ASL 102-99, Beginner ASL Level 2
3 credits
John Jay College, Spring 2024

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Virtual office hour: by appt.

# Course Syllabus

Synchronous modality (Zoom):
Meeting ID:
Passcode:

Meeting times: Monday 12:00-1:15 am EST
No class: 2/12, 2/19, (class follows Monday schedule)
Spring Recess: April 22-30th (Mon-Tues)
Last day of class: 5/14
Final Exam: 5/16-22

## Course background:

A beginner level American sign language (ASL) and Deaf culture will teach students more in depth on ASL and Deaf culture. Students will continue to explore in ASL vocabulary, grammar and sentence structures, syntax, and mouth morphemes. From the course readings, students will continue to read about past and present of ASL and Deaf culture; technology and its accessibility; deaf people and legal system, and deaf advocacy and career opportunities. Students will walk away from this course with beginner level in conversational ASL and comprehensive knowledge in various American Deaf communities and culture.

## Course Learning Outcomes*:

(see list marked with asterisk in section "Course Outlines" below)
By the end of the course study students are to demonstrate the following learning outcomes:

- Continuation in the analysis of the 5 ASL parameters.
- Understand and apply proper cultural norms in the deaf community.
- Improve in comprehension, accuracy, and speed in finger-spelling.
- Demonstrate accurate usage of cardinal number signs.
- Demonstrate beginner level introductions, basic conversations, and phrases associated with daily routines and life events.
- Comprehend and produce vocabulary signs for different activities, hobbies, to express opinions, sports activities, favorite drinks and snacks, calendar and scheduling, holidays, errands, reasons and excuses, types of transportations, places to travel, housing and dwellings, places around town, giving directions, and cities and states.
- Analyze and apply proper ASL translation with correct syntax, mouth morphemes, grammar, ASL adjectives, and ASL semantics.

**Course description**:

The ASL Level Two online course will be conducted via synchronous session (via Zoom). The online structure of this course is designed to give students some flexibility in learning the course materials. We will use two materials (see section "Required materials" below) for this course. The class slides shown during online sessions will be uploaded to Blackboard after each session, for students to review and study. Students' turn-around time for assignments by due date should expect in within 3-5 days. Instructor's response to students' inquiries should be expected within 48 hours.

**Required materials:**

- *Deaf Culture*: *Exploring Deaf Communities in the United States*. 2nd Edition. Raychelle Harris, Jean F. Andrews, Irene W. Leigh. Topher González Ávila. https://jjay.textbookx.com/institutional/index.php?action=browse#books/4204787/
- *True+Way ASL, 3rd Edition*- Units 4—6 (TWA e-study book). This e-study book is your primary study tool. On TWA, students will complete worksheets, take quizzes and tests. See the announcement board on Blackboard for registration to TWA. Students must purchase TWA, cost is around $39.
- The ASL App (optional). A sign language app used mobile for basic ASL learning.

**Technical Requirements/Help Resources:**

Students are required to have a laptop or desktop with latest software update. For more information on technology readiness see Get Technology Ready for Classes. For those who are having issue with laptop/desktop device please see Device Distribution for assistance.

Lastly, students are required to have an active John Jay email account (cuny.edu email) for communication with their ASL instructor.

**Course Format and Expectations:**

This syllabus contains important details, policies, and expectations for the ASL 102 course. Please read the syllabus thoroughly before continuing with the course study. The course's policies and expectations are intended to foster productive learning experience within the environment of Deaf Space.

**Course Format:** The course, provided in synchronous modality, will be conducted via Zoom. Students are expected to review course lessons on *True+Way ASL* (TWA) and submit course assignments on both TWA and Blackboard (for book quizzes and discussion posts). Note that all due dates are Eastern Standard time (EST).

**Course's Policies:**

**Synchronous session (via Zoom):** For online class students are expected to attend synchronous session as if they were attending in class, which means:

- Use appropriate quiet area with seating and table/desk/counter (not in a vehicle or bed)
- Absolutely no texting or any other form of electronic communications during online session. Please respect your teacher and fellow classmates by providing your full attention and participation.
- DO NOT use mobile phones for online session. The Zoom features will not work the same as on a desktop, laptop, or tablet for online class/group activities.
- No voicing allowed during course lecture and online group activities unless specified.
- Bring paper/pencil/pen for notes (highly suggested)
- No food or eating allowed in class.

**Grade System:**

The overall course grade will be based on weighted score. Late work may result in some penalty but also late feedback from your teacher, which will set you back in your study. **No extra credits** will be given. Just do the work and hand them in on time!

| **Course Element** | **Point Value** | **Percentage** |
|---|---|---|
| *True+Way ASL* (TWA) Worksheets | -- | 10% |
| TWA Quizzes | -- | 10% |
| TWA POA | -- | 10% |
| 5 Discussion Posts on Blackboard (BB) | 25 | 10% |
| 3 Cultural Book Reading Quizzes on BB | 30 | 20% |
| Midterm and final exams (Comprehension and Production) | 186 | 40% |
| **Total** | **286** | **100%** |

**A** 4.0, **A-** 3.7, **B+** 3.3, **B** 3.0, **B-** 2.7, **C+** 2.3, **C** 2.0, **C-** 1.7, **D+** 1.3, **D** 1.0, **D-** 0.7, **F** 0.0

**Course Study Guideline/schedule:** Tentative [Week #, date: assignments]

Throughout the course semester students will take book cultural reading quiz (open note), write short responses on Blackboard discussion board, and complete worksheets, quizzes, and tests on *True+Way ASL*. Note that the course study schedule is subject to change.

- Week 1, 1/25: Introduction, Unit 4.1

- Week 2, 1/29, 1/31: Unit 4.2, Read Ch.1
- Week 3, 2/5, 2/7: Unit 4.3
- Week 4, ~~*2/12*~~, 2/14: Unit 4.4, Read Ch. 3
- Week 5, ~~*2/19,*~~ 2/21: Discussion Post #1, Review Unit 4, Unit 4 Test
- Week 6, 2/26, 2/28: Unit 5.1, Read Ch. 5, Book quiz #1
- Week 7, 3/4, 3/6: Unit 5.2
- Week 8, 3/11, 3/13: Unit 5.3, Read Ch. 6, Discussion Post #2
- Week 9, 3/18, 3/20: Unit 5.4-5.5
- Week 10, 3/25, 3/27: Read Ch. 8, Review Unit 5, Unit 5 Test, Book Quiz #2
- Week 11: 4/1, 4/3: Unit 6.1, Discussion Post #3,
- Week 12: 4/8, 4/10: Unit 6.2, Read Ch. 9
- Week 13, 4/15, 4/17: Unit 6.3, Discussion Post #4
- *Spring Recess: 4/22--4/30*
- Week 14, 5/2: Unit 6.3-6.4, Read Ch. 10
- Week 15, 5/6, 5/8: Unit 6.5, Discussion Post #5
- Week 16, 5/13: Review Unit 6, Read Ch. 12, Book Quiz #3
- Final Week: 5/16—5/22, Unit 6 Test

**Assignment Description:**

- Discussion posts—Students will read articles and/or view videos on Blackboard about current affairs in the ASL community and write a short response to each post. One of the posts will discuss Chapter 7 from the cultural reading book. This will allow students to analyze and apply critical thinking to the cultural norms between the Deaf and hearing worlds. Minimum 150 words for each post. You can find and create the discussion board posts on True+Way ASL website.

- *True+Way ASL* Units 4-6 worksheets, POA, and quizzes — Various worksheets (exercises), Peer-Observation Assessments (POA), and quizzes conducted on *True+Way ASL* (specified with asterisk in the course outline below) will help students to apply what they've learned in each unit lesson and meet outcome learning's goals.

- Cultural book reading—With the assigned chapters reading and open-book quizzes on Blackboard students will learn how Deaf culture fit into the topics of history, education, psychology, cultural studies, technology, mainstream media, and the arts. The goal is to learn about Deaf culture and norms and its implications and impacts to the hearing world and vice versa. Book quizzes covers Ch. 1, 3, 5, 6, 8, 9, 10, and 12.

- Unit Tests (TWA Unit Tests 4, 5, 6)— The tests will cover two areas for ASL competency—comprehension and production. Students are to demonstrate the lessons' learning outcomes listed in Units 4-6 by demonstrating correct signings skills and correct English to ASL translations.

No extra credits will be given. Just do the work and hand them in on time! For John Jay College's grading system please visit Grades on John Jay College website.

**Assignments Grade Breakdown:**

*Unit Test (for Production only):* Unit 4- 20 points, Unit 5- 20 pts, Unit 6- 20 pts
For each unit test containing 4/5 sentences the criteria is based on— (view Unit Production rubric chart for details)

1. Grammar
2. Sentence structure
3. Sign production and sign choice

*Discussion Post (on Blackboard): 5 points*
Criteria is based on—

1. Write with at a minimum 150 words (2.5 pts)
2. Answer given in critical-reflective thinking approach. No "text message" writing! (2.5 pts)

**Attendance/Participation Policy:**

Students are expected to attend every session. Students' participation in all sessions will foster a supportive and productive learning environment. There will be many class and group activities. Students with poor attendance or class participation will be an inconvenience to other fellow classmates and may adversely affect the student's achievement and grade for the course study. During synchronous session students are required to turn the camera on for class attendances and participations.

If you miss a class due to an emergency, illness, or death of a family member, please make every effort to notify me before class, if possible, or prior to the next class. If you must miss class, please get notes from a classmate (do not contact your teacher for missing notes or slides). See John Jay's Attendance Policy

**Lateness, Late Work, Class Behavior Policies:**

Please note that all assignments must be handed in by the due date indicated. Each late assignment on *True+Way ASL* will lose 2% of total possible score per day and may receive a zero after 5 days late.

Students must make every effort to notify the professor in advance if they will miss an exam. Late submissions of online examinations will only be accepted in cases of emergencies – please notify me as soon as possible.

Students are expected to always maintain a tone of respect and professionalism. It is important that this class provides a stimulating learning environment in which everyone feels comfortable contributing and is respectful of diverse perspectives. Use clear and professional language

when communicating with each other, listen and ask questions with curiosity, and take time to reflect on the perspectives and contributions of others before you respond.

**Academic Integrity:**

Students who violate CUNY rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the John Jay CUNY Academic Integrity Policy website.

Please note that, unless specifically authorized, the use of artificial intelligence technology is a violation of the CUNY/College Policy on Academic Integrity, and constitutes both cheating and plagiarism. Submitting work generated by someone or something other than yourself as if it were your own is cheating. Presenting ideas, concepts, words etc. without providing appropriate credit to your sources is plagiarism.

**Reasonable Accommodations and Academic Adjustments:**

Students should notify the instructor of any modification/adaptation that may require to accommodate student's disability-related need. For more information, please see Reasonable Accommodations and Academic Adjustments or to register please see Accessibility Services.

**Course Outline**: (for TWA materials only)

**Week 1: Introduction to Course Syllabus and Course Structure and begin Unit 4.1**

- 4.1: Transportation
  - 4.1.1 Energy
  - 4.1.2 Types of Transportation
  - 4.1.3 Which Handshape: Riding
  - 4.1.4 Review: Noun-Verb Pairs
  - 4.1.5 More Relevant Vocabulary

**Week 2: Unit 4.2**

- 4.2: Housings and Dwellings
  - 4.2.1 Different Types of Housings and Dwellings
  - 4.2.2 Living Arrangements

**Week 3: Unit 4.3**

- 4.3: Places Around Town
  - 4.3.1 Places Around Town

**Week 4: Unit 4.4**

- 4.4: Cities, States & Provinces
  - 4.4.1 Cities
  - 4.4.2 States
  - 4.4.3 Provinces

4.4.4 Your Neighborhoods
4.4.5. Compass

**Week 5: Review Unit 4**

**Week 6: Unit 5.1**

5.1: Calendar and Time Expressions
5.1.1 Month, Day, Week, Month
5.1.2 M, W, and F
5.1.3 Timeline
5.1.4 Numeral Incorporations: Days, Weeks, Months, Years, Dates
5.1.5 Time-related: Non-Manual Markers
5.1.6 Time Expressions
5.1.7 Semantics: LAST
5.1.8 Numeral Incorporation: Clock
5.1.9 Times & Time Expressions

**Week 7: Unit 5.2**

5.2 Events
5.2.1 Event-related Vocabulary
5.2.2 Holidays and Observances
5.2.3 Calendar Events
5.2.4 Semantics: BREAK

**Week 8: Unit 5.3**

5.3 Errands
5.3.1 Errands
5.3.2 Calendar-related Vocabulary

**Week 9: Unit 5.4**

5.4 Reasons and Excuses
5.4.1 Reasons & Excuses
5.4.2 Absent

**Week 10: Unit 5.5**

5.5 Frequency
5.5.1 How Often?
5.5.2 Numeral Incorporation: Every

**Week 11: Unit 5.6**

5.6 Daily Activities
5.6.1 Daily Activities
5.6.2 Daily Routines
5.6.3 A Day

**Week 12: Review Unit 5**

**Week 13: Unit 6.1-6.2**

6.1 Insights and Skills
6.1.1 Insights
6.1.2 Opinions

6.1.3 Activity Skills
6.1.4 Bravery

6.2 Hobbies and Interests
6.2.1 Hobbies & Interests
6.2.2 Collections

**Week 14: Unit 6.3**

6.3 Sports and Recreations
6.3.1 Sports & Recreations
6.3.2 World Sport Organizations

**Week 15: Unit 6.4-6.5**

6.4 Vacations
6.4.1 Vacations & Road trip

6.5 Snacks
6.5.1 Snacks
6.5.2 Drinks

**Week 16: Review Unit 6**

**Final Week: Unit 6 Test**

**Guideline for Course Learning Outcomes, Topics Covered, Grammar and Culture:**

## Unit 4 Residences and Communities

| **Unit 4: Residences and Communities** | **Student Learning Outcomes** ***At the end of this unit, students will be able to:*** | **Topics Covered** | **Grammar** | **Culture** |
|---|---|---|---|---|
| 4.1 Transportation | • identify and describe modes of transportation<br>• produce and list conceptually accurate signs for the word "leave"<br>• maintain dialogue about his/her/their transportation options<br>• produce and comprehend signs related to modes of transportation | • Types of transportation<br>• Transportation options<br>• Energy | • Semantics: Taking off<br>• Which handshape to use for "riding"?<br>• Noun-verb pairs<br>• Lexicalization | |
| 4.2 Housing and Dwellings | • identify and describe their residence/dwelling<br>• converse about his/her/their living arrangements | • Housing and dwellings<br>• Living arrangements | • "And"<br>• THERE for "at" or "in" | • DeafSpace; open spaces |

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| 4.3 Places Around Towns | • identify and describe buildings in the city<br>• identify places and types of service provided<br>• identify and discuss places around the city<br>• give direction and how to get there | • Places around town<br>• Types of buildings<br>• Service provided<br>• Giving direction | • Topicalization<br>• Establish locations on a spatial plane when giving directions | • Deaf-owned businesses |
| 4.4 Cities, States and Provinces | • describe and identify cities and states/provinces in the United States and Canada<br>• provide directions according to the compass<br>• identify and discuss the reasons behind the Deaf hubs in various cities<br>• share their insights about living in and/or visiting cities, states/provinces | • Compass directions<br>• Your neighborhoods<br>• Cities and States/Provinces | • Providing opinions | • Deaf Hubs<br>• ASL in Canada |

## Unit 5 Scheduling

| **Unit 5: Scheduling** | **Student Learning Outcomes** ***At the end of this unit, students will be able to:*** | **Topics Covered** | **Grammar** | **Culture** |
|---|---|---|---|---|
| 5.1 Calendar and Time Expressions | • recognize and demonstrate timelines using the body as a starting point<br>• express different time zones<br>• properly classify time using number incorporation rules<br>• schedule a plan including appointments<br>• exchange information about time management<br>• distinguish the difference between formal and informal year signs<br>• indicate the importance of using non-manual markers with time expressions<br>• identify and describe the differences between Eyeth and Earth<br>• discuss conceptually accurate signs for "last" | • Numeral Incorporation<br>• Telling time<br>• Calendar<br>• Schedule<br>• Time expressions | • Review: Numeral incorporation<br>• Numeral incorporation: Days, weeks, months, years, clock times<br>• Language register: "Years"<br>• Timeline: Time-related non-manual markers<br>• Semantics: "Last"<br>• Common mistake: Monday, Wednesday and Friday<br>• Miscellaneous time-related signs<br>• Numbers: Dates - ordinal number suffixes<br>• Time durations<br>• AM and PM | • Eyeth<br>• Two degrees of separation |

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| | • demonstrate and produce number incorporation for calendar-related signs<br>• rephrase time signs and phrase it in different ways | | | |
| 5.2 Events | • share how holidays are celebrated<br>• recognize and identify regional variations in some areas in USA | • Holidays and observances<br>• Calendar events<br>• Event-related vocabulary | • Semantics: "Break" | • Regional variations<br>• Homecoming |
| 5.3 Errands | • state and describe calendar-related activities<br>• distinguish between the various degrees of cleanliness<br>• identify and express the conceptually accurate term for "sitting" i.e. babysitting, housesitting, etc<br>• maintain dialogue about calendar-related activities<br>• contribute to discussions about calendar-related activities | • Errands<br>• Calendar-related vocabulary | • Clean, cleaning, and cleaned<br>• Babysitting | • Semantics – conceptually accurate signs |
| 5.4 Explanations | • produce and comprehend signs related to giving excuses and reasons | • Reasons and Excuses<br>• Absent | • Time-sequence order | • Why are you late? |
| 5.5 Frequency | • express frequency for a specific time of day<br>• participate in a dialogue about how often specific tasks are done | • How often?<br>• Expressing frequency | • Common error: Frequent signs<br>• HAVE-TO, NEED, MUST, and SHOULD<br>• Numeral incorporation: Every | |
| 5.6 Daily Activities | • describe daily routines during the day<br>• produce and list conceptually accurate signs for the word "shopping", "eating", and "sleeping"<br>• produce and comprehend signs related to daily routines | • Daily routines: Activities<br>• Review: A Day | • Store, shop, and shopping<br>• Money, buy, and shopping<br>• BED vs. SLEEP<br>• FEED vs. EAT | • Conceptually accurate signing |

## Unit 6 Good Times

| Unit 6: Good Times | Student Learning Outcomes<br>*At the end of this unit, students will be able to:* | Topics Covered | Grammar | Culture |
|---|---|---|---|---|
| 6.1 Insights and Skills | • identify and produce varying degree of intensity regarding insights and opinions | • Opinions: What do you think of…<br>• Activity skills: How good are you at…<br>• Bravery: Would you dare? | • Adjectival mouthing | • Translational equivalence |
| 6.2 Hobbies and Interests | • produce and comprehend signs related to hobbies and interests<br>• produce descriptions of hobbies<br>• narrate about participation in hobbies during downtime | • Hobbies and interests<br>• Collections | • Semantics: Break | • Deaf gatherings |
| 6.3 Sports and Recreation | • narrate about participation in sport activities<br>• narrate about participation in recreational activities<br>• identify and produce conceptually accurate signs using the term “visit”, “drive”, and “text”<br>• identify and produce conceptually accurate signs for the term “laps”<br>• demonstrate ability to integrate multiple handshapes together to create a handshape story<br>• identify and discuss the existence of various Deaf sport organizations<br>• share experience in participating in sports and recreational activities<br>• contribute to dialogue on sports and recreation | • Sports activities<br>• Recreational activities | • Semantics: Visit, drive, and text<br>• Semantics: Laps | • Playing with signs<br>• Deaflympics |
| 6.4 Vacation | • describe the procedures of planning for vacations or trips<br>• retell their experiences of successful and/or unsuccessful vacations or trips | • Vacations and trips<br>• Successes and failures | • Retelling | • Camps |
| 6.5 Snack Time | • express their opinions about their favorite snacks or beverages<br>• produce and comprehend signs related to snacks or beverages | • Favorite snacks<br>• Favorite drinks | • How do you like your coffee or tea? | |

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| | • contribute to dialogue regarding snacks and beverages | | | |