SOUTHERN METHODIST UNIVERSITY
SYLLABUS

Instructor: Susan Pochop
Email address: susanpochop@smu.edu
Office Hours: By Appointment – 30 minutes before class or after class in advance

Course Name: American Sign Language II (Lecture)
Course #: Section I: HDEV1402, Section II: HDEV1402-0022-1174
May Term 2018: May 17 - June 1
Time: Section I: 9:00 AM to 4:00 Daily
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 20 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
Susan Pochop has received in M.S. in Deaf Education from McDaniel College, Maryland as well as a BA in Psychology from Gallaudet University in Washington, D.C. She had taught ASL for over 35 years including Gallaudet University, several community colleges and high schools. Also, she taught at Collin College, Richland College, Brookhaven College, and Adjunct Professor at Southern Methodist University, SMU. Last summer I enjoyed teaching at SMU again.

I was born hearing and lost my hearing at age 2 due to illness. I have been deaf all my life. I learned American Sign Language at Deaf school at age 12. ASL is beautiful and access the communication. My family learned ASL but its not perfect signers.

I had given a presentation in ASL and Deaf community. I was President of Deaf Seniors of Dallas Fort Worth Metroplex as a foundation. I am involved in Deaf Community.

I have been retired from teaching a few years. I enjoy doing some projects and get ready to sell my house soon. I have been blessing with my boyfriend in my life.

I have experience with all deaf and hard of hearing communities and organizations.
**Prerequisites:** American Sign Language I (HDEV 1401)

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

**Text(s) & Other Materials/Supplies**
- Manipulative Materials, Pictures, YouTube
- Signing Naturally Textbook
- Byron Bridges: Deaf Tend Yours (VHS/DVD)
- Google: Bill Vicars ASL 2 Quizzes
- Oxford Picture Dictionary
- Google: Deaf / Blind
- Google ASL 50 States
- Google: ASL ABC Stories
- Vocabulary cards: Lexical Level with Expansion
  - Shelly Lawrence Expansion Techniques (see attached to syllabus)

**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 (Expressive 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</th>
<th>Or Earned Score</th>
<th>SLO 1: Interpretation (Expressive 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>
</tr>
</thead>
<tbody>
<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>
<td>Student demonstrates no cultural understanding of 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>
<td>Student demonstrates a limited cultural understanding of 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>
<td>Student demonstrates an elementary cultural understanding of the target language.</td>
</tr>
<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>
<td>Student demonstrates an advanced cultural understanding of the target language.</td>
</tr>
<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>
<td>Student demonstrates a superior cultural understanding of the target language.</td>
</tr>
</tbody>
</table>
### Assignments:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Attendance &amp; Class Participation; No cell phones (all SLOs)</strong></td>
<td>20</td>
</tr>
<tr>
<td>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). Students will be for any reason 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 12:30 PM. With permission of instructor, morning students may attend the afternoon section if enrollment is up to 12. <strong>Participation</strong>: Your active participation is expected, both individually and in group work.</td>
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<td><strong>Daily Attendance Quizzes:</strong></td>
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<tr>
<td>Vocabulary and assigned skills. Please, be punctual. If a student is late and misses the quiz for any reason, a grade of “0” will be assigned. (Upload to Canvas).</td>
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<tr>
<td><strong>Group Project - SMU Infomercial of ASL using ASL Expansion and 20 Grammatical Features (SLO 1 and SLO 3):</strong></td>
<td>10</td>
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<tr>
<td>On your own, create an “SMU Infomercial in ASL” and videotape your project with your group. With an even amount of signing for each person in the group. No one person does it all. Video uploaded to Canvas and present in class on Monday, July 24, 2017.</td>
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<tr>
<td><strong>Language Application (SLO 2):</strong></td>
<td>30</td>
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<tr>
<td><strong>Paper:</strong> Live interaction with Deaf person(s) outside the class time. Two Deaf Events (Google: Deaf Coffee Chat Dallas/Fort Worth and see template below). Papers are due on Monday, July 31, 2017. (hand in hard copy and upload both video and paper to Canvas after attending each event)</td>
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<tr>
<td>Third deaf event for extra 1 credit.</td>
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<tr>
<td><strong>Expressive &amp; Receptive (SLO 1 and SLO 3):</strong> (Quiz on Dialogues)</td>
<td>20</td>
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<tr>
<td>Units 13 – 24 - Group dialogues from Humphries &amp; Padden textbook-Learning American Sign Language (Live demo and video demo uploaded to Canvas)</td>
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<tr>
<td><strong>Final - Receptive Grammar (SLO 1):</strong></td>
<td>10</td>
</tr>
<tr>
<td>Receptive Final ASL Discourse:</td>
<td></td>
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<tr>
<td>• Translating ASL Conjunctions, RHQ, and ASL Expansion the sentences in ASL the student will write an English translation.</td>
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<tr>
<td><strong>Final - Expressive Grammar (SLO 3):</strong></td>
<td>10</td>
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<tr>
<td>Expressive Final ASL Discourse:</td>
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<tr>
<td>• Given picture in diamond shape and a selected topic; Use 1 or more ASL Expansion Techniques (see attachment to Syllabus)</td>
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<tr>
<td>• Sign the scenario or discourse showing 20 grammatical features from your attached rubric (e.g., ASL, incorporating gestures, etc.)</td>
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<tr>
<td>• Sign formation / fluidity</td>
<td></td>
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<tr>
<td>• Before performing in class, upload video demo, rubric and pictorial story to Canvas for final grade</td>
<td>100</td>
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</table>
Grading Policies
Your course grade will be determined on a scale as follows:

<table>
<thead>
<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>
</tr>
<tr>
<td>B</td>
<td>at least 87.5%</td>
</tr>
<tr>
<td>B-</td>
<td>at least 82.5%</td>
</tr>
<tr>
<td>C</td>
<td>at least 77.5%</td>
</tr>
<tr>
<td>C-</td>
<td>at least 70.0%</td>
</tr>
<tr>
<td>D</td>
<td>at least 67.5%</td>
</tr>
<tr>
<td>D-</td>
<td>at least 62.5%</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 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, introduction to class
Review Units from 1-12

• Unit 13 – More Ways to Express Yourself  Satisfaction and Dissatisfaction o Agreement and Disagreement
  o Concern and Feelings
    o *Satisfaction and Dissatisfaction
    o Ways to express satisfaction
    o *Agreement and Disagreement
    o Grammar: Conditional sentences
    o *Concern and Feelings
    o Asking about someone: ALL-RIGHT? ETC
    o *Use of GONE and DIE
    o Vocabulary

• Unit 14 – Experiences and Current Activity
  • An Event
    • * Grammar: Classifiers as quantifiers
    • FINISH as conjunction
    • *Past Event
    • Grammar: More Conjunctions: WRONG, HAPPEN, FIND, FRUSTRATED, HIT
    • *Number incorporation in LAST-YEAR, NEXT-YEAR, ETC
    • *Grammar Structures for commenting on competence or expertise
    • Vocabulary
    • ASL Expansion Techniques (see attached)

• Unit 15 – Future Plans and Obligations
  *Using of NOTHING-TO-IT
  *Time and Place to meet
    More verb pairs: GET-IN/GET-OUT, etc.
  *Future Obligations: structures for indicating an obligation: APPOINTMENT, PROMISE, DUTY
  * Vocabulary

Friday, May 18
• Unit 15
  o *grammar: structures
• Unit 16 – Directions and Instructions
  o *Directions: Commonly used fingerspelled abbreviation
  o *Grammar: se of body to show change in direction
  o Descriptions of Places: Use of apostrophe-S
    ▪ Grammar: use of LOCALE
  o Instructions: Use of Classifier- CL:CC**
  o Vocabulary

• Unit 17 - Suggestions and Advice
  *Suggestions: Use of BORED

  • Culture: bowling, Starbucks
    *Time and Place: Confirming head nods and head shakes
    *Use of APPROXIMATELY with time, age and money
    *Advice: Grammar Structure for giving advice preceded by SHOULD, BETTER, ADVISE, WARN, SUGGEST, MAYBE
    Vocabulary
    * Units 13 – 16, 1 dialogue video demo uploaded to Canvas on **Monday, May 21**

**Monday May 21**
  • Unit 17 continue

  • Unit 18 – Attitudes and Opinions
    o What Others Think
    o *Grammar: Verb that change movement to indicate TWO, EACH, ALL
    o More ways to express opinions
    o Values: Ways to express opposing values
    o *Vocabulary

  • Unit 19 – Recreational Activities
    * Activities: Grammar: REPEATEDLY infections of verb, with facial adverbs
    * A Sequence of Activities
      *Grammar: CONTINUALLY, infection of verb, with facial adverbs
      * Use of CHAT, SIGH-TALK, AND SIGN FLUENTLY
      * Seasonal Activities: Grammar: Plural forms by reduplication
    * Vocabulary

**Tuesday May 22**
  • Unit 19 continue

  • Unit 20 – Travel – Places and Experience
    o Travel Experience: Grammar: other verbs showing subject and object
    o Grammar: REPEATEDLY infection of adjectives
    o More Travel Experience
    o *grammar: Continually INFECTION OF ADJECTIVES
    o Places You Visited
    o Vocabulary
    o
• Unit 21 – Occupations and Professions
  o Occupations and Professions
  o *Grammar: Use of agent suffix for some profession
  o Grammar: Rhetorical questions
  o Job Activity
  o Work History: use of GET-REGULARLY
  o Vocabulary

Wednesday, May 23

*Continue Unit 21

• Unit 22 – The Body, Health, and Emergencies
  o Physical Conditioning
  o Grammar: use of body pronoun
  o Health and Health Problems
  o Use of Pain
  • Emergencies
    o Culture: Deaf People’s communicative strategies with non-signers
    o Grammar: Use of NEVER and NOTHING as denials
    o Vocabulary

Thursday, May 24

Continue Unit 22
  • Dialogue Quiz #3 – Units 19 – 21, 1 dialogue video demo uploaded to Canvas

• Unit 23 – Current Events
  • Recent News: Grammar: Reduplication in different locations
  • Current Topics of Interest
  • Grammar: Clause as topic
  • Current Issues
  • Use of WORSE
    • Vocabulary

Friday, May 25

• Continue Unit 22-23
  • Unit 24 – How Things Are Done
    * Process: Grammar: Classifier predicates showing manner of flow: CL:44 and CL: 4
    *Width, Length, and Height
    * Grammar: Distance from one point to another using CL:1TO CL:1
    * Measurements and Weight
    *Grammar: Question about measurement: HOW-MUCH,ETC.
    * Vocabulary

Tuesday, May 29

• Infomercial Group Video Project (10 points), video demo uploaded to Canvas

Wednesday May 30
Reviews • Dialogue Quiz #4 (5 points) – Units 22 – 24, 1 dialogue video demo uploaded to Canvas
• Picture stories / Final Prep • Vocabulary Development • Expressive / Receptive

Paper on 1 deaf event are due on (15 points each), hand in hard copy and upload papers and videos to Canvas.

Thursday and Friday May 31 and June 1 • Final exam and interview in ASL (10 points)
  Perform Final ASL Discourse – 20 grammatical features), video demo, rubric and pictorial story uploaded to Canvas for final grade

Paper on 2 deaf events are due on Monday, July 31 (15 points each), hand in hard copy and upload papers and videos to Canvas.

Thursday May 31
  • Final exam and interview in ASL (10 points)
    o Perform Final ASL Discourse – 20 grammatical features), video demo, rubric and pictorial story uploaded to Canvas for final grade

Friday, June 1
  • Final exam and interview in ASL (10 points)
    o Perform Final ASL Discourse – 20 grammatical features), video demo, rubric and pictorial story uploaded to Canvas for final grade
  • Receptive final (10 points)
GRADING – P.A.S. (Performance, Assessment, Skill Development)

- Performance: e.g. Expressive Final story; Memorized Jokes; Infomercial
- Assessment: Spontaneous Communication in ASL with Gestures, NMS, Fingerspelling appropriately
- Skill Development: Quizzes

DAILY ATTENDANCE QUIZZES (20 points):
- The quizzes include:
  1) Vocabulary development
  2) Specific skills from class during the previous day(s)

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 20 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, ASL Expansion techniques

INSTRUCTIONS FOR INFOMERCIAL PROJECT (10 points):
- Time: 7 to 10 minutes
- In ASL, “Sell” a product, service, vacation tour as seen on TV.
- Rubric for grading:
  o 20 ASL grammatical Features including Conjunctions
  o ASL Expansion Techniques
  o Use of Textbook vocabulary and extra vocabulary
  o Fluidity, Fluency and Sign Formation
  o Lighting/Format Quality
**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: • 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.
<table>
<thead>
<tr>
<th>#</th>
<th>Grammatical Features</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronouns</td>
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<tr>
<td>2</td>
<td>Sign Space</td>
<td></td>
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<tr>
<td>3</td>
<td>Yes/No Questions</td>
<td></td>
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<td>4</td>
<td>W-H Questions</td>
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<tr>
<td>5</td>
<td>Classifiers</td>
<td></td>
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<td>6</td>
<td>Sasses, Sizes &amp; Shape, Classifiers</td>
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<tr>
<td>7</td>
<td>Numbers</td>
<td></td>
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<tr>
<td>8</td>
<td>Directional Verbs</td>
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<td>9</td>
<td>Noun-verb pairs</td>
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<tr>
<td>10</td>
<td>Topic / Comment</td>
<td></td>
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<tr>
<td>11</td>
<td>Compounds</td>
<td></td>
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<tr>
<td>#</td>
<td>Grammatical Features</td>
<td>Examples</td>
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<tr>
<td>12</td>
<td>Fingerspelling</td>
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<tr>
<td>13</td>
<td>Time Indicators</td>
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<tr>
<td>14</td>
<td>Non-Manual Signals</td>
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<td>15</td>
<td>Role Shift</td>
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<td>16</td>
<td>Modulation</td>
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<tr>
<td>17</td>
<td>Rhetorical Questions</td>
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<td>18</td>
<td>Conjunctions</td>
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<tr>
<td>19</td>
<td>Referential Index</td>
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<td>20</td>
<td>Locatives</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Conceptual Accuracy</td>
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</tbody>
</table>

New Vocabulary
_________________________________________________________
_________________________________________________________
_________________________________________________________

Overall Fluency Scale 1-10 _____________

Assessor (Receptive) _________________________________
PERSONAL NOTE: In my experiences working with multi-cultural Deaf people and with Deaf children and youth, knowing and using EXPANSION TECHNIQUES can make or break communication. It is a necessary tool for developing and enriching the Deaf person’s or child’s use of codified English vocabulary.

Shelly Lawrence coined the word expansion to refer to specific applications of language use and language phrasing in ASL that do not occur in spoken English. These techniques are commonly used in combination. To date, seven expansion features utilized by native signers have been identified.

They are:
1. Contrasting Feature
2. Faceting
3. Reiterating
4. Utilizing 3-D space
5. Explaining by Example
6. Couching/Nesting
7. Describe, then do

1. CONTRASTING FEATURE:
Contrasting feature juxtaposes two opposite ideas in order to convey and emphasize one of them. Contrasting information is signed side by side stating what something is as well as what it isn’t or vice versa.

For example, to convey the austerity of Lenin’s tomb, a signer stated.
L-e-n-i-n GRAVE PLAIN. FANCY NOT.

Or, an inexperienced horseback rider
HORSE + cl:ride, skill, gallop, cl:ride (smooth), NOT. Cl:ride (rough)

Practice:
A diamond chip ring
A solid fabric
A pocket calculator
A light rain
A rugged dirt road
Classical music
Tailor-made suit
De-caffeinated coffee
Natural hair color
2. **FACETING:** describes the technique whereby several different signs are signed sequentially to more clearly express one idea. Although several signs are used, this technique actually narrows a concept to a more exact or specific image.

For example: A sparkling clean window
WINDOW, SHINE, BRIGHT, CLEAN, WOW

EG. An easy test

TEST, NOTHING TO IT, EASY, WRITE-FAST

**Practice:**
- A boring lecture
- Determination
- A braggart
- Demeaning
- A shut-in/loner
- Melancholic
- A charming person

3. **REITERATING:**
Reiterating refers to a sign or signs that are repeated in a text the same way as they were initially stated. Sometimes the sign reiteration occurs one after another, consecutively. More commonly, however, reiteration occurs as bookends, sandwiching text between the repeated signs. This appears to be the most common form.

For example, emphasizing it is not necessary to buy a TTY
NOT HAVE TO BUY TTY, NOT HAVE TO

Or, waiting a long time in line
CL:4 long line WAIT++, TIME, HURRY, CL:4 long line (puffed cheeks)

**Practice:**
- Crystal clear water
- A hot day, too hot to do anything
- Incredibly good food
- Tenacious
- Moving, everything must go (as a yard sale slogan)
  “Forgive our trespassers, as we forgive...”
4. **UTILIZING 3D SPACE**

Utilizing 3D space used especially but not limited to descriptive discourse. 3D space incorporates the area in front of, above and to the sides of the signer - a hemisphere of space. This space is used to re-create a scene, or describe a layout, in a three-dimensional form instead of a two-dimensional plane. It paints a picture replete with usual details and perspective. It also includes “body agreement” so the eyes squint when something is far away or the body crouches when the character/subject is being manipulated in some way.

For example, at the grocery store, the kids grabbing stuff off the shelves and throwing it in the basket.

**FOOD+STORE** (push cart) CL:1, **MEAT** (look at) BEHIND, **KIDS** (grabbing and throwing in the cart) ME UNAWARE.

**Utilizing 3D Practice:**
- Ozone layer
- Mason-Dixon line
- Channel
- Chandelier
- Clouds
- A coastline
- A ceiling covered with bats
- A convergence of two rivers
- A tornado moving from a distance toward you
5. EXPLAINING BY EXAMPLE
   Explaining by Example is used in ASL to capture an idea which may have a one-word equivalent in English, or a highly codified term. The author differentiates it from the noun classifications (i.e. vehicle signed as CAR, TRUCK, BUS, ETC). It’s a subtle distinction, if any distinction exists.

   For example, the brand name of the computer is not as important as its memory and speed.

   COMPUTER KIND NO-MATTER I-B-M, P-A-C-K-A-R-D_B-E-L-L, NO-MATTER, IMPORTANT MEMORY, HOW MANY HOLD, SPEED, PROCESS POINT.

   Practice:
   Junk food
   Acronyms
   Demographics
   Allergic reactions
   Reptiles
   The Middle East
   Major credit card
   Plastic surgery
   Government agencies

6. COUCHING / NESTING
   Couching/Nesting is when background information or contextual information is added to a concept to make it clear. Because of language differences between ASL and English (High vs. Low context), there is a need to add context to make an idea or concept clear. The author considers this possibly the most difficult to identify in an ASL text.

   For example, sewer pipes or sewer system
   TOILET FLUSH, WATER (down drain), PIPE

   Practice for Couching/Nesting:
   Trout farms
   Endangered species
   Life expectancy
   Classic literature
   Parable
   Bureaucracy
   Play offs (in sports)
   Your friend’s mother as the June Cleaver-type
7. **DESCRIBE, THEN DO**

Describe, then DO is observed when the signer shifts from a narrative style of discourse to direct style of discourse or from narrator to character. This occurs when an action or situation is described, then “acted out” with a perspective shift. The information is duplicated from a different perspective.

For example, good dental hygiene
MOUTH, TAKE-CARE, CLEAN, FLOSS, BRUSH, GARGLE

**Practice:**
Selling Girl Scout cookies door to door
Explaining how to use relay service
A washboard
Iron-on-patches
Film development
Get the car ready for a road trip (check oil, air in tires)
Take it easy