

## American Sign Language 1B: Learn to Sign

### COURSE DESCRIPTION

#### American Sign Language 1B

The predominant sign language of Deaf communities in the United States, American Sign Language is a complex and robust language. American Sign Language 1b: Learn to Sign will introduce you to more of this language and its grammatical structures. You will expand your vocabulary by exploring interesting topics like Deaf education and Deaf arts and culture.

#### Required Materials

- Computer with:
  - Internet access
  - Word processing program
  - Slideshow creation program
- Cell phone, tablet, or computer camera with sound and video recording abilities
- A person, large stuffed animal, or chair
- 2 people (family, friend, classmate) to use in videos and lead a discussion with
- A photo (or even a drawing) of your family
- A hat—silly, crazy, or ordinary is fine
- Blank Paper
- Drawing tools (pencils, markers, etc.)

**Note:** Sign order should not be the focus of this course. While students should make an effort to put things into ASL sign order when appropriate, grading should not be based on this. Please also be aware that while you may learn particular signs one way, it's possible others may learn the same signs in a slightly different manner. As in any language, there are many variances between signs and signers, as well as regional and cultural differences. Signs may also be shortened or simplified for the ease of conversation.

### COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

**COURSE PARTICIPATION OBJECTIVES**

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

**Citizenship**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

**Communication**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

**COURSE OUTLINE**

**Unit 1 – Who’s Who?**

Imagine trying to function and communicate in a hearing world all day, every day. This is the reality for many Deaf individuals in the workplace. While accommodations and adaptations have made things easier, working in the hearing world has its challenges. Together, we’ll learn signs for various professions and terms frequently used on the job. We’ll also dive further into signing numbers—did you know that some numbers in ASL rock? Understanding this concept will make your numbers crystal clear in Sign Language. Plus, we’ll get a glimpse into Black Deaf history, which helped form a unique subculture and dialect of ASL.

**Learning Objectives**

- Clearly sign “rocking” numbers like 78
- Explain the function of the “person ending”
- Converse in ASL about work and jobs
- Relate Black Deaf history to wider cultural events and trends
- Identify centers of Deaf culture in the United States

**Activities**

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Activity 1	Homework	15 points
Unit 1 Activity 2	Homework	15 points
Unit 1 Activity 3	Homework	15 points
Unit 1 Discussion 1	Discussion	5 points
Unit 1 Discussion 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

## Unit 2: Well, It's About Time

Do you ever wonder how Deaf students learn? How might it be different from how a hearing student is educated? Together, we'll take some time to learn about the options for Deaf education today. Of course, when school is over, it's time to celebrate! Knowing how to sign about time and days will help to make sure you don't miss out on the fun. We'll also learn how to indicate the past, present, and future in ASL—it is so efficient that you may wonder why we don't have something this simple in English!

### Learning Objectives

- Name the three laws that have dramatically changed Deaf education
- Count to 1,000 in ASL
- Schedule your holiday celebrations in ASL
- Recognize the importance of Deaf social events for Deaf people
- Practice respectful etiquette when you attend a Deaf event

### Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Activity 1	Homework	15 points
Unit 2 Activity 2	Homework	15 points
Unit 2 Activity 3	Homework	15 points
Unit 2 Discussion 1	Discussion	5 points
Unit 2 Discussion 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



## Unit 2: Well, It's About Time (Continued)

### Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

### Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

### Unit 3: Taking the Stage by Storm!

What season is it? It's theater season! Did you know there has been a thriving and creative Deaf theater scene since the era of the Deaf clubs (and even before)? There are Deaf dancers and even Deaf singers (yes!) who have appeared on network television. And beyond the performing arts, there is a whole movement in Deaf visual arts that expresses political and personal perspectives of Deaf artists. So, what are we waiting for? Let's jump in and cover the creative arts as well as signs about seasons and weather.

#### Learning Objectives

- Trace the evolution of Deaf performances from Deaf clubs to network television
- Sign ordinal numbers
- Describe the weather—whether sunny, windy, or snowing!
- Distinguish your hat from your shoes in ASL
- Name the two types of De'VIA art

#### Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Activity 1	Homework	15 points
Unit 3 Activity 2	Homework	15 points
Unit 3 Discussion 1	Discussion	5 points
Unit 3 Discussion 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

### Unit 4: Expanding Your Vocabulary

Cut out the background noise! Technology can help Deaf and Hard of Hearing people more efficiently function in the wider world—let’s explore a few of the types. Then we will expand your vocabulary with sports, animals, and foods. With all this ASL vocabulary, maybe you’ll want to choose a career where you can use your ASL skills—whether you want to be a sign language interpreter or just use your skills to help communication in another profession, there are so many options to put your ASL into action!

### Learning Objectives

- Understand how technology can assist the Deaf to communicate
- Communicate important numbers clearly in ASL
- Sign the most popular sports and animals
- Request food and drink in ASL
- Chart a path to becoming a professional sign language interpreter

### Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Activity 1	Homework	15 points
Unit 4 Activity 2	Homework	15 points
Unit 4 Discussion 1	Discussion	5 points
Unit 4 Discussion 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points



#### **Unit 4: Expanding Your Vocabulary (Continued)**

##### **Final Exam Objectives**

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.  
(Note: You will be able to open this exam only one time.)

##### **Final Exam Activities**

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points



**HOW YOU WILL BE GRADED**

**For critical thinking questions**, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

**It is important to provide detailed answers for insight/opinion questions.**

**For review questions**, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

**When submitting paragraphs**, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

**GRADE SCALE**

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

**SUPPORT**

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at [info@nuvhs.org](mailto:info@nuvhs.org) or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

**EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)****Engaged Learners**

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

**Critical Thinkers**

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

**Effective Communicators**

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources



**Global Citizens**

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century