SOUTHERN METHODIST UNIVERSITY
SYLLABUS

Professor: Vijay Advani, M.S in Deaf Education
Phone Number: N/A
Email address: vadvani@smu.edu
Office Hours: By appointment – Monday- Thursday: 8:30AM -9AM in the classroom and an email notification within 24 hours advance to make an appointment.
Course Name: American Sign Language I (Lecture)
Course #: Section I: HDEV1401-0031-2429
May Term 2018: May 17 – June 1
Time: Section I: 9:00 AM to 4PM AM
Location: TBA

Course Description
This course will be conducted in American Sign Language (ASL) 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. The professor also reserves the right to modify this syllabus at any time.

Professor Biography
Vijay Advani has received an M.S in Deaf Education from McDaniel College, MD as well as a BA in Education from Gallaudet University in Washington D.C. He has been a full time faculty member at Collin College in Plano, Adjunct professor at Dallas Community College District, and Adjunct professor at Southern Methodist University, S.M.U.
I have been an educator and a Deaf community advocate since 1990.
Along with being an educator, I have presented in India and the Community College Humanities Association, USA in regard to Deaf issues.
I am blessed with my lovely wife, Veena and my three kids. My eldest daughter is currently a student at UT and is planning to pursue law, my son, in high school, enjoys his journalism and is a film editor and my youngest daughter loves playing with her trombone and being a part of drill team dancing at high school as well.
This course is designed to expand students' understanding of Deaf/Hard of Hearing issues and experiences through academia as well as the work place, and to develop basic techniques for communication.

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**
- DVD: “See What I Mean” by Tom Holcomb
- Manipulative Materials, Pictures, YouTube
- Signing Naturally Textbook
- Google YouTube:
  - Campfire, Star-Spangled Banner
- Deaf Culture Book title

**Helpful Web Resources:**
1. [www.lifeprint.com](http://www.lifeprint.com)
2. [www.aslpro.com](http://www.aslpro.com)
3. [www.aslrose.com](http://www.aslrose.com)
4. [www.signingsavvy.com](http://www.signingsavvy.com)
5. [http://asl.ms/](http://asl.ms/)

**Student Learning Outcomes**

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

SLO 2: Interpretive Communication (Expressive ASL signs & Receptive ASL signs): The student will be able to express and negotiate meaning in the target language.

SLO 3: Presentational Communication (Expressive ASL signs): 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**

<table>
<thead>
<tr>
<th>Accomplishment Level Or Earned Score</th>
<th>SLO 1: Interpretation (Reading ASL signs &amp; Receptive ASL signs): The student will demonstrate ability to interpret meaning in the target language.</th>
<th>SLO 2: Interpretive Communication (Expressive ASL signs &amp; Receptive ASL signs): The student will be able to express and negotiate meaning in the target language.</th>
<th>SLO 3: Presentational Communication (Expressive ASL signs): 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.</th>
<th>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.</th>
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<tr>
<td>ABSENT 1</td>
<td>&lt; 60</td>
<td>Student demonstrates no ability to interpret the meaning in the target language.</td>
<td>Student demonstrates no ability to express and negotiate meaning in the target language.</td>
<td>Student is unable to demonstrate (&quot;speak&quot;) the target language.</td>
</tr>
<tr>
<td>BEGINNING 2</td>
<td>60-69</td>
<td>Student demonstrates a limited ability to interpret the meaning in the target language.</td>
<td>Student demonstrates a limited ability to express and negotiate meaning in the target language.</td>
<td>Student demonstrates a limited ability to &quot;speak&quot; the target language.</td>
</tr>
<tr>
<td>DEVELOPING 3</td>
<td>70-79</td>
<td>Student demonstrates an elementary ability to interpret the meaning in the target language.</td>
<td>Student demonstrates an elementary ability to express and negotiate meaning in the target language.</td>
<td>Student demonstrates an elementary ability to &quot;speak&quot; the target language.</td>
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<tr>
<td>ACCOMPLISHED 4</td>
<td>80-89</td>
<td>Student demonstrates an advanced ability to interpret the meaning in the target language.</td>
<td>Student demonstrates an advanced express and negotiate the meaning in the target language.</td>
<td>Student demonstrates an advanced ability to &quot;speak&quot; the target language.</td>
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<tr>
<td>EXEMPLARY 5</td>
<td>90-100</td>
<td>Student demonstrates a superior ability to interpret the meaning in the target language.</td>
<td>Student demonstrates a superior ability to express and negotiate the meaning in the target language.</td>
<td>Student demonstrates a superior ability to &quot;speak&quot; the target language.</td>
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</tbody>
</table>

**Assignments:**

**Activities** | **Points**
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**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. Due to high enrollment, students need to attend the section they officially register for 9:00 AM or 12:00 PM. Your phone will be on the designated location. **No absence is allowed for any reason/circumstance.**
**Participation:** Your active participation is expected, both individually and in group work. **NOTE:** Without Textbook and flash cards in the classroom, you may lose 10 points per day.
**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.
**Deaf Culture Paper and Book Reaction Paper:**
Summary paper (5 pages max) of DVD – “See What I Mean” or Deaf

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**Total:** 100 for 10 days (10 points per day)

**NOTE:** 11th day: You have to show up for finals. No Participation points
Culture DVD and book reaction due on Wednesday May 23, 2018  
(hand in hard copy and upload to Canvas)

**Language Application:**

**Paper:** One Deaf Event (Google: Deaf Coffee Chat Dallas/Fort Worth and see template below). Papers are due on Thursday, May 30, 2018. (hand in hard copy and upload to Canvas)

Second project (attend Deaf event) for extra 10 credits.

Grammatical Element assignments on the last page. Please read the instruction.

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**Expressive & Receptive:** There will be 4 quizzes.

Units 1 – 12 – Individual/partner dialogues from Humphries & Padden textbook-Learning American Sign Language (Possibly Live demo and video demo uploaded to Canvas)

<table>
<thead>
<tr>
<th><strong>Final - Receptive Grammar:</strong></th>
<th>Total: 100</th>
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<tbody>
<tr>
<td>Receptive Final ASL Discourse:</td>
<td>(25 points per quiz)</td>
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<tr>
<td>• Given the sentences in ASL the student will write an ASL or English translation.</td>
<td>No Make- Up</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Final - Expressive:</strong></th>
<th></th>
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<tbody>
<tr>
<td>Expressive Final ASL Discourse:</td>
<td>30</td>
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<tr>
<td>• You will be asked to sign exactly to the professor. Sign formation / fluidity</td>
<td></td>
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**Grading Policies**

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

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>at least 92.5%</td>
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<tr>
<td>A-</td>
<td>at least 90.0%</td>
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<tr>
<td>B+</td>
<td>at least 87.5%</td>
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<tr>
<td>B</td>
<td>at least 82.5%</td>
</tr>
<tr>
<td>B-</td>
<td>at least 80.0%</td>
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<tr>
<td>C+</td>
<td>at least 77.5%</td>
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<tr>
<td>C</td>
<td>at least 72.5%</td>
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<tr>
<td>C-</td>
<td>at least 70.0%</td>
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<tr>
<td>D+</td>
<td>at least 67.5%</td>
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<tr>
<td>D</td>
<td>at least 62.5%</td>
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<tr>
<td>D-</td>
<td>at least 60.0%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60.0%</td>
</tr>
</tbody>
</table>

**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**
Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit [http://www.smu.edu/Provost/ALEC/DASS](http://www.smu.edu/Provost/ALEC/DASS) to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

**Religious Observance**
Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, 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**
Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student 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 17**
- 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 18:**
- Fingerspelling Practice: The Quick Brown Fox Jumped Over the Lazy Dogs
- Non-Manual Signals – Videos
- Examples of the semantic / modifier NMS (Student will write 10 examples of types of NMS and application)
- Videos:
  - NMM
  - Mouth Morphemes
- **Unit 3 – Politeness**
  - Asking Politely
  - Thanks
  - Interruptions and Apologies
  - Vocabulary
- **Unit 4 – Descriptions**
  - Physical Appearance
  - Clothing
  - Personality and Character
  - Vocabulary
  - Videos

**Monday, May 21: Quiz I: Units 1-4**
- Fingerspelling Quiz: The Quick Brown Fox Jumped Over the Lazy Dogs and Units 1 and 2
- **Unit 5 - Requests**
  - Polite Commands
  - Requests to Do Something
  - More Requests
  - Vocabulary
  - Videos

**Unit 6 – Expressing Yourself**
- How You Feel
- Opinions and Preferences
- Anxiety
- Vocabulary
- Videos

**Tuesday, May 22**
- **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
  - Videos

**Wednesday, May 23: Quiz #2: Units 1-8**

  PPT: 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
  - Videos

**Thursday, May 24**

- **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 25 Quiz #3 Units 6-12**

Summary paper (5 pages max) due on deaf culture -- DVD titled “See What I Mean” or Deaf Culture DVD and book reaction paper due on Friday, May 25 (20 points), (hand in hard copy and upload to Canvas)

**Tuesday, May 29: Quiz 34: Units 5-12**

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

**Wednesday, May 30**

- Picture stories / Final Prep
- Vocabulary Development
- Expressive / Receptive
Thursday, May 31: Units 1-12 and ASL grammar.
- 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) After performing in class, upload video demo to Canvas for final grade.

Paper on Deaf Interview or Deaf Event Due on Wednesday, May 31 (20 points), hand in hard copy and upload to Canvas

Friday, June 1
- Perform Expressive Final
  - Student Performances of a Final ASL Discourse using Picture Story Cards, or basic ASL discourse of your choice. (Clear with the instructor) After performing in class, upload video demo to Canvas for final grade.
- Receptive final

IN-CLASS QUIZZES (4 Quizzes = 100 points):
- The quizzes include:
  1) Handshape, fingerspelling
  2) Parameters of ASL
  3) Fingerspelling website: 3 letters
  4) Fingerspelling website: 4 letters
  5) Fingerspelling website: 5 letters
  6) Names
  7) Colors vocabulary
  8) Family vocabulary (compounds)
  9) Animals
  10) Foods
  11) Sports signs
  12) Age
  13) Prices
  14) Numbers to 10
  15) Describing people, sasses
  16) Functional classifiers
  17) Vocabulary from textbook
  18) Major
  19) Height, Weight
  20) Time, Days of Week, Calendar

GUIDELINES: DEAF CULTURE PAPER AND BOOK REACTION PAPER (20 points):
- Approximately 5 pages. Summarize what is meant by Deaf Culture.
  1) How could there be a Deaf Culture when there is no Deaf Country
  2) What is meant by a collectivist versus an individualist culture?
  3) Which category is Deaf Culture?
  4) In what ways is your personal culture your personal culture collectivists or individualists.
Compare and contrast your culture with Deaf Culture. Provide specific examples.

5) Which article or book did you read on Deaf Culture that you personally favored and why?

6) How may your new insight on Deaf Culture affect your career or your personal life? Explain examples

- Research Dummy Hoy. What contributions has he made?
- Suggested movie “The Hammer”. What cultural adjustments did Matt Hamill make in the Hearing World versus within the Deaf Community?
- What is Audism?
- Where is Gallaudet? What happened in 1988 at Gallaudet College (now University)? How has it impacted the Deaf Community?
- Upload your paper, PowerPoint, videoclip to Canvas with supplemental photo journalism and turn in hard copy.
- Include Artwork on Audism

INSTRUCTIONS FOR ASL FINAL EXPRESSIVE LANGUAGE DISCOURSE:

- 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

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.

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

<table>
<thead>
<tr>
<th>NAME OF STUDENT:</th>
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<tr>
<td>DATE AND TIME OF EVENT:</td>
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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:
• 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 selfie, stubs or tickets IS encouraged.

<table>
<thead>
<tr>
<th>Grammatical Elements</th>
<th>Signature</th>
<th>Write comments if needed.</th>
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<tbody>
<tr>
<td>1.YES?NO QUESTION Start on 05/18</td>
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<td>2. WH Question</td>
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<td>3. Rhetorical Question</td>
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<td>4. Negation</td>
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<td>5. Personal Pronoun</td>
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<td>6. Possessive Pronoun</td>
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<td>7. Reflexive Pronoun</td>
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<td>8. Plural Pronoun</td>
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<td>9. Honorary Pronoun</td>
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<td>10. Plain Verbs Done by 5/22</td>
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<td>11. Inflecting Verbs Start on 5/23</td>
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<td>12. Directional Verbs</td>
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<td>13. Noun/Verb pairs</td>
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<td>14. Spatial Verbs</td>
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<td>15. Descriptive Classifiers/SASS</td>
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<td>16. locative Classifier</td>
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<td>17. Semantic Classifier</td>
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<td>18. Plural Classifier</td>
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<tr>
<td>19. Body Classifier DONE BY 05/31</td>
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</table>
**Contract: ASL 1: Turn in by May 18th**
Do not print and sign this document.
You will electronically sign and submit this on Canvas.

If you do not submit your contract on due date, you are not allowed to come to the classroom.

I have been in the classroom and the professor explained the syllabus.
I, (print full name) ______________________________, agree to the conditions and responsibilities as outlined in the syllabus.
Signature: ____________________ Date: ________

******************************************************************

**Contract after first day:**

I have missed the syllabus discussion in the classroom when the professor explained policies and grading requirements.

I, (print your full name) ______________________________ Have read independently and agree to the conditions and responsibilities as outlined in the syllabus.
Signature: ____________________ Date: ________

If you fail to submit a signed contract, you will not be allowed to continue the course