

SUMMER ASL 110 SYLLABUS
ASL Program, Department of Linguistics
(*subject to change*)

Instructor Zen Mompremier Zen.mompremier@yale.edu

Course Meeting Times Mondays through Fridays, 9am - 12pm

Course Locations 320 York Street, Room TBA

Office Hours By Appointment Monday - Thursday afternoons (in person or zoom)

Course Description: The purpose of this course is to build up conversational competency in American Sign Language by activating visual-spatial communication skills; mastering basic vocabulary, grammar and compositional structures; and developing awareness of the history of signed languages and Deaf people in society. Weekly modules are structured around core linguistic functions devoted to developing competence in language with a profound understanding of culture.

Course Objectives

1. Develop and apply a vocabulary bank of 200+ signs in basic conversational exchanges.
2. Participate in conversations of 5+ exchanges about feelings, interests, and activities.
3. Describe and create phrases using topicalization, affirmation/negation, spatial arrangement, verb tense, and classifiers.
4. Demonstrate comprehension and conversation facilitating behaviors when giving and following simple directions.
5. Apply narrative structure and literary skills in 2+ independent compositions.
6. Gain insight and perspective into Deaf culture and the Deaf community.
7. Synthesize language and cultural proficiencies within individual and collaborative work.

Required Text

Smith, C., Lentz, E. M., & Mikos, K., (2020). *Signing Naturally: Level 1-6 Interactive Online Student Materials*. San Diego, Calif: Dawn Sign Press. (\$69.95)

*Additional readings may be assigned which will be available through the Yale Library and a shared Google folder.

INSTRUCTIONAL FORMAT

Meetings

Classes will meet during the scheduled hours Monday - Friday. 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. For attendance, the instructor **must** be informed of any absence prior to class. Students are allowed ONE excused absence. More than ONE absence will be considered unexcused without extenuating documentation. For all *unexcused* absences, one point will be deducted from the final grade for each absence. *Regular absences will affect participation grade*. Excessive tardiness will result in one point deducted from the final grade for every three tardy dates.

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. To support the free sharing of ideas and clarification questions, students will respond to class experiences through Canvas discussions for the first few weeks of class.

Homework, Checklists and Quizzes

Homework due by **SUNDAY 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, articles, and videos assigned during the session.

Final Class Presentations

Individually or in pairs, students will present to the class on a Deaf Studies topic they have researched. Presentations must include an analysis of the cultural issues based on a rubric. In addition to the presentation, students must complete a self-analysis rubric.

Due June 25th & 26th

Midterm & Final Examinations

The midterm and final examinations will consist of a receptive quiz and 2-5 minute expressive exams of a personal experience/story. The expressive narratives must include 3-5 literary elements.

Midterm June 10th; Final June 28th

Final Grade Breakdown

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

UNIVERSITY POLICIES

Academic Integrity: Yale University expects every student to comply with its policy of Academic Integrity in both synchronous and asynchronous 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.

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://goodlifecenteratyale.com/>
<https://belong.yale.edu/>
<https://poorvucenter.yale.edu/academic-strategies-program>

COURSE SCHEDULE

WEEK 1: May 26th - 30th	
<i>Getting to know you (Unit 1)</i>	<u>Assignment:</u>
<i>Mon: Introductions, Syllabus, Warm-Ups</i>	Assignment #1
<i>Tues: Fingerspelling, Names</i>	Assignment #2
<i>Wed: Greetings, Numbers</i>	Assignment #3
<i>Thurs: Telling Who, Giving Instructions</i>	Assignment #4
<i>Fri: Specifying Where, Review Unit 1</i>	Assignment #5
<u>Cultural Response Journal Assignment #1:</u>	

WEEK 2: June 2nd - 6th	
<i>Exchanging personal information (Unit 2)</i>	<u>Assignment:</u> QUIZ #1
<i>Mon: Giving information about yourself</i>	Assignment #6
<i>Tues: Identifying people and locations</i>	Assignment #7
<i>Wed: Talking about leisure activities</i>	Assignment #8
<i>Thurs: Guest Visit: Lars Clerc</i>	Assignment #9
<i>Fri: Describing Shapes of Things</i>	Assignment #10
<u>Cultural Response Journal Assignment #2:</u>	

WEEK 3: June 9th - 13th	
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<i>Discussing living situations (Unit 3)</i>	<u>Assignment: QUIZ #2</u>
<i>Mon: Telling where one lives, Discussing one's residence, Talking about Roommates & Pets</i>	Assignment #11
<i>Tues: Giving basic locations and directions</i>	Assignment #12
<i>Wed: Telling how long (time)</i>	Assignment #13
<i>Thurs: Non-Manual Markers</i>	Assignment #14
<i>Fri: Review</i>	Assignment #15
<u>Cultural Response Journal Assignment #3:</u>	

WEEK 4: June 16th - 20th	
<i>Talking about family and activities (Units 4 & 5)</i>	<u>Assignment: QUIZ #3</u>
<i>Mon: Talking about family</i>	Assignment #16
<i>Tues: Telling how family members are related</i>	Assignment #17
<i>Wed: Negation for narratives and conversation</i>	Assignment #18
<i>Thurs: Talking about activities, errands, chores</i>	Assignment #19
<i>Fri: Telling about occupations</i>	Assignment #20
<u>Cultural Response Journal Assignment #4:</u>	

WEEK 5: June 23rd - 27th	
<i>Storytelling, Narration & Presentations (Unit 6)</i>	<u>Assignment: FINAL EXAMINATION</u>
<i>Mon: Creating story cohesion</i>	Assignment #21

<i>Tues: Employing role shift; establishing spatial agreement</i>	Assignment #22
<i>Wed: Using classifiers (depicting verbs) in stories</i>	Assignment #23
<i>Thurs: Talking about Activities</i>	Assignment #24
<i>Fri: Review & Final Class Presentations</i>	Assignment #25
<u>Cultural Response Journal Assignment #5:</u>	