

**SOUTHERN METHODIST UNIVERSITY
SYLLABUS**

Instructor: Suzanne Terrio, Ed.M., M.A., C.S.C., C.I.C

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Office Hours: By appointment – Email: LSTerrio86@hotmail.com. Anytime.

Course Name: American Sign Language I (Lecture)

Course #: HDEV1401-XXXX-XXXX

May Term 2017: May 18 – June 2

Time: 9:00 AM to 11:50 AM, 1:00 PM to 3:50 PM, Daily

Location: TBA

Course Description

This course will be conducted in American Sign Language only.

This basic foundational course will provide an understanding for Communication Techniques with Deaf people on the job, in your personal life, or in academia. The student will apply at least 10 grammatical features of ASL, including Non-manual grammatical markers, and commonly used Classifiers. You will understand potential misconceptions for cross cultural communication with Deaf people. There will be a Deaf person assisting in class to maintain a signing environment.

Important Note: The class will mainly be conducted in American Sign Language, and visual modalities.

Instructor Biography

Suzanne Terrio, Ed.M., M.A. C.S.C., certified interpreter through the National Registry of Interpreters for the Deaf, Texas State Certified in Court Interpreting, Certified Teacher of the Deaf, and Certified Teacher of ASL, and Certified School Administrator, received her B. A. in Education from Queens College, City University of New York; M.A. from New York University in Deaf Education, an Ed.M. in Administration and Supervision from Columbia University, T.C., interpreter training from Gallaudet University and the Bi-Cultural Center in Washington D.C., and the Julliard Program for Theatrical Interpreting. After a decade of teaching at the New York School for the Deaf, Suzanne has over three decades of experience as a court/legal interpreter, community interpreter in medical, corporate, business, educational settings., TV Cable Interpreting (Winner of the Channel 13 UTIE Award), Sorenson Video Relay Service Interpreting, and the sole staff interpreter in the Oil Industry with a Deaf Petroleum Engineer; Adjunct Faculty at Collin College, Plano; Adjunct at Texas Woman's University, Denton; and Adjunct at Southern Methodist University, S.M.U. She is assisted in class by her Deaf husband LeRoy, who has an M.B.A. in Finance from Pace University, N.Y., and 31 years of experience as a Manager Corporate Accounting for GTE/Verizon. This course is designed to familiarize students' understanding of Deaf/Hard of Hearing in academia and in the work place, and to develop basic techniques for communication. Mr. and Mrs. Terrio are married over three decades with two adult daughters, one is a certified ASL/Spanish Interpreter, and one is a Teacher of Deaf Students, and for Special Education.

UC Requirements fulfilled:

Students with limited familiarity with Deaf people and American Sign Language, or those who need a refresher course for previous experience.

Prerequisites: None

Text(s) & Other Materials/Supplies

- Learning American Sign Language, Second Edition (2004) by Tom Humphries and Carol Padden
- DVD-“See What I Mean” by Tom Holcomb
- Manipulative Materials, Pictures, YouTube
- Signing Naturally Textbook
- Byron Bridges: Deaf Tend Yours (VHS/DVD)
- Google YouTube: Bill Vicars, T-I-M-B-E-R Story in ASL, Trix Bruce Classifiers Story-The Campfire

Helpful Web Resources:

1. www.lifeprint.com
2. www.aslpro.com
3. www.aslrose.com
4. www.signingsavvy.com

Student Learning Outcomes

SLO 1: Interpretation (Reading & Listening): The student will demonstrate ability to interpret meaning in the target language.

SLO 2: Interpretive Communication (Speaking & Listening): The student will be able to express and negotiate meaning in the target language.

SLO 3: Presentational Communication (Speaking): The student will demonstrate the ability to sign a given discourse, applying a minimum of 10 ASL grammatical features, using clear ASL parameters, such as handshapes, Non-Manual Signals, Palm Orientation, Movement, Placement, Body Contact, and conceptually accurate ASL signed vocabulary.

SLO 4: Cultural Understanding: The student will be able to apply Deaf Culture Techniques in a No Voice English Environment having learned aspects of deaf culture.

Suggested Rubric for Second Language Proficiency in American Sign Language

Course _____

Student _____

Assignment _____

Date _____

| Accomplishment Level | Or Earned Score | SLO 1: Interpretation (Reading & Listening): The student will demonstrate ability to interpret meaning in the target language. | SLO 2: Interpretive Communication (Speaking & Listening): The student will be able to express and negotiate meaning in the target language. | SLO 3: Presentational Communication (Speaking): The student will demonstrate the ability to sign a given discourse, applying a minimum of 10 ASL grammatical features, using clear ASL parameters, such as handshapes, Non-Manual Signals, Palm Orientation, Movement, Placement, Body Contact, and conceptually accurate ASL signed vocabulary. | SLO 4: Cultural Understanding: The student will be able to apply Deaf Culture Techniques in a No Voice English Environment having learned aspects of deaf culture. |
|-----------------------------|------------------------|---|--|---|---|
| ABSENT 1 | < 60 | Student demonstrates no ability to interpret the meaning in the target language. | Student demonstrates no ability to express and negotiate meaning in the target language. | Student is unable to demonstrate ("speak") the target language. | Student demonstrates no cultural understanding of the target language. |
| BEGINNING 2 | 60-69 | Student demonstrates a limited ability to interpret the meaning in the target language. | Student demonstrates a limited ability to express and negotiate meaning in the target language. | Student demonstrates a limited ability to "speak" the target language. | Student demonstrates a limited cultural understanding of the target language. |
| DEVELOPING 3 | 70-79 | Student demonstrates an elementary ability to interpret the meaning in the target language. | Student demonstrates an elementary ability to express and negotiate meaning in the target language. | Student demonstrates an elementary ability to "speak" the target language. | Student demonstrates an elementary cultural understanding of the target language. |
| ACCOMPLISHED 4 | 80-89 | Student demonstrates an advanced ability to interpret the meaning in the target language. | Student demonstrates an advanced express and negotiate the meaning in the target language. | Student demonstrates an advanced ability to "speak" the target language. | Student demonstrates an advanced cultural understanding of the target language. |
| EXEMPLARY 5 | 90-100 | Student demonstrates a superior ability to interpret the meaning in the target language. | Student demonstrates a superior ability to express and negotiate the meaning in the target language. | Student demonstrates a superior ability to "speak" the target language. | Student demonstrates a superior cultural understanding of the target language. |

Assignments:

| Activities | Points |
|--|--------|
| Attendance & Class Participation; No cell phones: Attendance is extremely important. As permitted by University policy, with the department, the instructor reserves the right to drop students who miss more than one class (6 hours of instruction) for any reason. Students will be dismissed for voicing English in class when required not to do so. Sleeping, texting and inattentiveness will be grounds for being asked to leave without attendance points. Participation: Your active participation is expected, both individually and in group work. | 10 |
| In-Class Quizzes: Mostly unannounced, at the beginning of class. Please, be punctual. If a student is late and misses the quiz, a grade of "0" will be assigned. Quizzes include 1) Fingerspelling: The Quick Brown Fox Jumped Over the Lazy Dogs 2) Non-Manual Signals (NMS), 3) ASL Parameters, 4) ASL grammar descriptions. | 10 |
| Deaf Culture: Summary paper (2 pages max) of DVD – "See What I Mean" or Deaf Culture DVD due on Friday, May 26, 2017 | 20 |
| Language Application: Paper: Interview with Deaf Person using a variety of Techniques of Communicating with Deaf People (See guidance below) OR Deaf Event (Google: Deaf Coffee Chat Dallas/Fort Worth and see template below). Paper is due on Tuesday, May 31, 2017. Second project (attend Deaf event) for extra credit. | 20 |
| Expressive & Receptive: (Quiz on Dialogues) Units 1 – 12 - Group dialogues from Humphries & Padden textbook-Learning American Sign Language (Bring laptop to class to tape/document your work.) Expressive: Given the sentences in English the student will sign the meaning in ASL. Receptive: Given the sentences in ASL the student will write an English translation. | 20 |
| Expressive Grammar: Expressive / Receptive Final ASL Discourse (10 points each): <ul style="list-style-type: none">Given picture in diamond shape (or) a selected topicSign the scenario or discourse showing 10 grammatical features from your attached rubric (e.g., ASL, incorporating gestures, etc.)Receptive: ASL Translation into English language | 20 |
| | 100 |

Grading Policies

Your course grade will be determined on a scale as follows:

| | | | |
|----------------------|---------------------|---------------------|---------------------|
| A : at least 92.5% | B+ : at least 87.5% | C+ : at least 77.5% | D+ : at least 67.5% |
| A - : at least 90.0% | B : at least 82.5% | C : at least 72.5% | D : at least 62.5% |
| | B- : at least 80.0% | C- : at least 70.0% | D- : at least 60.0% |
| | | | F : Less than 60.0% |

No Vocal English Policy

We insist on maintaining a signing environment at all times in the classroom. There are two reasons for this: One, in accordance with Deaf Culture it is considered rude and insulting to talk in front of Deaf persons and not make the information passing between you and another person accessible. Since there will be a Deaf person present in the room 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. Two, this is an immersion class, which means primarily the target language is used. Using only ASL in a functional language approach helps you develop both your comprehension skills and your expressive skills quickly and effectively. Talking disrupts this process and delays your language acquisition. If a fellow student asks you for help, feel free to help by using signs you have learned, gestures, or if needed, by writing back and forth. In this way, you keep the atmosphere a visual one.

Participation in Class

Regular, active participation in class is vital to your success, and is expected of all students.

Disability Accommodations

If you anticipate the need for reasonable academic accommodations to meet the requirements of this course, you must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. You may call 214-768-1470 or visit <http://www.smu.edu/ALEC/DASS> to begin the process. Once registered, you should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance

If you wish to be absent on holidays that require missing class, you should notify the professor in writing at the beginning of the semester, and should discuss with him/her, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities

If you are participating in an officially sanctioned, scheduled University extracurricular activity, you should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is your responsibility to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue).

ASL Discourses include:

- Entertain (jokes, etc.)
- Persuade
- Educate
- How to
- Inform
- Social

Students are encouraged to practice and videotape himself/herself outside of class with a signing partner. A Deaf ASL assistant will be available for signing practice of the dialogues, and for assistance with assignments (Room #, building, schedule to be announced). The calendar can be tweaked based on student progress, school cancellations, weather conditions, etc.

Thursday, May 18

- Introduction to Syllabus
- Introduction to Class
- View: "See What I Mean"
- What is Deaf Culture, Folklore?
- Deaf Leaders, Gallaudet University Protest
- **Unit 1 – Introductions and Personal Information**
 - Introductions
 - Personal Information
 - More Personal Information
 - Vocabulary
- **Unit 2 – Learning ASL**
 - Going to Class
 - Objects in the Classroom
 - Showing you Understand and Asking for Help
 - Vocabulary

Friday, May 19

- Fingerspelling Quiz: The Quick Brown Fox Jumped Over the Lazy Dogs
- Non-Manual Signals – Dr. Byron Bridges, NMS
- Examples of the semantic / modifier NMS (Student will write 10 examples of types of NMS and application)
- Bill Vicars – ASL teacher
- **Unit 3 – Politeness**
 - Asking Politely
 - Thanks
 - Interruptions and Apologies
 - Vocabulary
- **Unit 4 – Descriptions**
 - Physical Appearance
 - Clothing
 - Personality and Character
 - Vocabulary

Monday, May 22

- Dialogue Quiz #1 (5 points) – Units 1 -3
- Trix Bruce Classifiers Stories (Student will perform a simple ASL discourse with controlled vocabulary, NMS, gestures, body language)
- Bill Vicars – ASL teacher
- **Unit 5 - Requests**
 - Polite Commands
 - Requests to Do Something
 - More Requests
 - Vocabulary
- **Unit 6 – Expressing Yourself**
 - How You Feel
 - Opinions and Preferences
 - Anxiety
 - Vocabulary

Tuesday, May 23

- **Unit 7 – More Descriptions**
 - Objects and Their Location
 - Objects, Number, and Location
 - How Many
 - Vocabulary
- **Unit 8 – Family and Friends**
 - Family Information
 - Family Relationships
 - Friends and Acquaintances
 - Vocabulary

Wednesday, May 24

- Dialogue Quiz #2 (5 points) – Units 4 - 6
- Picture stories
- **Unit 9 – More Descriptions**
 - How Others Look
 - Personality
 - Physical Features
 - Vocabulary
- **Unit 10 – At Home and Daily Living**
 - Your Residence
 - Objects in Your Residence
 - What You Do Every Day
 - Vocabulary

Thursday, May 25

- **Unit 11 – Food and Food Shopping**
 - The Menu
 - Quantities
 - Prices
 - Vocabulary
- **Unit 12 – Offering and Declining**
 - Food and Drink
 - Offering Help
 - Declining and Explaining
 - Vocabulary

Friday, May 26

- Dialogue Quiz #3 (5 points) – Units 7 – 9
- Picture stories / Final Prep

Summary paper (2 pages max) due on deaf culture -- DVD titled “See What I Mean” or Deaf Culture DVD due on May 26 (20 points)

Tuesday, May 30

- Dialogue Quiz #4 (5 points) – Units 10 - 12
- Picture stories / Final Prep
- Vocabulary Development
- Expressive / Receptive

Wednesday, May 31

- Picture stories / Final Prep
- Vocabulary Development
- Expressive / Receptive

Paper on Deaf Interview or Deaf Event Due on May 31 (20 points)

Thursday, June 1

- Perform Expressive Final (10 points) – 10 grammatical features

Friday, June 2

- Perform Expressive Final (10 points) – 10 grammatical features
 - Student Performances of a Final ASL Discourse
using Picture Story Cards, or basic ASL discourse of your choice. (Clear with the instructor)
- Receptive final (10 points)

GUIDE TO THE DEAF INTERVIEW:

The purpose of this assignment is to find alternate techniques of communicating with Deaf people in business, education, or your personal life.

- 1) Text the Deaf person to make an appointment.
- 2) Give your connection to the community.
- 3) Call their videophone (vp) number via your cell phone.
- 4) Ask the questions you prepared beforehand, and any additional points for discussion.
- 5) Write at least a two-page paper with the Q&A, your reactions to the Interpreted call via the Video Relay Service Interpreter. Give any pros or cons of this experience.

INSTRUCTIONS FOR ASL FINAL EXPRESSIVE LANGUAGE DISCOURSE (10 points):

- Choose a topic from a list or Discourse of Your Choice.
- Prepare pictures / sketches in a Diamond-Shaped format to create a context for your audience and to organize Cognitive Mapping for yourself.
- Sign the discourse. You will be graded on the use of 10 grammatical features and examples you will hand in on a hard copy at the time of your performance.
- 10 points for grammar features from rubric for overall communication, fluency/fluidity, use of new vocabulary, pacing, incorporation of gestures, affect, Body Language

DEAF EVENT (MUST HAVE DEAF PERSON(S) PRESENT AT A DEAF EVENT)

| | |
|---|--|
| NAME OF STUDENT: | |
| DATE AND TIME OF EVENT: | |
| LOCATION: | |
| SIGNATURE OF DEAF PERSON(S) (PICTURE OF SIGNATURE(S) OF DEAF PERSON(S) DIGITALLY ATTACHED PERMITTED) | |
| DEAF CULTURE OBSERVATIONS E.G.; TURN-TAKING; NMS; FORM OF GOODBYES; LIGHTING; ETIQUETTE; POSTIONING, ETC. | |
| DESCRIPTION OF EXPERIENCE OR ACTIVITY (USE MORE SPACE IF NEEDED) Include: <ul style="list-style-type: none"> • Examples of NMS • Observed specific grammatical features of ASL & examples • Reactions | |
| NEW VOCABULARY: | |

Sign to class; be prepared to tell class in ASL about your event. Type paper (1 page minimum) of your deaf culture observations and description of experience or activity. Use a device to videotape 30 seconds of you signing with a Deaf person. Attach a picture to your paper of you and the Deaf person(s). Proof of stubs or tickets **IS** encouraged.

STUDENT NAME: _____

ASL RUBRIC

| # | Grammatical Features | Examples |
|----|------------------------------------|----------|
| 1 | Pronouns | |
| 2 | Sign Space | |
| 3 | Yes/No Questions | |
| 4 | W-H Questions | |
| 5 | Classifiers | |
| 6 | Sasses, Sizes & Shape, Classifiers | |
| 7 | Numbers | |
| 8 | Directional Verbs | |
| 9 | Noun-verb pairs | |
| 10 | Topic / Comment | |
| 11 | Compounds | |

| # | Grammatical Features | Examples |
|----|----------------------|----------|
| 12 | Fingerspelling | |
| 13 | Time Indicators | |
| 14 | Non-Manual Signals | |
| 15 | Role Shift | |
| 16 | Modulation | |
| 17 | Rhetorical Questions | |
| 18 | Conjunctions | |
| 19 | Referential Index | |
| 20 | Locatives | |
| 21 | Conceptual Accuracy | |

New Vocabulary

Overall Fluency Scale 1-10 _____

Assessor (Receptive) _____