.

- Encouraging students to become self-motivated in pursuing additional development of both knowledge and skill, by emphasizing the concepts of life-long learning.
- Providing a resource for students, the college community, and the general public whereby information is made available and programs are provided that promote a better understanding of the Deaf Community.

INSTRUCTOR VITAE INFORMATION

Darin grew up in Dallas, Texas and graduated from a Regional Day School Program in Richardson which utilized S.E.E., ASL, and M.S.S. at J.J.Pearce High School, he participated in varsity football and baseball.

Darin is a graduate of Abilene Christian University with a B.B.A. in Business Management in 1991. He was a brother of the fraternal social club, Phi Beta Epsilon and was the director of their intramural sports events.

He attended graduate school acquiring his M.S. in Deaf Education at Texas Women’s University in 1994. Darin is certified at the state level in Deaf Education for K-12 grades and was also a certified ASL instructor by the National Evaluation Service in TASC-ASL by T.E.A.

Darin worked for the Northside I.S.D. at John Marshall High School as an educator for the Deaf before joining the faculty at San Antonio College. He is also an American Sign Language Mentor for Sorenson Communication. During the summer, he likes to work diving or salvaging for golf balls. His hobbies are: saltwater fishing, dove/deer hunting, and spending time with his family traveling.

EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Degree Awarded</th>
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<tbody>
<tr>
<td>1992 – 1994</td>
<td>Texas Woman’s University, Denton, Texas</td>
<td>MS in Education of Hearing Impaired</td>
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<tr>
<td>1986 – 1991</td>
<td>Abilene Christian University, Abilene, Texas</td>
<td>BBA in Business Administration</td>
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EXPERIENCE

Professional Employment

<table>
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<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2004 – Present</td>
<td>Assistant Professor</td>
<td>San Antonio College Department of ASL/IT</td>
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<td></td>
<td></td>
<td>San Antonio, Texas</td>
</tr>
<tr>
<td>Year</td>
<td>Role</td>
<td>Institution</td>
</tr>
<tr>
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</tr>
<tr>
<td>2001 – 2004</td>
<td>Instructor</td>
<td>San Antonio College Department of ASL/IT</td>
</tr>
<tr>
<td>1999 – 2001</td>
<td>Full – Time Adjunct Instructor</td>
<td>San Antonio College Department of ASL/IT</td>
</tr>
<tr>
<td>1998 – 1999</td>
<td>Part – Time Adjunct Instructor</td>
<td>San Antonio College Department of ASL/IT</td>
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**Professional Activities**

- 2011 - Present: Member of the San Antonio College Wellness Committee
- 2010 - Present: Co-Sponsor: Connection Club, San Antonio College, Texas
- 2004 – 2006: Interviewer / Evaluator Texas Assessment of Sign Communication in ASL (TASC-ASL)

**CERTIFICATIONS**

- 2010 - Present: Signing Naturally Certificate Unit 1 - 6
- 2003 – Present: Signing Naturally Certificate Level II
- 2001 – Present: Signing Naturally Certificate Level I
- 1997 – Present: State Board of Educator Certification Texas Assessment of Sign Communication in ASL
- 1994 – Present: Texas State Teacher Certification – Deaf Education Texas Education Agency

**MEMBERSHIP**
STUDENT RESPONSIBILITIES:

A. Attendance:

Effective Spring Term 2010, student absences will be recorded from the first day the class meets. Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes “attendance.” Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student’s responsibility to drop a course for nonattendance. Course instructors establish policy with regard to attendance in their respective syllabi and may drop a student for excessive absences. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor and the college registrar to officially withdraw from the class. Students may be required to consult with an advisor or designee before dropping.

Failure to officially withdraw may result in a failing grade for the course. It is the student’s responsibility to withdraw officially from a class by submitting a completed Withdrawal Form to the Admissions and Records Office.

B. Student Responsibility for Success (Alamo Colleges Policy F.6.2):

As members of the Alamo Colleges learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

1. Engagement

   1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
   2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
   3. Complete all requirements for admission, registration, and payment by deadlines;
   4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
Meet all federal, state and local health care regulations.

2. Communication

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges’ Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

3. Academic Success

1. Complete courses with passing grades and maintain in good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one’s own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

4. Self-Responsibility and Responsibility to Others

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;
2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

C. Textbook Availability

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COLLEGE REQUIREMENTS:

A comprehensive final evaluation, not to exceed three hours in length, shall be given at the end of each course at the official scheduled final exam time. Any exceptions to this requirement must be approved by the appropriate Dean. Other evaluations are given at the discretion of the instructor.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded “0” on the exam.

Incomplete Grades. The conditional grade of “I” may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final
examination or completing other required coursework. The “I” becomes an “F” in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of “D” or higher. Re-enrollment in the course will not resolve the “I.” The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

## College Policies

**COLLEGE POLICIES:**

A. San Antonio College is a smoke free campus.

B. Alamo Colleges Police Department Emergency Phone Numbers:

   - Emergency Phone (210) 485-0911
   - General Phone (210) 485-0099
   - Weather Phone (210) 485-0189 (For information on college closures)

C. A Rapid Response Team exists for the purpose of responding to emergencies. If you have a disability that will require assistance in the event of a building evacuation, notify San Antonio College disABILITY Support Services, Chance Academic Center 124C, (210) 486-0020.

D. Students are required to silence all electronic devices (e.g., pagers, cellular phones, etc.) when in classrooms, laboratories and the library.

E. Students must abide by the policies, procedures and rules set forth in the “Student Code of Conduct” and all other policies set forth in the San Antonio [E-Catalog](#).

F. Student Success Policy:

   [Click here to read the Complete Student Success Policy](#)

   **Disability Access Statement** – In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus Disability Services office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Services office. Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. For further information, please contact the San Antonio College disABILITY Support Services office at (210) 486-0020 or visit the office located on the first floor of the Moody Learning Center. If you have specific needs, please discuss them privately with your instructor.