

Yale University

SUMMER ASL 120 SYLLABUS

ASL Program, Department of Linguistics
(*subject to change*)

<u>Instructor</u>	Ms. Leslie Rubin Leslie.rubin@yale.edu
<u>Course Meeting Times</u>	9am-12pm, Monday-Friday
<u>Course Locations</u>	HQ 207 By Appointment Monday - Friday afternoons

Office Hours

<u>Course Description:</u>	The purpose of this course is for students to increase narrative and conversational fluency in American Sign Language with emphasis on character development, role shifting, and story cohesion. Students will continue to strengthen visual-spatial communication skills, build fluency in vocabulary, grammar, and compositional structures; and cultivate their awareness of deaf people in society.
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Course Objectives:

1. Identify and utilize a vocabulary of 300+ signs.
2. Accurately describe people, objects, and places in ASL.
3. Effectively describe situations and needs in ASL.
4. Effectively give directions and make suggestions in ASL.
5. Develop phrases and passages using topicalization, spatial agreement, role-shifting, and classifiers.
6. Synthesize language and cultural proficiencies via journal assignments.

<u>Required Text</u>	Smith, C. Lentz, E.M. & Mikos, K. (2021) <i><u>Signing Naturally Units 7-12 Interactive Online Student Materials</u></i> Dawn Sign Press; San Diego, CA.
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Optional Text*:

Bauman, HD & Murray, J. (2014)
Deaf Gain: Raising the Stakes for Human Diversity.

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University of Minnesota Press, Minneapolis, MN.

(Purchase of the book is optional as assigned chapters are shared online:
ASL 120 Field Journals Google folder)

*Optional text is also available online through the Yale Library.

INSTRUCTIONAL FORMAT

Meetings:

Classes will meet during the scheduled hours Monday - Thursday. Classes will include lectures and practice activities using Signing Naturally Curriculum, supplemented with Deaf Studies lessons and guidelines for independent study.

EXPECTATIONS + ASSIGNMENTS

Attendance and Participation:

In-class participation is vital for an immersive learning experience. Participation includes language practice, communicating in ASL only, activities involvement, and discussions. Due to the condensed nature of summer, attendance is mandatory including on all holidays; there are no absences allowed.

Classroom Communication:

Classes will be conducted primarily in ASL with the support of graphics and audio-visual media. Students are expected to maintain a “voice-off” experience for the class.

Homework, Checklists and Quizzes

Homework due by **FRIDAY EVENING EACH WEEK.**
To monitor mastery of required vocabulary and grammatical structures, students will maintain a checklist to be submitted the final week of classes. Quizzes and homework will be given weekly.

Cultural Response Journals:

Entries due by **SUNDAY EVENING EACH WEEK:**
Journal reflection is a critical component to self-monitoring cultural awareness development during the course of the session. Weekly Journal Prompts address various Deaf cultural issues. Entries should be at *least a few paragraphs* and include those reflecting on:

Deaf Cultural Media: Students will be assigned readings and viewings of selected media that concern Deaf cultural issues. These assignments include selected chapters from *Deaf Gain: Raising the*

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Stakes for Human Diversity, articles, and videos assigned during the session.

Final Examination

The final examination will consist of a receptive quiz and 3-minute literary expressive video.

Final Project Presentations

In groups or pairs, students will showcase a summary of their readings. Presentations must include an analysis of the cultural issues based on a rubric. In addition to a group presentation, students must complete and submit a project management self-analysis rubric.

Final Grade Breakdown

Cultural Response Journal	=	15%
Homework & Checklist	=	25%
Quizzes	=	20%
Midterm/Final Examinations	=	20%
Final Project Presentation + Rubric	=	10%
Class Participation	=	10%

UNIVERSITY POLICIES

Academic Integrity: Yale University expects every student to comply with its policy of Academic Integrity in coursework (<http://catalog.yale.edu/undergraduate-regulations/regulations/academic-dishonesty/>). Violations of this policy are taken extremely seriously and subject to critical ramifications. Students experiencing difficulties in coursework are encouraged to contact the instructor to address any issues.

Diversity Statement: The American Sign Language program at Yale esteems the personal identities of each and every student regardless of race/ethnicity, gender identity, sexual orientation, disabilities, age, socio-economic status, religion, political affiliation, military experience, nationality and any other individual characteristics. We wholeheartedly believe a diverse learning environment provides invaluable opportunities for collective growth. Faculty and students are asked to be active participants in this process and be respectful of the range of views, experiences and backgrounds of others.

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Religious Observances: If you have a religious observance or practice that impacts the calendar below, please see me as soon as possible to discuss how we may make appropriate arrangements.

STUDENT RESOURCES

Accommodations for Students with Disabilities: All materials will be presented in multiple structured formats. Please contact the instructor and/or [Student Accessibility Services](#) (203) 432-2324; SAS@yale.edu to discuss additional accommodations and strategies to develop an inclusive learning experience.

Tutoring: One on one tutoring in ASL is available through the *Yale Center for Language Study (CLS)*. Please visit <https://cls.yale.edu/programs/language-tutoring> for more information.

Online Resources for ASL: There are many resources for learning ASL online. Unfortunately, it's not always obvious which resources are reliable or not. In particular, there are many videos made by beginning signers that in many cases do not model ASL as it is used by most Deaf people. Here are a few [resources](#) that we have found very useful.

Wellness: Your well-being is important. Please know you are part of a broad community of support both within our program and at Yale. We encourage you to explore and take advantage of the following resources to support your wellness and mental health throughout your time here:
<https://goodlifecenterat Yale.com/>
<https://belong.yale.edu/>
<https://poorvucenter.yale.edu/academic-strategies-program>

COURSE SCHEDULE

WEEK 1:	
<i>Describing People and Things (Unit 7)</i>	<u>Assignment:</u>

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Mon: <i>Introductions, Syllabus, Warm-Ups</i>	
Tues: <i>ASL 110 Review, Introduction to Unit 7</i>	7:1, 7:2
Wed: <i>Identifying People, Describing Personal Items, Translating Sentences with “Have”</i>	7:5
Thurs: <i>Fingerspelling & Numbers, Greeting and Leave Takings, Describing Lost Items, Family Portrait</i>	7:7, 7:8
Fri: <i>Translating Sentences with “Take”, Story Retell: The Tailor, Review</i>	
<p><u>Cultural Response Journal Assignment #1:</u> Read and respond to the chapter entitled “Deaf Gain: An Introduction” in <i>Deaf Gain: Raising the Stakes for Human Diversity</i> Journal Readings</p> <ul style="list-style-type: none"> • What are your thoughts on Loeb’s quote regarding Deaf people? • What did you find most compelling in this chapter? 	

WEEK 2:	
<i>Making Requests and Asking for Advice (Unit 8)</i>	<u>Assignment:</u> QUIZ #1
Mon: <i>Making Requests, Fingerspelling: Months, Agreement Verbs 1, Agreeing with Conditions, Negations 1</i>	
Tues: <i>Asking for Advice, Numbers: Giving Phone Numbers, Negations 2</i>	8:3, 8:4, 8:5
Wed: <i>Asking for Advice 2, Agreement Verbs 2</i>	
Thurs: <i>Black ASL, Comprehension: The Candy Bar</i>	8:7, 8:14
Fri: <i>Deaf Culture: Minimizing Interruptions, Name Signs, and Games, Review</i>	

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Cultural Response Journal Assignment #2: Read and respond to [“The Hidden Treasure of Black ASL: An Introduction”](#) by McCaskill, Lucas, Bayley & Hill (from *The Hidden Treasure of ASL*)

- Share something that stood out to you in this chapter. Do you have experience with language variations across cultures? If so, what? How does this reading contribute towards your general understanding of intersectionality?
- Do you have ideas or suggestions for how the Yale ASL program can celebrate Black (Deaf) History Month? What are they?

WEEK 3:

Describing Places (Unit 9)

Giving Opinions About Others (Unit 10)

Assignment: MIDTERM EXAM

Mon: *Neighborhoods, Places in the Neighborhood, Numbers: Giving the Time 1*

9:1, 9:2

Tues: *Yes-No Questions, Giving Directions: Next To, Across From*

9:5

Wed: *Describing a Restaurant, Giving Directions: Where to Turn, Giving the Time 2*

Thurs: *Giving Directions: Perspective Shift, Yes-No Questions 2, Giving Opinions about Tendencies, Numbers: Cents, Wh-word Questions 1*

9:7, 9:8

Fri: *Giving Opinions about Personal Qualities, Numbers: Telling the Price 2, Review*

Cultural Response Journal Assignment #3: Read and respond to [“Against Access”](#) by John Lee Clark.

- Why do you think the writer is “against” access?
- What did you find most compelling in this article?

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WEEK 4:	
<i>Discussing Plans and Goals (Unit 11)</i>	<u>Assignment:</u> QUIZ #2
Mon: <i>Discussing One's Knowledge and Abilities, Describing Reactions, Fingerspelling: States and Provinces 1/2</i>	11:1, 11:3, 11:4, 11:5, 11:6
Tues: <i>Asking for Opinion about Someone, Making and Cancelling Plans, Discussing Personal Goals</i>	
Wed: <i>The Bucket List</i>	
Thurs: <i>The Bucket List Con't</i>	
Fri: <i>Story Comprehension, Looking for a Misplaced Item, Review</i>	
Cultural Response Journal Assignment #4: Read and respond to the chapter entitled " <u>Advantages of Learning a Signed Language</u> " by Hauser and Kartheiser (from <i>Deaf Gain: Raising the Stakes for Human Diversity</i>) <ul style="list-style-type: none"> • Which advantage did you learn about that you had not considered before? • Which advantage do you find particularly interesting/drawn to? 	

WEEK 5:	
<i>Storytelling and Fables (Unit 12)</i>	<u>Assignment:</u> FINAL EXAMINATION
Mon: <i>Features of ASL Poetry, Visual Vernacular</i>	12:3, 12:5
Tues: <i>Shared Reading, One Fine Day</i>	12:6
Wed: <i>Fox and the Crow</i>	
Thurs: <i>Final Project Presentations, Contact between Characters (symbolism, metaphors & visual vernacular)</i>	12:8, 12:10
Fri: <i>One Fine Day: Character Placement, The Lion and the Mouse: Movements, Objects</i>	

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Cultural Response Journal Assignment #5: Read the chapter entitled [“DeafSpace: An Architecture toward a More Livable and Sustainable World”](#) by Bauman (from *Deaf Gain: Raising the Stakes for Human Diversity*)

- What points in this chapter captivated your attention?
- Describe some spaces you have personally been in that include some facets of DeafSpace. Can you think of any here at Yale?