

American Sign Language 2B: Advanced Communication Skills

COURSE DESCRIPTION

American Sign Language 2B

Building upon the prior prerequisite course, students will increase their proficiency by learning about sequencing, transitions, role-shifts, and future tenses. Students will learn how to tell a story and ask questions, benefiting with greater exposure to deaf culture. Speed, conversations, signing skills, and cultural awareness are characteristic of this course.

Required Materials

- Computer with:
 - Internet access
 - Word processing program
 - Slideshow creation program
 - Simple video editing software
- 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 – Making Plans

Deaf people used to be called “deaf and dumb,” but the Deaf President Now protests held by the student body at Gallaudet University in 1988 proved that not only could Deaf students organize but also that they were articulate leaders who wanted to see Deaf people in positions of power. Together, we’ll trace this important event in Deaf history, and since such events don’t simply happen, but rather require a great deal of advance planning, we’ll also work on making plans in ASL by learning how to create lists, sequences, and rankings with the correct NMMs. Finally, we’ll delve into the process of researching Deaf topics while making sure to include Deaf perspectives from original sources—knowledge every ASL student should have!

Learning Objectives

- Describe how the Deaf President Now movement developed
- Relate how the first deaf president of Gallaudet University came to power
- Sign lists and sequences properly when making plans
- Practice NMMs with past and future tense questions
- Research Deaf culture using appropriate Deaf sources

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: What's New?

S'up? Did you hear the news? How about see the news? Getting the news can be difficult if you are deaf, but new technologies have allowed for more captioning and more ASL video news sources to bring important stories to the Deaf community. Together we will learn how to tell a good story in ASL, whether true or fictional, and get some practice using ASL literature techniques to captivate your audience with your signed stories.

Learning Objectives

- Appreciate a classic ASL joke and re-tell it yourself
- Find and appreciate news sources accessible to the deaf
- Understand role-shifting in ASL literature
- Practice techniques to tell a cohesive and engaging story in ASL
- Dissect the elements of an ASL story

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

Unit 3: Just a Story

Aw, that’s just a story! But it might be a true story, even if it looks like it could be unbelievable. Isn’t that the fun of telling stories? They can be funny, unusual, crazy, and still be true at the same time. We’ll dig in to some funny stories, both fictional and true, while we learn more techniques for good storytelling and grammar. Plus, we’ll learn some cool ASL expressions, so get ready—you’re not going to want to miss the boat!

Learning Objectives

- Break down the parts of a classic ASL story
- Recognize some common ASL idioms or slang expressions
- Correct yourself properly if you make a mistake in signing
- Use sign order to emphasize what you are talking about
- Decipher the meaning in personal ASL stories
- Recognize cognates and false cognates

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: Just a Story (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: Poetry in Motion

“Roses are red, violets are blue...” So much of the beauty of ASL literature comes from the visual splendor of the language, but did you know that you can rhyme in ASL? The traditions and forms of ASL literature are unique among literary arts in that they don’t have a written representation that can do them justice—you need to see the poems and stories performed to visualize and appreciate them. Playing with the language visually can be just as complex—or even more so—than written English. With unique practices of sequencing handshapes and varying signs, this poetry in motion must also, of course, be effectively communicated to an audience. Together, we’ll jump into ASL literature, discover how to apply the appropriate rules to create our own stories and poems, and learn about two prominent ASL poets.

Learning Objectives

- Recognize ASL rhymes
- Identify many forms of ASL literature
- Apply the rules for ASL stories with handshape constraints
- Create your own ABC, number, or word stories in ASL
- Define the idea of Deafhood

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: Get Outta Town!

Think of your dream vacation. Can you visualize it on a map? Mapping and indexing space are intrinsic parts of American Sign Language, but did you know that Deaf geography is contributing important insights to the wider field of geography? Deaf geography charts the cultural use of space, looking at how hearing and Deaf culture come into contact with each other in the physical world. Deaf space is also political, and we will talk about how important it is to Deaf culture. For more culture mixing, travel the world with ASL and learn how to describe your journey. Finally, we will quickly review some important grammar to take your signing to the next level of fluency, inviting you to become even more articulate in ASL.

Learning Objectives

- Discuss the concerns of Deaf geography and Deaf space
- Design space with architectural features that are ideal for communicating in ASL
- Apply the concepts of contact zones and diaspora to the Deaf community
- Formulate a plan for traveling and report on it in ASL

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: Get Outta Town! (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 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