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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 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.
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 B3 CRN # 31004
   - Time: MW 6:00 p.m. – 8:30 p.m.
   - Room: LA 115

2. Required Materials:

3. Instructor Contact:
   - Tom Moran
     Office: LA 215D
     Phone: 395-4537
     Email: tmoran@bakersfieldcollege.edu
     Website: www2.bakersfieldcollege.edu/tmoran
     Office Hours: M 5:00 – 6:00 p.m.
                   T 10:00 – 11:00 a.m. & 2:00 – 2:30 p.m.
                   W 5:00 – 6:00 p.m.
                   Th 10:00 – 11:00 a.m. & 2:00 – 2:30 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.
COURSE PHILOSOPHY

ASL is a language, just like Spanish, German, or Russian; therefore, ASL B3 is a language workshop. Unlike most other languages, however, it is a visual-spatial language with no written form. Our text, Signing Naturally—which you will use in both ASL 1 and 2—is written by authors who are pioneers in the field of ASL instruction. They have organized their 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 ASL efficiently and authentically, we will have a strict “NO VOICE” policy in our classroom. 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
   d. ASL cheers and songs.
   e. ASL poetry
   f. ASL story telling
   g. 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 three absences (the equivalent of one and one-half week’s instruction) during the semester—no questions asked. You need not inform me of the reason for, nor circumstances of, your absence. Beyond the two, however, I will only excuse your absences in cases of extreme personal need (death in the family, etc.) or illness requiring a doctor’s care (which will, of course, require documentation).

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. College classes require significantly more study time than classes in high school. 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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<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%
** 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.

*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

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Supportive Services (FACE 16, 395-4334) as soon as possible to better ensure such accommodations are implemented in a timely fashion. If you have a disability that may impact your performance in my class, please meet to discuss it with me. 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 and everyone is welcome.
IMPORTANT DATES

Jan. 19..........................................................Martin Luther King Holiday observed
Jan. 20..........................................................Spring 2009 semester begins
Jan. 30............................................................Refund deadline for semester-length classes
Feb. 13..........................................................Lincoln’s Birthday Holiday observed
Feb. 16..........................................................Washington’s Birthday Holiday observed
Feb. 20..........................................................Deadline to withdraw from semester-length courses w/o a W
Apr. 1..........................................................Deadline to file for spring 2009 graduation
Apr. 3..........................................................Deadline to withdraw from semester-length classes w/ a W
Apr. 6-10..........................................................Spring Recess
May 11-15......................................................Final Examinations
May 15.........................................................Commencement

NOTE: 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 yours FEE conflicts with my final, you must reschedule your exit exam.

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, photographer, motorcycle rider, and pipe smoker.
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

<table>
<thead>
<tr>
<th>Classmate</th>
<th>Phone Number/Email</th>
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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. 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.
### ASSIGNMENT SCHEDULE

(subject to change)

| Week 1 | Jan. 19th: Martin Luther King Holiday observed  
1.19/1.21  
Unit 14 Complaining, Making Suggestions and Requests |
| --- | --- |
| Week 2 | Unit 14 Complaining, Making Suggestions and Requests  
1.26/1.28 |
| Week 3 | Monday, September 5 Veteran’s Day Holiday  
2.2/2.4  
Unit 14 Talking About the Weekend |
| Week 4 | Unit 17 Talking About the Weekend  
2.9/2.11  
Feb. 13th: Lincoln Birthday Holiday observed |
| Week 5 | Feb. 16th: Washington Birthday Holiday observed  
2.16/2.18  
Unit 17 Talking About the Weekend  
Feb. 20th: Deadline to withdraw without a “W” |
| Week 6 | Unit 17 Exchanging Personal Information: Life Events  
2.23/2.25  
Midterm #1 Units 14 & 17 |
| Week 7 | Unit 15 Exchanging Personal Information: Life Events  
3.2/3.4 |
| Week 8 | Unit 15 Describing and Identifying Others  
3.9/3.11 |
| Week 9 | Unit 16 Describing and Identifying Others  
3.16/3.18 |
| Week 10 | Unit 16 Locating Things Around the House  
3.23/3.25 |
| Week 11 | Midterm #2  
3.30/4.1  
Unit 13 Locating Things Around the House  
Deadline to withdraw with a “W” |
| Week 0 | Spring Recess  
4.6/4.8 |
| Week 12 | Unit 13  
4.13/4.15 |
| Week 13 | Unit 13  
4.20/4.22  
Curriculum Review |
| Week 14 | Curriculum Review  
4.27/4.29  
Midterm #3 |
| Week 15 | Final Exit Interviews by individual appointment  
5.4/5.6 |
| Week 16 | Final Exit Interviews by individual appointment  
5.11 |

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Week 0: Spring Recess  
Week 12: Unit 13  
Week 13: Unit 13  
Week 14: Curriculum Review  
Week 15: Final Exit Interviews by individual appointment  
Week 16: Final Exit Interviews by individual appointment