

Yale University

SUMMER ASL 110 SYLLABUS

ASL Program, Department of Linguistics

(subject to change)

Instructor Dr. Frances Conlin Frances.Conlin@yale.edu

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

Course Locations To be announced

Office Hours By Appointment Monday - Friday afternoons

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 gestural languages and deaf people in society. Weekly modules are structured into four sections: *culture*, *communication*, *narration* and *literature*. These sections are designed to guide students from a conceptual understanding of American Sign Language through real-life conversational structures toward independence in practical dialogue and compositions.

- 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.

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Required Text Smith, C., Lentz, E. M., & Mikos, K., (2008). [*Signing Naturally: Level 1-6 Interactive 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 - 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. For attendance, there are no excused 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. 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 **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.

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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 Stakes for Human Diversity*, 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.

Final Examination

The final examination will consist of a receptive quiz and 3-5 minute narrative of a personal experience/story. The narrative must include 3-5 literary elements.

Final Grade Breakdown

Cultural Response Journal	=	20%
Homework & Checklist	=	20%
Quizzes	=	15%
Final Class Presentation + Rubric	=	10%
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.

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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>

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COURSE SCHEDULE

WEEK 1: May 27 th - 31 st	
<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</i>	Assignment #5
<u>Cultural Response Journal Assignment #1:</u> Read “Silence Brought me an Escape” by Sara Novic. Respond by answering the following: What does Deaf Culture mean to you? What can you do to make deaf people feel accepted and connected? What would you change to help them feel included? Give examples of how you can make their lives easier.	

WEEK 2: June 3 rd - 7 th	
<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</i>	Assignment #7
<i>Wed: Identifying locations</i>	Assignment #8
<i>Thurs: Talking about leisure activities</i>	Assignment #9
<i>Fri: Describing Shapes of Things</i>	Assignment #10
<u>Cultural Response Journal Assignment #2:</u> Deaf identity and other identities (Ethnic, LGBTQ, Disability): Watch Professor Rachel Mazique’s presentation “Highlighting Intersectional Deafnicity: From Theory, to Experience, to Literature” and respond. What was your understanding of intersectionality prior to reading this work? Does this article broaden your understanding of identity and intersectionality? Why or why not?: Highlighting Intersectionality	

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WEEK 3: June 10th - 14th	
<i>Discussing living situations (Unit 3)</i>	<u>Assignment:</u> QUIZ #2
<i>Mon: Telling where one lives</i>	Assignment #11
<i>Tues: Discussing one's residence</i>	Assignment #12
<i>Wed: Giving basic locations and directions</i>	Assignment #13
<i>Thurs: Telling how long (time)</i>	Assignment #14
<i>Fri: Talking about Roommates & Pets</i>	Assignment #15
Cultural Response Journal Assignment #3: Read <u>"Dinner Table Syndrome: A Phenomenological Study of Deaf Individuals' Experiences with Inaccessible Communication"</u> by David Meek and respond.	

WEEK 4: June 17th - 21st	
<i>Talking about family and activities (Units 4 & 5)</i>	<u>Assignment:</u> QUIZ #3
<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
Cultural Response Journal Assignment #4: Read <u>Pontecorvo et al "Learning a Sign Language does NOT hinder acquisition of a Spoken Language"</u> and comment on the research and findings. What experiences have you had with deaf or hard of hearing children in educational settings (if any). What would you tell families/new parents deciding language and educational	

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options for their deaf/hard of hearing children? What kinds of activities do you think would be beneficial for families learning sign language?

WEEK 5: June 24 th - 28 th	
<i>Storytelling, Narration & Presentations (Unit 6)</i>	<u>Assignment</u> : FINAL EXAMINATION
<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
<p><u>Cultural Response Journal Assignment #5</u>: Watch Doug Ridloff's TED talk. Write 3-4 paragraphs reflecting on how life is shared through poetry and storytelling. What points impacted you most from his presentation?</p> <p>Doug Ridloff TED Talk</p>	