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ON THE COVER:

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 lead 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.
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

**ASL B3 Advanced American Sign Language Party 1** (5 units) emphasizes advanced conversational fluency in ASL, followed by intensive work on comprehensive skills and grammatical structure. Instruction in conceptual accuracy and translation of English idioms to American Sign Language. Discussion of various aspects of American Deaf culture and dynamics of the Deaf community. **Prerequisite:** ASL B2. **Hours:** 90 lect. Field trips required. **Offered:** F, S. **CCS:** Liberal Arts &Sciences. **Transferable:** UC, CSU and private colleges. BC GE C; CSU GE C.2; IGETC 3.B, 6.

COURSE RESOURCES

1. **Course Information**
   - ASL B3 CRN# 30989
   - Time: TTh 2:35 – 5:05 p.m.
   - Room: LA 115

2. **Required Materials:**
   - Register for ASL 3 at [www.cyberasl.com](http://www.cyberasl.com). The cost is $15.00.

3. **Instructor Contact:**
   - Tom Moran
     Chair, Department of Foreign Languages
     Professor, American Sign Language
     Office: LA 215D
     Phone: 661.395.4537
     Email: tmoran@bakersfieldcollege.edu
     Website: [www2.bakersfieldcollege.edu/tmoran](http://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

EMAIL is the best way to reach me. If you call outside of my office hours and leave a message, it may be awhile before I get it. Call if you must, but email if you can. If you leave a phone message, speak slowly and clearly; at the beginning of your message, tell me your name, phone number, and which class you are enrolled in.
COURSE PHILOSOPHY

By now you know that ASL courses are language workshops and that we use ASL as our means of instruction and we observe the rules of Deaf Culture. The fact that you’ve enrolled in ASL 3 demonstrates that you’ve succeeded twice before and that you are serious about developing fluency in ASL. As you know, your ability to succeed in this class and earn a passing grade is directly related to your respect of ASL (not using your voice in class or in the presence of deaf people), enthusiastic participation in class, regular study and homework, and using ASL extensively outside the classroom at deaf events.

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 learning a new language, BUT**
   - don’t correct other teachers’ students regarding sign choices.
   - never correct a Deaf person regarding sign choices.
COURSE GOALS AND OBJECTIVES

1. The student will show receptive and expressive abilities in the facilitation of ASL. Using both receptive and expressive abilities, students will participate in dialogues involving a variety of practical language functions, including how to
   a. Locate things around the house, give reasons, give specific locations, correct and confirm information, and open conversations
   b. Complain, make suggestions, and make requests, ask for permission, express concern, decline with reason, agree with conditions.
   c. Exchange personal information regarding life events, ask or tell when, inquire about surname nationality, narrate family history, correct and elaborate on information.
   d. Describe and identify things, ask for word meaning, define word meaning, and describe objects.
   e. Talk about typical weekend events, express opinions, feelings, discuss disrupted plans.

2. Students will learn a number of ASL grammatical features, including
   a. Topic-comment structure, non-dominant hand reference, locative classifiers, ordinal numbers and numbers of 100 and above.
   b. Recurring time signs, continuous time signs, temporal aspect, conditional sentences.
   c. When clauses, phrasing for sequencing events, contrastive structure, descriptive classifiers, address numbers
   d. Classifiers for shapes, patterns, textures, and instruments,
   e. Temporal sequencing, durative aspect time signs, element classifiers.

3. Students will review a number of ASL grammatical features, including
   a. Yes/no questions, WH questions, numbers 0-100
   b. Inflecting verbs, role shifting, clock numbers
   c. Possessive forms, date numbers
   d. Non-manual markers, money numbers

4. The student will acquire knowledge and insight in the areas of Deaf community, culture, and ASL grammar and Syntax. Students will learn about
   a. handshape stories
   b. ASL cheers and songs.
   c. ASL poetry
   d. ASL story telling
   e. Deaf culture legends

CLASS ATTENDANCE
ASL B3 is an advanced language workshop; as an advanced student, you are expected to conduct yourself as a professional: attend regularly and participate meaningfully. As a result, I will allow four absences (the equivalent of two weeks’ instruction) during the semester—no questions asked. You need not inform me of the reason for, nor circumstances of, your absence. On the occasion of your fourth absence, you will be summarily dropped from the course.

To encourage your promptness and attendance, I will give homework assignments and pop quizzes over the course of the semester. I will drop the lowest score (including 0); therefore, no make-ups. Quizzes and homework assignments are worth 20% of your final grade. See Student Absences on page 9.
STUDENT SUCCESS
Study time is the key to academic success. Our class is 5 units: that means 10 hours of outside study and signing practice each week. Consider making a study schedule. A study schedule will help you to
• complete studying and homework assignments on time.
• save time by improving studying efficiency.
• avoid procrastinating.
• enjoy free time without feeling guilty.

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;
• unambiguous, readable writing presented in a clearly organized manner;
• presentation and development of thought-provoking ideas;
• overall academic performance (tests, class participation, Deaf community hours, no voice);
• promptness in completing all assigned work;
• meeting all other requirements listed.

GRADING SCALE
Homework, quizzes .................................................................20%
Exams .................................................................................30%
*Deaf Community Participation ....................................15%
**Final Exit Interview..........................................................35%
Total ............................................................................100%

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

DEAF COMMUNITY EVENTS
*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.

NOTE: Deaf Community Event Reports must be turned in to me no later than two weeks following the event. I will not accept reports turned in later than two weeks. I will only accept reports turned in at the beginning of class. I will only give credit to reports that are complete, demonstrate thoughtful reflection, and are legible. If I return a report to you as illegible, all subsequent reports must be typed.

For information on BC’s ASL Program or your instructor, check out:
http://www2.bakersfieldcollege.edu/asl
http://www2.bakersfieldcollege.edu/tmoran

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 located in the Student Services Building, first floor, Counseling Center (661-395-4334), 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. I am committed to your success and I want to help you.**
IMPORTANT DATES

Aug. 23 ...........................................................................................................................................First day of instruction
Sept. 1 – 2 ........................................................................................................................................ Assessment Center Closed for Testing
Sept. 3 ................................................................................................................................................ Refund deadline for semester-length classes
Sept. 6 ................................................................................................................................................ Labor Day Holiday
Sept. 20 .............................................................................................................................................. Last day to drop classes without a “W”
Nov. 1 .............................................................................................................................................. Deadline to file for graduation
Nov. 1 .............................................................................................................................................. Deadline to withdraw from semester-length classes w/ a W
Nov. 11 .............................................................................................................................................. Veterans Day Holiday
Nov. 24 .............................................................................................................................................. Classes starting at 5:30 and after will not be held
Nov. 25 – 26 ...................................................................................................................................... Thanksgiving Holidays
Dec. 4 – 10 .......................................................................................................................................... Final Examinations
Dec. 10 ................................................................................................................................................ Fall Session Ends

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 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 NOT my final.

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.
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
Classmate                  Phone Number/Email
__________________________  _______________________
__________________________  _______________________
__________________________  _______________________
__________________________  _______________________

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. In addition, 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 by telephone or email or in person, during my office hours or a previously arranged appointment. I like teaching and I like students and I want to help you.

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 I will do this. Every semester, several students who stop attending but fail to drop the course earn an “F” in my class. Please don’t be one of them.
Deaf Community Events Policy
Bakersfield College ASL Program

Throughout its 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

*(subject to change)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Unit 14 Complaining, Making Suggestions and Requests</td>
<td>8.24/8.26</td>
</tr>
<tr>
<td>Week 2</td>
<td>Unit 14 Complaining, Making Suggestions and Requests</td>
<td>8.31/9.2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Unit 17 Talking About the Weekend</td>
<td>9.7/9.9</td>
</tr>
<tr>
<td>Week 4</td>
<td>Unit 17 Talking About the Weekend</td>
<td>9.14/9.16</td>
</tr>
<tr>
<td>Week 5</td>
<td>Midterm #1 Units 14 &amp; 17*</td>
<td>9.21/9.23</td>
</tr>
<tr>
<td>Week 6</td>
<td>Unit 15 Exchanging Personal Information: Life Events</td>
<td>9.29/10.1</td>
</tr>
<tr>
<td>Week 7</td>
<td>Unit 15 Exchanging Personal Information: Life Events</td>
<td>10.5/10.7</td>
</tr>
<tr>
<td>Week 8</td>
<td>Unit 16 Describing and Identifying Things</td>
<td>10.12/10.14</td>
</tr>
<tr>
<td>Week 9</td>
<td>Unit 16 Describing and Identifying Things Midterm #2 Units 15 &amp; 16*</td>
<td>10.19/10.21</td>
</tr>
<tr>
<td>Week 10</td>
<td>Unit 13 Locating Things Around the House</td>
<td>10.26/10.28</td>
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<tr>
<td>Week 11</td>
<td>Unit 13 Locating Things Around the House</td>
<td>11.2/11.4</td>
</tr>
<tr>
<td>Week 12</td>
<td>Cumulative Review Units 13 - 17</td>
<td>11.9/11.11</td>
</tr>
<tr>
<td>Week 13</td>
<td>Cumulative Review Units 13 - 17</td>
<td>11.16/11.18</td>
</tr>
<tr>
<td>Week 14</td>
<td>Midterm #3 Unit 13 &amp; Cumulative Review Practice Final Exit Interviews</td>
<td>11.23/11.25</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exit Interviews by individual appointment</td>
<td>11.30/12.2</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exit Interviews by individual appointment</td>
<td>12.7</td>
</tr>
</tbody>
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*Midterm dates are subject to change.*

*Practice Final Exit Interviews*

*Final Exit Interviews by individual appointment*

*Tuesday, December 7th: 2:00 – 3:50 p.m.*