ASL 202
ASL 4 Spring 2019
Payson Smith, 200, T/Th
8:20-10:00a

Instructor Contact:
Regan Thibodeau, Regan.thibodeau@maine.edu
Marco Polo: 207-409-2149
NOTE: If the instructor does not respond to your
email inquiries within 72 business-hours you may
contact Dr. Sandra Wood at
sandra.wood@maine.edu for assistance.
Office Hours: by appointment
Science Building; Rm 412; A wing, Portland Campus

Course Description

This is an intermediate course in American
Sign Language (ASL). It will include
extensive study of receptive and expressive
use of ASL, as well as focuses on further
development of conversational and
storytelling skills in ASL. Course content
expand different conversational strategies to
increase ASL vocabulary. Grammatical
principles and functions will be emphasized.
In addition to class sessions, students will use
written materials and other media outside of
class. This course has a community
interaction requirement of four hours over the
semester. Cr 4.

Language and Communication

A full-immersion philosophy is used in all of
our ASL classes, which means our classrooms
are signing-only, without the use of spoken
English. Please do your best to use signs, or
gestures if needed, without voicing at all
times. This allows your brain to build new
neural networks and muscle memory for ASL
more quickly. Moreover, when you talk in
class, it’s considered rude on several levels-
to your classmates, your teacher, and in Deaf
culture. If you continue to use your voice after
multiple reminders, you may be asked to
leave the class. If you notice another student
repeatedly using his or her voice, please let
me know via email.

Student Learning Outcomes

a. Demonstrate skills of effective
communication and analysis using ASL
skills that correspond to beginning level
ASL or a score of at least level 1 of 5 on
the American Sign Language Assessment
(ASLA) or the American Sign Language
Proficiency Interview (ASLPI). Both of
these external assessments are based upon
ACTFL standards and assessment
techniques.

b. Understand how people make sense of their
lives and their world through the
production of cultural representations such
as traditional practices, artistic creations,
and other products and performances.

c. Analyze and
evaluate cultural representations in
historical and disciplinary context, with the
understanding that standards of evaluation
are themselves historically produced
and contingent.

d. Identify ethical issues raised
by cultural representations, including what
they suggest about students in their
diverse roles.

e. Understand and show sensitivity to
members of the Deaf Community as a
linguistic and cultural minority.
Requirements:
(4) Evidence of Skills (EOS) 5 points
(3) Narratives/Re-tell videos posted on GoReact 10 points
(3) ASL Investigations- posted on GoReact 10 points
(2) ASL/Deaf Event Interaction Reports (IRs) posted on GoReact 10 points
(15-hours) Community Service and report posted on GoReact 10 points
Attendance/Participation 5 points
Mid-term 25 points
Final Exam 25 points

_________________________  Total 100 points

Grade scale:
93 - 100 = A  90 - 92 = A-  87 - 89 = B+  83 - 86 = B
80 - 82 = B-  77 - 79 = C+  73 - 76 = C  70 - 72 = C-
67 - 69 = D+  63 - 66 = D  60 - 62 = D-  0 - 59 = F

Special Needs: The university is committed to providing students with documented disabilities equal access to all university programs and services. If you think you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential. The Disability Services Center can be reached by calling 207-780-4706 or by email at dsc-usm@maine.edu. If you have already received a faculty accommodation letter from the Disability Services Center, please provide us with that information as soon as possible. Please make a private appointment with one of us so that we can review your accommodations, even if you have had the same instructor in a previous course.

About the course:
University of Southern Maine’s ASL and Linguistics program uses integrated second language teaching methods that focus on the target language (ASL), which is a signed language. Receptive and expressive skills in ASL are required in this course and will be the basis for your final grade. Students and the instructor may not always understand each other the first time information is presented. Please be patient, work at figuring out general ideas, and make guesses throughout the class. If you do not understand after 3 or 4 repetitions, I may ask you to wait until after class to discuss the issue further.

A full-immersion philosophy is used in all of our ASL classes, which means our classrooms are signing-only, without the use of spoken English. Please do your best to use signs, or gestures if needed, without voicing at all times. This allows your brain to build new neural networks and muscle memory for ASL more quickly. Moreover, when you talk in class, it’s considered rude on several levels- to your classmates, your teacher, and in Deaf culture. If you continue to use your voice after multiple reminders, you may be asked to leave the class. If you notice another student repeatedly using his or her voice, please let me know via email.

Please check your Blackboard to review the Expanded Syllabus for more details on expectations for the course and on requirements for the course.

Non-Discrimination Policy
The University of Maine System does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, education, and all other programs and
activities. Please contact Lynda Dec, CHRO & Affirmative Action, Equal Opportunity, and Title IX support for USM at 45 Exeter Street, Portland, ME, 207.262.7911. Email: lynda.dec@maine.edu with questions or concerns.

To report an incident occurring within an academic context, contact the Dean of Students. To report other on-campus incidences, contact the Coordinator of Student Conduct Andrew McLean at usmdeanofstudents@maine.edu and (207) 780-4035.

**Gender-Based Discrimination, Harassment, or Violence (Title IX)**
The University of Southern Maine is committed to making our campuses safer places for students. Because of this commitment, and our federal obligations, faculty and other employees are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating or domestic violence, and stalking). Disclosures of interpersonal violence must be passed along to the University’s Deputy Title IX Coordinator who can help provide support and academic remedies for students who have been impacted. More information can be found online at http://usm.maine.edu/campus-safety-project or by contacting Sarah E. Holmes at sarah.e.holmes1@maine.edu or 207-780-5767. If students want to speak with someone confidentially, the following resources are available on and off campus: University Counseling Services (207-780-4050); 24 Hour Sexual Assault Hotline (1-800-871-7741); 24 Hour Domestic Violence Hotline (1-866-834-4357).

Pronouns I go by She/her/hers
In this classroom, we will respect and refer to people using the names and personal pronouns that they share with us, i.e. in written English, as pronouns are gender-neutral in ASL.
COURSE ASSIGNMENTS-
The instructor reserves the right to revise, add, or delete assignments. If any changes are made, you will be notified via BB and in class.

Assignments are due on the day they are listed on the schedule. If the assignment is turned in one day later, the possible total points will be half of the original points. On the third day and thereafter, the homework will receive a grade of ‘0’. It is your responsibility to obtain and complete assignments ahead of time, and to contact me immediately with any technical or personal issues. If you do not make arrangements ahead of time, a grade of “0” will be assigned to work that is later than the 2nd day, no ifs and buts. For example, if the assignment is worth 2 points, it will be given these full 2 points on the day it is due. If this assignment is turned in on the day after it is due and everything is correct, it will receive 1 point. On the third day and thereafter, the assignment is ‘0’ points (unless you’ve already discussed and make arrangements with).

All students are expected to complete the following assignments as part of course requirements. At professor’s discretion, students may be allowed to re-do the first assignment if it is unacceptable for any reason, but should the following assignments show the same issues, no re-do will be allowed. Any re-do has to be approved by the professor prior to submitting it.

ALL assignments, unless otherwise notified by the instructor, are to be submitted via Blackboard or GoReact. Any assignments sent via email will not be accepted for the grade.

ASL Student Investigations
Students will record a 2-minute video investigating a cultural, linguistic, or significant topic relating to the Deaf community. All of these topics are familiar to those in the Deaf community. A total of three investigations are required. The instructions for each of the topics and rubric for the ASL Investigations will be posted on Blackboard and discussed in class. Check schedule for due dates.

ASL Lab
(Signed Languages Research Lab, Science Building; 4th Floor, A Wing, (207) 780-5957)
This is a resource center for all ASL and Interpreting students. At this site you can find videotapes to watch and practice with, books on signed languages, cameras to film yourselves, etc. Semester hours at the ASL Lab will be announced shortly. If you have your own cameras, you may use them. If not, you can use cameras at the Instructional Technology/Media Services at 3 Bailey Hall, Gorham (780-5356). The ASL Lab on 4th floor is a signing-only environment. You will be expected to refrain from using your voice and commit to signing or gesturing as much as possible. If you have a question for someone in the lab, you may go to the 3rd floor for assistance/interpreting.

All videotapes you are required to view will be available online or on your Textbook DVD. As the semester progresses, you can get updates on lab availability as well as activities offered at the lab on the ASL Announcements Blackboard site.
Retelling stories and homework on GoReact

It is required for each student to purchase their own individual account with GoReact which will be used to upload videos that will receive feedback from the instructor for homework and retell stories. No other format will be accepted in lieu of GoReact. If a student turns in the homework or stories using any other format, the grade assigned will be an automatic “0”.

For homework assignments, you will sign as instructed in the assignment or by the instructor in a video to be posted on GoReact.

Also, three ASL narratives will be signed and posted on GoReact at different intervals in the semester. Two will be your own narratives, “A Misplaced Item” and “The Fable”. One will be ‘re-tell’ story, which will involve studying a particular ASL story told by a Deaf storyteller and recreating it- “The Fox and the Crow” Story. More information will be provided in class and via Blackboard.

Homework for BB: You may elect to either write out your answers or take a picture of your answers in the workbook and upload to BB.

Community Service Learning (15 hours)

The objectives of Community Service Learning are to:

a. Meet members of the Deaf Community
b. Learn about resources available in the community
c. Increase understanding and appreciation of Deaf Culture
d. Practice conversational ASL skills
e. Decide if you genuinely want to work in the interpreting field

You will be responsible for selecting a site for your 15-hour Community Service Learning. All placements will be coordinated by you but you may ask work-study students to help you to find opportunities. When you contact your selected site please request to be paired with a Deaf person as your mentor/supervisor. If that is not possible then request your mentor/supervisor to be fluent in ASL. A list of Deaf Community Resources in Maine can be found at www.maine.gov/rehab/dod/resource.htm You must have 15 hours of community learning service with at least 2 Deaf people present the whole time

The following list are some of the recommended sites:

- Deaf Culture Festival, September. Regan.Thibodeau@maine.edu
- Disability Rights of Maine Center on Deafness, ME. Meryl Troop, mtroop@drme.org
- Maine Deaf Film Festival, April. Dr. Sandra Wood, sandra.wood@maine.edu
- Goodwill Industries of Northern New England, South Portland, ME. Marsha Ames, ames@gwne.org
- Ascentria Care Alliance, Westbrook ME., Melinda Stamp, MStamp@ascentria.org

After you have completed your 15-hour Community Service Learning, include the following information in your 3-5 minute video-paper:
a. Name of your service learning site and name of your site mentor/supervisor  
b. Number of Deaf people at the site  
c. Tasks or activities you participated in and the hours you logged at the site  
d. Experience (positive/negative)

**GUIDELINES FOR SUBMITTING YOUR VIDEOS on GOREACT:**
a. Stand in front of a solid background. Wear decently plain clothing that provides a contrast to your skin color. Please be aware that some camcorders do not record bright white background or poor lighting very well.  
b. Make sure you have adequate lighting. Try to film during the day with the source of light in front of you, which will give you the best picture. Students are encouraged to access the ASL lab if it is challenging to film at home.  
c. Be sure your head, shoulders, and elbows are in the picture frame. You should give a little space above your head, below your elbows and on the sides, so your hands aren’t cut off at the ends of the frame when you sign. If you are too far away or too close to the camera, viewing is difficult. All videos must be horizontal.  
d. Cameras must be on a stable surface for steady recording and turn off your stabilizers because the camera views signing as unsteady.  
e. It is expected for students to do several takes (drafts) to self-edit your work for signing errors, video quality, and cohesiveness before submitting a final video to the instructor.  
f. ALL VIDEOS WITH POOR VIDEO QUALITY OR VIDEOS SET TO PRIVATE OR REQUIRES DOWNLOADING BY THE INSTRUCTOR WILL GET A ZERO. You may, at the discretion of the instructor, be allowed to re-do your video at least once.

**ASL VIDEO INTERACTION REPORTS**
Each student will attend two Deaf Cultural events and report back on each with a video-paper report, following the guidelines in the Submitting Your ASL Videos Online. Some cultural events will be announced in class and posted on the course’s Blackboard via Announcements. If you have an unannounced Deaf Culture event in mind, please see the instructor for prior approval, without which your selection will not be accepted. The event must be one attended by at least 4 deaf people where ASL is used (as a source language) and not an interpreted event. **The Video Interaction Reports are due within 5 days of the event throughout the course up to the second to last class of the semester. At that point they will be graded as tardy.** The reports are worth 10% of class grade. Evaluation forms for each assignment will be posted in GoReact.

1. You may select a formal Deaf Community event for each interaction (hanging around with your Deaf friends or just meeting Deaf strangers in public places does not count). ASL Coffee at Starbucks or ASL club meetings DO NOT count towards your ASL Interaction requirements although you are encouraged to attend these events as they will enhance your ASL skills. ASL club hosted events such as Maine Deaf Film Festival, ASL Club Bowling or Iron Chef, ASL POW! where Deaf Community members are invited, are considered ideal events.
USM’s ASL Club has a Facebook page and you are encouraged to join the group: www.facebook.com/groups/usmaslclub, which will provide information about possible events to attend, plus provide a way to meet other ASL students and get involved in our program. Also, you are encouraged to sign up for Deaf community events list by sending an email message to Meryl Troop at mtroop@drme.org

Any event not announced in class or on Blackboard needs to be pre-approved.

2. Interactions must be handed in within 5 days of the Deaf community event you observed. This will ensure that your recollection of the event is as accurate as possible to support your language best work.

3. You must stay at the event for at least ONE HOUR.

4. Attendance to an event may be checked. Dishonesty or cheating will not be tolerated. Copying or borrowing an event from a classmate is considered plagiarism and will result in a zero “0” grade for the event and a report to USM for follow-up on plagiarism protocol.

**Interaction Targets for ASL 202:**
You will have an opportunity to use what you have learned in class by interacting with Deaf people during community events. For each of your interactions you must choose one of the interaction targets from the list below. Each interaction target has questions for you to ponder about. You must select a different interaction target for each observation. For both interactions you must be an active participant in the event. (Courtesy of Jim Lipsky, Northeastern University)

**Interaction target A:** Observe three Deaf people in conversation, using non-manual markers on the mouth. Choose 4 non-manual markers on the mouth and describe meaning for each. When were they used?

**Interaction target B:** Identify at least 4 classifiers incorporating objects and people that Deaf people use in conversation. Describe these classifiers and explain the context that they were used.

**Interaction target C:**
Do you think Deaf people perceive time differently than most hearing people? What do we mean by “Deaf Standard Time”? Give two examples of occurrences from your interactions.

**Exams and EOS**
This class includes a midterm and a final exam. The midterm exam will require you to demonstrate receptive and expressive skills. The final exam will include an in-class test of receptive skills as well as submission of a final video project. Also, we will have four EOS (evidence of skills) drills, which are graded, during the semester.
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<tr>
<th>Day</th>
<th>Unit</th>
<th>In-Class</th>
<th>Work Due</th>
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| 1/22  | Syllabus, Introduction | Syllabus, Dana’s video - message from Dept. Chair, Dr. McDaniel  
- Review Units 8-9 | (Workbook activity is not graded but will be reviewed in class for any clarification needed as needed.) |
| 1/24  | Unit 10 | 10.1                                                                   |                                                                                                    |
| 1/29  | Unit 10 | 10.2 & 5                                                               |                                                                                                    |
| 1/31  | Unit 10 | 10.3 & 8  
- Review 10.1-2  
(for EOS) |                                                                                                    |
| 2/5   | Unit 10 | EOS #1  
- 10.4 & 6                                                           |                                                                                                    |
| 2/7   | Unit 10 | 10.7 (Regan Will be Absent)                                            |                                                                                                    |
| 2/12  | Unit 10 | 10.9                                                                   | Post ASL Investigation #1 on GoReact                                                               |
| 2/14  | Unit 10 | 10.10  
- Review 10.3-4, 10.6-10  
(for EOS) |                                                                                                    |
| 2/19  | Unit 10 | EOS #2  
- 10.11                                                             | Due: Community Service Confirmation                                                               |
| 2/21  | Unit 10 | 10.12  
- Discussion: ASL Investigation #1                                  |                                                                                                    |
| 2/26  | Unit 10 | 10.12  
- Rehearsal: A Misplaced Item Story                                |                                                                                                    |
| 2/28  | Unit 10 | 10.12  
- Rehearsal: A Misplaced Item Story                                |                                                                                                    |
| 3/5   | Unit 10 | Midterm Exam: Receptive/expressive on Culture, Grammar & History  
Post in GoReact: A Misplaced Item Story |                                                                                                    |
| 3/7   | Unit 11 | Activity                                                               |                                                                                                    |
| 3/12  | Unit 11 | 11.1                                                                   |                                                                                                    |
| 3/14  | Unit 12 | 12.9  
- Rehearse: The Fox an the Crow                                    |                                                                                                    |
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<tr>
<th>Date</th>
<th>Unit(s)</th>
<th>Assignment(s)</th>
<th>Notes</th>
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<tr>
<td>3/18-22</td>
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<td><strong>Spring Break</strong></td>
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<tr>
<td>3/26</td>
<td>Unit 11</td>
<td>• 11.2 &amp; 11.8</td>
<td>Post in GoReact: The Fox and the Crow</td>
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<td>3/28</td>
<td>Unit 11</td>
<td>• 11.3</td>
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<td>4/2</td>
<td>Unit 11</td>
<td>• 11.4</td>
<td>Post ASL Investigation #2 on GoReact</td>
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<td>• 11.5 &amp; 11.10</td>
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<td>4/4</td>
<td>Unit 11</td>
<td>• Review 11.1-5, 11.8 &amp; 11.10 (for EOS)</td>
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<td>4/9</td>
<td>Unit 11</td>
<td>• EOS #3</td>
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<td>• 11.6 &amp; 11.7</td>
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<td>4/23</td>
<td>Unit 11</td>
<td>• Rehearse: The Fable</td>
<td>Post ASL Investigation #3 on GoReact</td>
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<td>4/25</td>
<td>Unit 11</td>
<td>• Review 11.6-7, 11.9-10 (for EOS)</td>
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<td>4/30</td>
<td>Unit 12</td>
<td>• EOS #4</td>
<td>Community Service and all IR reports due on GoReact</td>
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<td>• Live Presentation: The Fable</td>
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<td>5/2</td>
<td>Unit 11</td>
<td>• 11.12-13</td>
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<td>• Review Unit 11 &amp; 12.9-10</td>
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<td>5/7</td>
<td>Unit 11</td>
<td>• Final Exam Receptive/Expressive on Culture, Grammar &amp; History</td>
<td>Have a Great Summer!</td>
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<td>Unit 12</td>
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*Schedule and assignments are subject to change.* Any changes will be announced in class and posted on Blackboard. Please check the course on Blackboard site and your USM email account regularly.