



## WORLD LANGUAGES AND PHILOSOPHY ASP206-Structural ASL II

**Professor:** Lee Frame

Spring 2019

CRN 33152

**Campus:** Rockville

**Class Location:** HU 105

**Class Meets:** Wednesdays 3:30-6:35pm

**Office:** adjunct office HU008 or MT 431c

**Telephone:** 443-348-8173 VP or Voice

**Email:** [Daniel.Frame@montgomerycollege.edu](mailto:Daniel.Frame@montgomerycollege.edu)

**Office Hours:** Mondays 4:30-6:30pm

### Textbooks and other resources:

Valli, C., Lucas, C., Mulrooney, K.J., Villanueva, M. (2005). *Linguistics of American Sign Language: An introduction*. 5<sup>th</sup> Edition Washington, DC: Gallaudet Press

### Course Description:

A further consideration of the phonological, morphological, semantic, syntactic, and pragmatic components of ASL. This course provides a foundation for the comprehension, expression, and understanding of ASL classifiers and their linguistic symbols and signing space for the ASL native. Topics include an examination of the grounded mental spaces utilized in narrative, constructed dialogue, constructed activity, and the non-manual signals used in narrative form. Recommended to be taken concurrently with ASLP 210. PREREQUISITE(S): A grade of C or better in ASLP 205; or consent of department. Three hours each week. Formerly SL 206.

### Course Outcomes:

Upon completion of this course a student will be able to:

- Differentiate the pragmatics of ASL discourses in narrative, conversation, and different settings.
- Discuss the phonological, morphological, semantic, syntactic, and pragmatic components of ASL.
- Manipulate the basic classifiers through expression and comprehension of ASL signs to phrases to sentences.
- Produce an original selection of narrative, conversation, or setting for specific ASL skills needed for clarification of signs.
- Produce with both hands, for either symmetrical or asymmetrical shapes, handshapes to represent the shape of body parts, indicate movement, produce handshapes iconically to represent part of or the whole object, and produce handshapes to represent an object.
- Show how the classifier/handshape is used to manipulate events or objects; to represent the movement or location of a specific or nonspecific number of objects, people, or animals; and to indicate the movement of abstract elements.

**Grading Policy:** The final grade will be determined as follows:

|  |                    |
|--|--------------------|
| End of Chapter Assignments (8)               | 20%                |
| Academic Response to Reading Assignments (2) | 20%                |
| Presentation of Artistic Form                | 20%                |
| Midterm Examination                          | 15%                |
| Final Examination                            | 25%                |
| <b>Final Grade</b>                           | <b>Total: 100%</b> |

**Grade Scale:**

|   |           |   |          |   |          |
|---|-----------|---|----------|---|----------|
| A | 90 – 100% | B | 80 – 89% | C | 70 – 79% |
| D | 60 – 69%  | F | < 60%    |   |          |

**Participation / Attendance:** Active participation in class contributes to your learning and is an important factor in your grade. There are three aspects regarded in your daily participation: your contribution to the class, use of ASL and presence. While your presence is extremely important, just being present is not enough! Your participation in this course is measured by your daily level of preparedness, engagement in the learning process, spontaneous volunteering, respect for others and for the culture that you are studying, and the use of ASL. By the same token, if you are not in class, you cannot learn; so attendance and punctuality is imperative as is being attentive and focused in class.

Doctor Appointments, Doctor notes, sick notes, any other notes will not be excused except the immediate family funeral, immediately family deaths, car accident (picture your car and the plate license must be given), flooded in your home (your address on the document and picture must be given), or fire in your home (your address on the document and picture must be given).

**Voices Off/ASL Only Policy:** To enhance your language acquisition of ASL, a “no voicing” setting will be enforced. Please respect your instructor and your classmates by refraining from voicing to or interpreting for others. If you do not understand me or your classmates or if you missed a portion of information, please raise your hand and ask for clarification.

You are expected to cease voicing the moment you walk into the classroom until the moment you exit the classroom. You are also expected to use ASL until the instructor has left the room. If you are in the classroom and your instructor is not there or class has not yet started, please practice ASL with your classmates.

\*\*\*If voicing becomes a persistent problem, I will ask you to leave the class for the day.

Using your voice in class will negatively affect your daily participation grade. Your instructor will monitor your participation according to the following rubric. A participation grade will be assigned daily and averaged at midterm and at the end of the semester for a final grade in this criterion.

| PARTICIPATION RUBRICS  | POINTS  |
|--|---------|
| The student participates with original ideas that show reflection on the material. The student comes to class prepared, takes the initiative in class activities, and shows a positive attitude. S/he is respectful with partners and teachers, offers help to partners and constantly seeks to improve her/his ASL skills. Only uses ASL in class | 99%-90% |
| The student participates voluntarily; however, s/he does not stand out in any way from other students in volume or quality of contributions, or does not show evidence of preparation. Moderately uses ASL in class  | 89%-80% |
| The student attends class but studies/ participates the minimum required; She/he does not show interest in the class and only participates when asked or while doing group/pair work. Minimum use of ASL in class  | 79%-70% |
| The student does not participate because s/he is absent (mentally or physically) and does not develop rapport with the class. S/he is disrespectful or unenthusiastic. The student must be prodded to begin work, form groups, or participate. Shows little effort to use ASL in class. Student uses spoken English excessively in class.          | 69%-0%  |

**Academic Response to Reading Assignments:**

Academic responses to reading assignments allow candidates an opportunity to do original thinking and writing. Reading assignments are designed to provide candidates an opportunity to share personal insight and professional application of course materials covered in class and in course readings. Assignments will also serve as a personal assessment opportunity for measuring professional knowledge gained throughout the course. On occasion prompts will be given, but a specific format is not required. Candidate will: (a) utilize critical thinking and writing skills in their reflections of materials covered in class and in the text and (b) explore and reflect integration of course material into their chosen career with Deaf and hard of hearing children/individuals. All assignments must adhere to the APA guidelines. There will be 2 reading assignments throughout the semester. Candidates will have to hand their reading assignments on the dates given. (Due dates are listed on the topical outline of the course. The essay must be typed double-spaced on 8 ½ x 11 and prepare a 1.5-2 page papers. The paper should include at least 1 reference.

**End of Chapter Assignments:**

End of chapter assignments as indicated in required textbook (Valli/Lucas) are scheduled on the course content outline unless otherwise instructed. Candidates will hand their assignments on the dates given. 10 completed assignments are expected at due dates. Also all assignment papers must be typed and post on Blackboard under the End of chapter assignments menu.

**Professional Literature Review:**

Candidates will select one current professional literature on one of the sub fields of linguistics. Each candidate will be assigned at random a topic that has some relevance to many of the topic discussed throughout the course or you may take a look at the subfields of linguistics shown in Valli/Lucas on page 2. Professor must approve selection of literature (inform the professor on 11/3 with a few sentences with your topic and why are you interested) and type of essay. The essay must be typed double-spaced on 8 ½ x 11 and prepare a 3-4 page papers. The paper should include more than three more references.

## **Presentation of Artistic Form in ASL**

Candidates will present a 2-3-minute of an artistic form in ASL in class. The artistic form can be storytelling (A-to-Z stories, numerical stories, and classifier stories), percussion signing, drama, comedy, and poetry. Candidates will learn those artistic forms during class before you chose your form (4/18) to present in the class. Presentation date: 5/10.

## **MIDTERM & FINAL EXAMINATION:**

There will be two examinations. Midterm and Final examination will be given to candidates on class schedule. Midterm is based on Syntax Units 14-20 including Supplemental Readings and powerpoint slides. Final Examination is based on Syntax Units 14-20 & Language in Use Units 23-26 including Supplemental Readings and powerpoint slides.

## **Additional Course Policies**

**Late and/or Make-up Policy for Coursework:** Coursework is to be completed prior to the following session. There are no make-up quizzes or exams.

## **Department Policies:**

### ***Important Student Information Link***

*In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The **link below provides** information and other resources to areas that pertain to the following: **student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College alert System, and finally, how closings and delays can impact your classes.** If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.*

**<http://cms.montgomerycollege.edu/mcsyllabus/>**

**Academic Honesty:** Montgomery College's policies on academic dishonesty are found in the *Student Handbook* and under *Section VIII* of the *Student Code of Conduct* available at the following link: <http://cms.montgomerycollege.edu/pnp/#Chapter 4>. Each student is expected to do his or her own work. Any student found cheating or plagiarizing will be given an F for the assignment. If the same student is involved in a second incident of cheating, the case may be referred to the Student Discipline Committee, a grade of F for the course may be awarded, and/or the student may be dropped from the course.

**Classroom Behavior:** Please review the *Standards of College Behavior* in the *Student Handbook* or *Section VII* of the *Student Code of Conduct* available at the following link: <http://cms.montgomerycollege.edu/pnp/#Chapter 4>. The college seeks to provide an

environment where discussion and expression of all views relevant to the subject matter of the class are recognized and necessary to the educational process. However, students do not have the right to obstruct the faculty member's ability to teach nor the ability of other students to learn. The instructor has the right to determine appropriate conduct in the classroom, and it is expected that students will conduct themselves at all times in a manner that is respectful of their instructor and their peers.

Inappropriate behaviors include (but are not limited to) the following:

1. Socializing with other students once class has begun.
2. Refusing to complete assigned tasks in the class or labs.
3. Sleeping in class, arguing with the professor or other students, showing disrespect towards the professor or other students, or disrupting the class in any way.
4. Using cell phones or texting during class.

Students who do not adhere to these policies will be asked to leave by the professor; if they do not comply, Security will be called. If a student repeatedly refuses to comply with classroom regulations, s/he will be referred to the Dean of Student Development.

**Tutoring:** American Sign Language tutoring is available free of charge in MT 020. For an updated schedule of World Language tutoring, call 240-567-7215 or 240-567-7457. You may also go to MT 020 to look at the posted schedule, or ask any staff member for assistance.

**FERPA:** The *Family Education Rights and Privacy Act* prohibits the instructor from discussing a student's grade and performance in the course with anyone but that student. All exceptions/allowances must be submitted in writing by the student.

**ASLP110 satisfies a General Education Humanities Distribution requirement.** Montgomery College's General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and their personal lives. This course provides multiple opportunities to develop competency in oral and written communication and critical analysis and reasoning and also fulfills the ***Global and Cultural Perspectives*** course requirement. For more information on the General Education Program, go to [www.montgomerycollege.edu/gened](http://www.montgomerycollege.edu/gened).

|   | <b>Date</b> | <b>Class Topic</b>  | <b>Readings</b>  | <b>End of chapter assignments</b>                       |
|---|-------------|---|--|---|
| 1 | Feb 6       | Syllabus<br>Introduction<br>Course Overview                             | Course syllabus  |   |
|   |             | Unit 14: Introduction<br>Unit 15: Basic Sentence Types<br><br>ASL GLOSS | Valli: pp. 89-98   |   |
| 2 | Feb 13      | ASL GLOSS   |  | Homework Assignments #11<br>Handout                     |
|   |             |   |  |   |
| 3 | Feb 20      | Unit 16: Lexical Categories   | Valli: pp. 90-109<br><u>Supplemental Reading</u><br>(pp. 401-430)  | Homework ASL Glossings<br>Assignment<br>Video & Handout |
|   |             |   |  |   |
| 4 | Feb 27      | Unit 17: Word Order   | Valli: pp. 112-118   | Homework Assignments #12<br>p.111                       |
|   |             |   |  |   |
| 5 | March 6     | Unit 18: Time Aspect  | Valli: pp. 120-130   | Homework Assignment #13<br>Handout                      |
|   |             |   |  |   |
| 6 | March 20    | Syntax Review<br><br><b>Midterm Exam</b>                                |  | Homework Assignments #14<br>p.132 (handout)             |
|   |             |   |  |   |
| 7 | March 27    | Unit 19: Verbs<br>Unit 20: Function of Space                            | Valli: pp. 133-144<br><u>Supplemental Reading</u><br>(pp. 377-389) | Reading assignment #1 due                               |

|    |                      |  |  |  |
|----|----------------------|--|--|--|
|    |                      |  | <u>Supplemental Reading</u><br>(pp. 390-400)<br><br>Valli: pp. 146-147<br><u>Supplemental Reading</u><br>(pp. 348-376) |  |
| 8  | April 3              | <b>Semantics</b><br>Unit 21: The Meaning of Individual Signs<br>Unit 22: The Meaning of Sentence | Valli: pp. 151-168<br><u>Supplemental Reading</u><br>(pp. 431-458)   | Homework Assignments #15<br>p.168                              |
|    |                      |  |  |  |
| 9  | April 10             | <b>Language of Use</b><br>Unit 23: Variation and Historic Change                                 | Valli: pp. 171-176<br><u>Supplemental Reading</u><br>(pp. 470-491)<br><br><u>Supplemental Reading</u><br>(pp. 492-511) |  |
|    |                      | Unit 24: ASL Discourse   | Valli: pp. 179-184<br><u>Supplemental Reading</u><br>(pp. 516-541)   |  |
| 10 | April 17             | Unit 25: Bilingualism & Language Contact   | Valli: pp. 187-194<br><u>Supplemental Reading</u><br>(pp. 542-564)   | Homework Assignment #18<br>handout                             |
|    |                      |  |  |  |
| 11 | April 24             | Unit 26: Language as Art   | Valli: pp. 195-201   | Homework Assignments #20<br>p.202<br><br>Choose Artistic Form. |
|    |                      |  |  |  |
| 12 | May 1                | Reviews<br><br>Final Examination   |  | Reading assignment #2 due                                      |
|    |                      |  |  |  |
| 13 | May 8<br>2:45-4:45pm | <b>Artistic Form in ASL Presentation</b>   |  |  |

|  | <b>Date</b> | <b>Reading assignments</b> | <b>Supplemental readings</b><br>Please choose one of the following assignment and provide your academic response.                                 |
|--|-------------|----------------------------|---|
|  | <b>3/27</b> | Reading assignment #1 due  | Syntax: Sentences and Their Structure, pp. 378-381<br><br>OR<br>Syntax: The Analysis of Sentence Structure, pp. 382-411                           |
|  | <b>5/1</b>  | Reading assignment #2 due  | Indicating Verbs and Pronouns: Pointing Away from Agreement, pp. 365-377<br><br>OR<br>Language Contact in the American Deaf Community pp. 542-564 |