

## American Sign Language 2A: Communicating

### COURSE DESCRIPTION

#### American Sign Language 2A

Building upon the prior prerequisite course, emphasis in this course is placed upon comprehension and signing. Learners will also continue to establish their communication skills and foster their understanding of deaf culture. In addition to learning classifiers, glossing, and mouth morphemes, students will explore vocabulary for descriptions, directions, shopping, making purchases, and dealing with emergencies.

#### 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 – Describe it!**

“See Spot run.” “See Spot run fast into the house to get his bone.” When building sentences in a language, you need many tools to make a beautiful structure. Just like Spot’s house is built with not just a hammer and nails, but also using things such as wood, paint, glass, and concrete, you’ll need a few extra tools and materials to build compelling sentences in American Sign Language. Here, we will start to gather those extra materials to make detailed sentences in sign language—you’ll be surprised at the cool ways you can add descriptions to other signs in ASL!

**Learning Objectives**

- Use classifiers for people and objects in conversation
- Identify people by describing them accurately
- Point appropriately while chatting in ASL
- Sign familiar places in your neighborhood

**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 Discussion 1	Discussion	5 points
Unit 1 Discussion 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

## Unit 2: Getting Around Town

Learning signs in ASL lays the foundation for your visual communication, but now you need to bring your signing into the next dimension with extra tools—you can think of it as 3D ASL! We will add dimension to our signing with mouthing morphemes, locatives, and comparing and contrasting. In addition, we will practice using classifiers. These tools will allow you to expand your repertoire to give directions—around the house, around the school, or even around the whole town. Plus, learn a bit about how babies learn sign language and how this might give you clues to how you are learning ASL!

### Learning Objectives

- Explain how learning ASL as a baby benefits Deaf children later on
- Use basic locatives to describe spatial relationships
- Give directions in ASL
- Use mouth morphemes to indicate sizes
- Compare and contrast pairs of objects, concepts, or creatures

### Activities

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

### Unit 3: Emergency Situations

Life is full of unexpected events, some of them, unfortunately, are medical emergencies. Giving and understanding directions is obviously key to responding in an emergency, but it is also a necessary part of navigating everyday life. For example, if you visit a Deaf campus or event, you'll also likely need these signs to find your way around. In addition to tackling some of these crucial signs, we will also learn about how ASL interacts with spoken language (imagine the potential challenges this creates in times of actual emergencies!) and how living languages evolve all the time.

#### Learning Objectives

- Explain the properties of a living language
- Harmonize your sentences with agreement verbs
- Give and understand directions – even in an emergency
- Follow ASL gloss to help you learn more vocabulary and sign order

#### 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 3: Emergency Situations (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 4: Fun Activities

Calling all introverts and extroverts! Do you like to hang around the house? Or are you happier running around town for fun? Here, we will get to learn the signs for our favorite activities and then practice some of the grammar and body language we have been learning about to give more meaning to our signing. From locatives to agreement verbs to eyebrow raises, there are so many factors that play a role in ASL. Plus, we'll take a peek into the lives of hearing people who are born to Deaf parents, a famous Deaf musician, and the cultural differences that make communicating in ASL so different from English.

#### Learning Objectives

- Explain some of the cultural confusion experienced by CODAs
- Describe your preferences in detail, from WOW to BORING
- Compare and contrast with ease
- Raise and lower your eyebrows at the right times in ASL
- Understand the characteristics of high context and low context cultures

#### 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 5: Everyday Activities

Everyday living doesn't have to be boring anymore. You can use your daily activities to practice your sign language! Walk the dog, buy some groceries, brush your teeth. All while "talking" to yourself in ASL. People might think you are a bit crazy, but that's okay—tell them you are learning ASL, teach them a sign or two, and they will be intrigued. Along with tackling various activity related signs, we'll also delve into the different types and styles of signing that you can find in the United States, and all the advances in technology that have allowed Deaf people to express themselves and communicate more easily over distances.

### Learning Objectives

- Distinguish between regional variations of ASL and unrelated sign languages used in the United States
- Describe your daily routine in ASL
- Shop for bargains and discuss them in ASL
- Use the sign FINISH as a time sign or as a conjunction
- Trace the history of communications and broadcast technology for use by the Deaf

### Activities

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





**Unit 5: Everyday Activities (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