1. Abbe Charles Michel De l’Eppe (1712-1789), the “Father of the Deaf.”
2. Thomas Hopkins Gallaudet (1787-1851), for whom Gallaudet University is named.
3. Laurent Clerc, a Deaf Frenchman who had an inestimable impact on American Deaf culture.
4. The American School for the Deaf in Hartford, Conn. (founded in 1817), the first Deaf school in the U.S. and still in operation today.
5. Gallaudet students protesting at the U.S. Capitol, demanding a Deaf president be named to head Gallaudet University for the first time in its 124-year history.
6. Deaf students at a residential school signing a song, likely a hymn or patriotic tune.
7. Robert McGregor, the first president of the National Association of the Deaf, performing for a film in 1915, designed to preserve Sign Language.
8. Gallaudet students and supporters marching on the U.S. Capitol in the Deaf President Now protest.
9. Two Deaf children who, although wearing hearing aids, communicate in their natural language, ASL.
CATALOG DESCRIPTION

COURSE RESOURCES

1. Course Information
   - ASL B2 CRN# 30304
   - Time: MW 2:35 – 5:05 p.m.
   - Room: LA 203

2. Required Materials:
   - Register online for ASL 2 at CyberASL.com. For those who prefer to avoid e-commerce, prepaid cards are available in the BC bookstore.

3. Instructor Contact:
   - Tom Moran
     Dept. Chair, Foreign Languages/ASL
     Professor, American Sign Language
     Office: LA 215D
     Phone: 661.395.4537 v 661.369.8829 vp
     Email: tmoran@bakersfieldcollege.edu
     Website: www2.bakersfieldcollege.edu/tmoran
     Office Hours: M 11:00 a.m. – 2:00 p.m.
                  T 11:00 a.m. – 2:00 p.m.
                  W 11:00 a.m. – 2:00 p.m.
                  Th 11:00 a.m. – 2:00 p.m.
                  And by appointment

I am difficult to reach by phone outside of office hours. It is much easier for you to contact me by email, and you are assured of a quicker response. However, should you choose to call me, before your message, speak slowly and clearly, telling me your name, class, and phone number. And please be patient in waiting for a response.
COURSE PHILOSOPHY

ASL is a language, just like Spanish, German, or Russian; therefore, ASL B2 is a language workshop. Unlike most other languages, it is visual-spatial with no written form. Our text, *Signing Naturally*, is written by authors who are pioneers in the field of ASL instruction. They have organized the curriculum to reflect the visual nature of the language while at the same time encouraging you to have fun in your language workshop. In order to learn sign language in the most authentic and efficient manner possible, there will be a minimum of talking in class. Failure to comply with our “NO TALKING” policy will result in disciplinary action, which may include being dropped from the course. In order for you to become immersed in ASL and Deaf culture, I have six suggestions:

1. **You must come to every class meeting.**
   - Before coming to class, review the previous class lesson.
   - Come to class early.
   - Sign before, during, and after class.
   - Avoid using your voice at all costs.

2. **Early in the semester, choose two or three classmates to form a study group.**
   - Meet regularly with these study partners.
   - Develop questions to ask your instructor for the following class meeting.
   - Always sign in the presence of your study partners.

3. **Seize every opportunity to interact with members of the Deaf community.**
   - Attend Deaf events often; write a one-page report and turn it in within one week (see pg. 6).
   - NEVER pretend to be deaf.
   - ALWAYS sign when in the presence of a Deaf person (even if not communicating directly with him or her).
   - Don’t wait until the end of the semester to do your community hours; by then, it’s too late.

4. **If you begin to feel behind or lost...**
   - visit your instructor in his office.
   - see a tutor for help.
   - sign with members of the Deaf community.
   - sign with members of the class.

5. **Always do your homework.**
   - Complete all homework on time.
   - Don’t look up answers in the back of the book (getting the right answer is not the goal).
   - Watch your videotape/DVD as often as necessary.
   - Do your homework every day, not just once or twice a week.
   - Exposure and repetition is the goal.

6. **I know you are excited to be in ASL 2, BUT**
   - don’t correct other teachers’ students regarding sign choices.
   - never correct a Deaf person regarding sign choices.
STUDENT LEARNING OBJECTIVES
Upon completion of ASL 2, students will:

1. Produce fluently and comprehend five-to-six letter fingerspelled words.
2. Compose spontaneous conversations producing various sentence types in ASL, including Y/N, WH, rhetorical questions, negative complex, and conditional statements.
3. Organize basic conversational strategies, including getting attention, asking for repetition, interrupting, providing feedback, and opening and closing conversations.
4. Produce and understand moderately complex directions using ASL classifiers, including descriptive, locative, and body-part classifiers, as well as spatial referencing.
5. Produce narratives using appropriate role-shifting techniques to discuss at least two characters.
6. Demonstrate and recognize inflecting verbs.
7. Demonstrate and recognize numbers 101-1,000, clock numbers, and money numbers.
8. Consider and demonstrate an understanding of the differences between hearing and Deaf cultures, especially language, norms, and mores by analyzing and evaluating ASL storytelling, disclosure of personal information in the community, and an overview of the history of Deaf people in the U.S.

CLASS ATTENDANCE

ASL B2 is a language workshop; if you are to learn this language, your attendance is mandatory. I do understand, however, that the circumstances of your life may occasionally prevent you from attending class. I will allow a maximum of four absences, the equivalent of two weeks’ instruction. If you are absent more than four times, I may drop you from the course.

To encourage your promptness and attendance over the course of the semester, I will regularly assign homework, or in-class work, and I will give pop quizzes. I will drop the lowest score (including 0); as a result, under no circumstances will I give make-ups. If you are absent, for whatever reason, it is your responsibility to contact a classmate to see what work has been assigned or to turn in your homework for you. Quizzes and homework assignments are worth 15% of your grade. See Student Absences on page 9.

I offer you my personal guarantee that I will treat every student in my course equally and objectively. I promise that I will assign to you the grade that you earn, without resorting to favoritism or consideration of extenuating circumstances. You, alone, are the primary determinant of your grade. I will assist you in any way that I can, during the course of the semester, to achieve the highest grade that you can attain. At the conclusion of the semester, I will total your points and assign to you the grade that you have earned using the scale listed on page 6. I wish you good luck and stand ready to assist you.
STUDENT EVALUATION

American Sign Language is often thought of as a “fun” class, and rightfully so, it is; however, it is also an academic study of the language of an American culture—and a university-level transfer course. As such, it is a serious enterprise as well. I take the study of ASL seriously and so should you. Work hard, complete all assignments, study outside of class, practice signing every day, and attend all class sessions. This will help you to achieve the grade you deserve.

In calculating your grade, I will consider your completion of all the course requirements based on:

- demonstrated mastery of course objectives;
- correct use of ASL grammar and syntax;
- thoroughly written and verifiable deaf community event reports;
- overall academic performance (tests, class participation, no voice);
- promptness in completing all assigned work;
- meeting all other requirements listed.

GRADING SCALE

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Homework, quizzes</td>
<td>20%</td>
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<tr>
<td>Exams</td>
<td>30%</td>
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<tr>
<td>*Deaf Community Participation</td>
<td>15%</td>
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<tr>
<td>**Final Exit Interview</td>
<td>35%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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GRADING STANDARD

A (outstanding) .......................................................... 90-100%
B (superior) ............................................................... 80-89%
C (average) ................................................................. 70-79%
D (barely passing) ......................................................... 60-69%
F (failure) ................................................................. 59-0%

*One requirement of this course is to attend Deaf community events, interact with members of the Deaf community, and report on the activity—in writing—to your instructor within one week. The requirement is for 15 hours over the course of the semester and accounts for 15% of your grade. I will provide you with a number of opportunities, and you may discover your own. Events of your own choosing must be approved in advance; otherwise, no credit may be given. One of the most frequent reasons that students do not pass this course is failure to complete their Deaf community hours. Please plan early to complete this essential course requirement.
** The final exit interview will be a one-to-one conversation with your instructor. This interview will be the instrument to determine if you have mastered the course outcomes sufficiently to progress to ASL 4. Students earning an A, B, or C before the interview will be eligible for assessment. Students who fail the interview will receive a D or an F in the course. Students earning a D or an F before the interview will not be eligible for assessment and will receive that grade in the course.

NUTS AND BOLTS
There are a few behavioral standards you must adhere to:

- **ALWAYS** keep your entire face visible: no hats, hoods, or sunglasses. You must groom your hair off of your forehead. No excessively long or multi-colored fingernails, large rings, or jangly bracelets. Each of these fashion statements creates visual noise and impedes communication.
- **NEVER** use your mobile phone during class: no talking, no texting. Ever. You MUST maintain constant visual contact.
- **NEVER** cheat on an exam. When caught cheating, you will be dealt with swiftly and harshly.
- **NEVER** turn in a report for an event that you did not attend. Doing so will result in the loss of all Deaf community hours for the semester, lowering your grade by one and one-half letter grades.

ACCESSIBILITY
Supportive Services helps to ensure that all students have access to the college and its programs by providing accommodation and support services for students with documented disabilities. Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Student Programs & Services (661-395-4334), FACE 16, as soon as possible to better ensure such accommodations are implemented in a timely fashion. **In addition, if you have a disability that you feel may impact your performance in this class, PLEASE bring it to my attention as soon as possible. I am committed to your success and I want to help you.**

This class embodies a multicultural philosophy that reflects the makeup of our college and our society at large. All students are encouraged to participate and to reflect on the norms of our society as well as those of our individual ethnic or cultural groups and the culture we are to study. We are all here to learn from each other.

Should you, for whatever the reason, decide to stop attending this class, **it is YOUR responsibility to officially drop the course** through A&R. Do not assume that I will do this. Every semester, several students who stop attending and do not drop the course earn an “F” in my class. Please don’t be one of them.
IMPORTANT DATES

Jan. 17..........................................................................................Martin Luther King Jr. Holiday
Jan. 18..........................................................................................First day of instruction
Jan. 28..........................................................................................Refund deadline for semester-length classes
Jan. 31....Last day to add semester-length class with approved enrollment exception form
Feb. 18..........................................................................................Lincoln’s Birthday Holiday
Feb. 21..........................................................................................Washington’s Birthday Holiday
Feb. 22..........................................................................................Deadline to withdraw from semester-length courses w/o a W
Apr. 18 - 23....................................................................................Spring Break
Apr. 1 .......................................................................................Deadline to withdraw from semester-length classes w/ a W
Apr. 4 ............................................................................................Deadline to file for graduation
May 9 - 14.....................................................................................Final Examinations
May 13............................................................................................Commencement

Every semester, I am approached by students who inform me that they have a conflict with the final exam. Sometimes they tell me that they have a final for another class. This is not possible, as finals are coordinated with individual class times. If you have an instructor offering a final during my scheduled time, he or she is doing so at the wrong time. Bring it to your instructor’s attention, or mine, so I can inform him or her. Another excuse I often hear is that students must take an English exit exam; these exams are offered at multiple times. If your FEE conflicts with my final, you must reschedule your FEE.

YOUR INSTRUCTOR

I am a hearing person from a hearing family. My parents and two of my siblings are hearing and my eldest sister is Deaf. Her husband, two of their children, two of their spouses, and one of their grandsons are Deaf. Most of them are retired from, or currently work in, the field of deaf education, as does my wife. Since 1989, I have been a professional sign language interpreter and hold certificates of interpretation and transliteration through RID, the Registry of Interpreters for the Deaf. Since 1995, I have also been a college instructor; I have a BA in creative writing and an MA in rhetoric and composition theory. I have taught courses and workshops in English, interpreting, and ASL at California State University, Northridge, San Diego Mesa College, Bakersfield College, and professional conferences throughout the country. When I’m not teaching or interpreting, I am a husband, father, and photographer.

For information on BC’s ASL Program or your instructor, go to:

http://www2.bakersfieldcollege.edu/asl
http://www2.bakersfieldcollege.edu/tmoran
STUDENT ABSENCES

In the event of your absence, contact a classmate to find out what took place in class and what assignments or homework is due. Absence is not an excuse for late or missing work.

PHONE LIST

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LIFE HAPPENS

Every effort has been made to produce a syllabus that contains accurate and up-to-date information; however, this syllabus is tentative and subject to change. Furthermore, it is your responsibility to attend class and remain current with any assignments or changes in course requirements or other information.

LAST WORD

Remember, as your instructor, it is my job to help you. If you find yourself struggling, don’t go it alone. Ask me for help. I’m available to you in person, by email, or by phone, during my office hours or a previously arranged appointment. I like teaching and I like students and I want to help you.
Throughout its nearly 40-year history, the ASL Program at Bakersfield College has worked closely with Bakersfield’s Deaf Community to host and participate in events where students can interact with Deaf adults and children in Bakersfield. This mutually beneficial interaction helps students to improve their signing fluency and aids their understanding of concepts taught in the classroom.

To help maintain our high standards and to ensure student safety, the BC ASL Program has a number of rules and advisories related to students attending Deaf Community Events. Be sure you read and understand these rules and advisories before attending any events.

RULES:

1. **Under no circumstances may students consume alcohol or be under the influence of any controlled substances while attending Deaf Community Events.** From the BC Student Handbook:

   “The Board of Trustees, the college President or designee may suspend a student for good cause.” . . . which includes “. . . the use, sale, possession, or being under the influence of alcohol or any other controlled substance prohibited by law, on campus or at any function sponsored or supervised by the College.”

   Some students believe that if they are of legal drinking age this policy does not apply to them. That is incorrect. This policy applies to all students, regardless of age. If a student violates this policy, he or she may be sanctioned, up to and including being suspended from the college.

2. **Students will not talk or use their voices while in the presence of Deaf Community members.** Students attending Deaf Community Events agree to do so with the understanding that, while these events are social, they are for their educational benefit. Students will sign—to the best of their ability—while present at Deaf Community Events.

3. **Students who knowingly turn in falsified Deaf Community Event Reports (a report for an event that the student did not attend) will lose all accrued hours and will forfeit the right to earn more hours during that semester.**

4. **You may only earn credit by attending Deaf Community Events listed on the ASL Program’s website.** If you wish to attend an event not listed there and wish to earn credit, you must secure your instructor’s approval prior to attending. Events where alcohol is served (i.e. a bar) or illegal controlled substances are consumed will not be approved under any circumstances.
ADVISORIES:

1. Deaf Community Events are attended by BC students and members of the general public. Deaf community members in attendance are neither screened nor endorsed by the college. Treat Deaf strangers as you would any stranger—with caution. We recommend that you don’t offer rides to, go to isolated areas with, or divulge personal information to people you don’t know, whether they are Deaf or hearing.

Most members of Bakersfield’s Deaf Community are known to us and are upstanding citizens; however, we don’t know everyone and have no way of controlling the movements of individuals. Please exercise caution and common sense and keep your safety foremost in your thoughts.

2. Deaf Community Events are held for you, the student, and are to assist you in improving your ASL fluency.

If you are an ASL 1 student, try to be assertive in introducing yourself and joining in conversations. People are expecting you at these events and are there, generally, to assist you.

If you are an advanced ASL student, reach out to younger, less experienced signers and help them to feel welcome. Don’t sit and chat with only groups of your friends. Assisting a newer student will reinforce and improve your own knowledge as well. If you have a Deaf friend, introduce him or her to newer students. Remember, we all attend these events to learn, and members of our Deaf Community don’t “belong” to anyone. Remember, too, that you were new once.

If you are a new student or advanced, remember, don’t use your voice. If you see other students talking, approach them and engage them in a signed conversation. If they still continue to talk, report that behavior to an instructor and the Deaf person in charge of the event. It is imperative that we maintain a signing environment that promotes learning, values ASL, and—most importantly—respects the members of Bakersfield’s Deaf Community.
ASSIGNMENT SCHEDULE

We have several new issues this semester, so do expect this schedule to change!

Week 1
1.17/1.19  Unit 9 “Making Requests”
Jan. 17 Martin Luther King Jr. Holiday

Week 2
1.24/1.26  Unit 9 “Making Requests”
Unit 7 “Giving Directions”
Jan. 28 Last day for refunds

Week 3
1.31/2.2  Unit 7 “Giving Directions”
Jan. 31 Last day to add a class w/ EEF

Week 4
2.7/2.9  MIDTERM EXAMINATION #1
Unit 11 “Attributing Qualities to Others”

Week 5
2.14/2.16  Unit 11 “Attributing Qualities to Others”
Feb. 18 Lincoln’s Birthday Holiday

Week 6
2.21/2.23  Unit 8 “Describing Others”
Feb. 21 Washington’s Birthday Holiday
Feb. 22 Last day to drop course without a “W”

Week 7
2.28/3.2  Unit 8 “Describing Others”

Week 8
3.7/3.9  Midterm Review
MIDTERM EXAMINATION #2

Week 9
3.14/3.16  Unit 10 “Talking About Family and Occupations”

Week 10
3.21/3.23  Unit 10 “Talking About Family and Occupations”

Week 11
3.28/3.30  Unit 12 “Talking About Routines”
April 1 Last day to drop course with a “W”

Week 12
4.4/4.6  Unit 12 “Talking About Routines”
April 4 Last day to file for graduation

Week 13
4.11/4.13  MIDTERM EXAMINATION #3
Cumulative Review

Week 0
4.18/4.20  April 18 – 23 Spring Break

Week 14
4.25/4.27  Cumulative Review

Week 15
5.2/5.4  Final Exit Interviews by individual appointment

Week 16
5.9  Final Exit Interviews by individual appointment
Monday, May 9 2:00 – 3:50 p.m.