

SERP 431B/531B
American Sign Language IV
Spring 2009

Syllabus

Instructor: Cindy Volk, Ph.D.

Classroom: COE 441A

Office: Education Bldg., Rm. 415

Office Hours: Mon.-Thurs. 9:15 -10:00 AM

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Summary of Course Goals

The purpose of 431B/531B is to facilitate the continued development of intermediate conversational ASL skills. Students will learn how to express themselves in a variety of settings with emphasis being on the function of language (e.g., making requests for information, describing objects, providing definitions, etc.). Artistic expression in ASL will also be included (e.g., poetry). Students will improve their receptive abilities through exposure to a variety of signers.

Required Text

1. Mikos, K., Smith, C. and Lenz, E. (2001). Signing Naturally: Student Workbook/Videotext, Level Three. DawnSign Press, Berkeley, CA.
2. Preston, P. (2000). Mother Father Deaf: Living Between Sound and Silence. First Harvard University Press, Boston, MA.

Course Requirements

PLEASE NOTE: VOICE COMMUNICATION WILL NOT BE ALLOWED DURING CLASS TIMES. NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO MAKEUP QUIZZES OR EXAMS. PLEASE ABIDE BY THESE RULES.

1. **Attendance and Participation:** Attendance is mandatory because your participation in and contributions to the class are essential; students are expected to complete the assignments before class and to participate activity in class. You will be required to attend all sessions of class. **It is highly recommended that in the beginning of the semester, you form study groups.**
2. **Examinations:** There will be a mid-term and a final. There will be five quizzes. Both the mid-term and the final will be 135 points each. The quizzes will each be 30 points **(50% of your grade).**
3. **Sign Exams:** You will be evaluated (graded) three times during the semester using materials designated by your instructor. These will be worth 45 points each **(20% of your grade).**
4. **Homework:** Homework will be assigned from the course texts. **Late homework will not be accepted.** The reaction paper for the community event will be considered as

one homework assignment. Homework is worth three points each (**10% of your grade**).

5. **English to ASL Translations:** Each student is required to translate from English to ASL two children’s literature stories in front of the class. A sign-up sheet will be passed around on the first day of class; you must sign up for two separate dates for the translation. **No make-ups are allowed.** Story translations are worth 20 points each (**5% of your grade**).
6. **Interview:** Students will be required to conduct a one- to two-hour interview with a deaf person and to complete a written report (minimum of three pages, typed, double-spaced). This will be worth 45 points (**5% of your grade**).
7. **Final Performances:** You will be required to complete a final ASL performance as a culmination of your four semesters of ASL. This will be performed in front of the class and may be done as a group of several individuals. This will be worth 90 points (**10% of your grade**).
8. **Community Event Participation:** All students are required to attend at least one deaf community event and write a one-page reaction paper about it. This will be considered as one homework assignment.
9. **Graduate Students:** You will be required to do additional work for credit for SERP 531B. Please see the instructor for assignments.

Grading

Quizzes (150 pts.)/Midterm (135 pts.)/Final Exam (135 pts.)	50%
Sign Exams (135 pts.)	20%
Children’s Stories (45 pts.)	5%
Homework (90 pts.)	10%
Interview (45 pts.)	5%
Final Performance (90 pts.)	10%
Total (900 pts.)	100%

Students unable to take scheduled exams/quizzes/assignments, due to personal illness or emergency, must contact the instructor **prior to the exam**. If the instructor is not contacted prior to the exam, the student will receive a “0”.

Code for Academic Integrity

Students shall not violate the Code of Academic Integrity. Any attempt to commit an act prohibited by the Code shall be subject to sanctions.

Students with Disabilities

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you are registered with the Disability Resources (621-3268; drc.arizona.edu) and notify

me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Final Exam

Wednesday, May 6th during class time **OR** Wednesday, May 13th at 11:00 AM

Class	Date	Topic & Activity	Required Written Assignments
Week 1			
Wed.	Jan. 14	Introduction, review	
Th.	Jan. 15	Review	
Week 2			
Mon.	Jan. 19	NO CLASS – Martin Luther King Day	
Tues.	Jan. 20		Read Introduction ix-xiv, Pp. 1-5 & 22-24
Wed.	Jan. 21	Unit 18: Narrating Unforgettable Moments Passing Object between People	
Th.	Jan. 22	Passing Objects between People Spilled Objects	Read pp. 6-7 & 24-30
Week 3			
Mon.	Jan. 26	Pass, Throw, and Spill Narrative Practice	
Tues.	Jan. 27	Sacks Pp. 1-13 Different Types of Falls Tripping and Falling Narrative Practice	Write a story using simple Role Shifts, then sign it in class
Wed.	Jan 28	Results of Injuries and Mishaps	P1
Th.	Jan 29	Results of Injuries and Mishaps	Read pp. 8-21
Week 4			
Mon.	Feb. 2	Two Points of View	P2
Tues.	Feb. 3	QUIZ 1	
Wed.	Feb. 4	Elaborating on the Story Four Variations on Role Shift	Write a story describing an accident, then sign it in class, using classifiers.
Th.	Feb. 5	Elaborating on the Story	
Week 5			
Mon.	Feb. 9	Developing Own Narrative	
Tues.	Feb. 10	Developing Own Narrative	
Wed.	Feb. 11	Unit 19: Sharing Interesting Fact Using percentages and fractions	P3
Th.	Feb. 12	Using Percentages and Fractions	Read pp. 32 & 41-44

Week 6			
Mon.	Feb. 16	Using Listing Skills	Read pp. 33-37 & 44-51 Develop own narrative to sign in class
Tues.	Feb. 17	Using Listing Skills Identifying Topics	P4
Wed.	Feb. 18	Translating Facts	Read pp. 38-40
Th.	Feb. 19	Translating Facts	
Week 7			
Mon.	Feb. 23	Analyzing and Translating Remarkable facts	P5
Tues.	Feb. 24	Translating facts	
Wed.	Feb. 25	QUIZ 2	
Th.	Feb. 26	SIGN EXAM 1	
Week 8			
Mon.	Mar. 2	Using Classifiers to Describe	Write a narrative using classifiers to describe, then sign it in class.
Tues.	Mar. 3	Using Classifiers to Describe Sacks 75-97	P6
Wed.	Mar. 4	Classifiers	
Th.	Mar. 5		
Week 9			
Mon.	Mar. 9	Unit 21: Telling About Accidents Tell about an Incident with a Horse	Read pp. 72-82
Tues.	Mar. 10	MID-TERM	
Wed.	Mar. 11	Retell a Story Tell About an Incident With a Bicycle	P7 Read pp. 83-94
Th.	Mar. 12	Bicycle (continued)	Write a narrative about an incident, then tell it in class.
MARCH 16 – 20 SPRING BREAK			
Week 10			
Mon.	Mar. 23	Bicycle (continued)	
Tues.	Mar. 24	Tell about a near-miss	
Wed.	Mar. 25	Tell about a Two-Car Accident	Read pp. 95-101 Read pp. 102-115
Th.	Mar. 26	Car Accidents (continued)	P8
Week 11			
Mon.	Mar. 30	Describing an Accident: Presenting Own Narrative	
Tues.	Mar. 31	QUIZ 3	
Wed.	Apr. 1	Unit 22: Talking about Money Purchases and Income	P9
Th.	Apr. 2	Purchases and Income: Banking Terms	Read pp. 117 & 123-124
Week 12			
Mon.	Apr. 6	Banking Terms: Debts, Bills and Contributions	Read pp. 118-122 & 125-136
Tues.	Apr. 7	Debts, Bills and Contributions: Making financial decisions	
Wed.	Apr. 8	SIGNING EXAM 2	
Th.	Apr. 9	Unit 23: Making Major Decisions: State Preferences	P 10 & 11

Week 13			
Mon.	Apr. 13	Tell about Car Features and Problems	
Tues.	Apr. 14	Tell about Car Features and Problems	
Wed.	Apr. 15	Tell about Car Features and Problems	Read pp. 137-154
Th.	Apr. 16	Tell about Car Features and Problems	Write a narrative about making a decision, then retell it in class
Week 14			
Mon.	Apr. 20	Discuss making life changes	
Tues.	Apr. 21	Quiz 4 & 5	
Wed.	Apr. 22	Final Performance Practice	Interview and Paper Due, Reaction Paper Due
Th.	Apr. 23	Final Performance Practice	
Week 15			
Mon.	Apr. 27	Final Performance Practice	
Tues.	Apr. 28	Final Performance Practice	
Wed.	Apr. 29	Final Performances	
Th.	Apr. 30	Final Performances	
Week 16			
Mon.	May 4	REVIEW	
Tues.	May 5	SIGNING EXAM 3	
Wed.	May 6	FINAL EXAM	

Preston

Chapter 1

1. Describe the difference between Peter and Doreen's views of having deaf parents. To what do you attribute this difference?
2. Why was the shared history so important with Preston's informants?
3. Did the "paradox of intimacy" apply in this research?
4. How is deaf culture transmitted?

Chapter 2

1. What percentage of deaf parents have hearing children?
2. What are the four components of deaf culture?
3. What is the difference between deaf and Deaf?
4. Describe the deaf mother's reaction to having a hearing child.
5. What is CODA? What are "codas"?

Chapter 3

1. What does the term “strongly deaf” mean?
2. Why do you think that many hearing children of deaf parents felt their experience was unique?
3. What did the sentence “I don’t know what’s the deafness and what I isn’t” mean?
4. Describe the economic situation with many of the informant’s families.
5. Why did some of the children feel compelled to change what their parents were really saying to people?
6. What benefits did codas feel they received from additional responsibility as children?
7. To what did informants attribute the success of their parents’ marriages?

Chapter 4

1. What did informants cite as the most important factor that affected their parents?
2. What was the family communication like for the oral deaf individuals?
3. Describe the overall feelings of those who had “hearing” grandparents.
4. Why did the codas with deaf grandparents feel they were not valued?
5. What were the differences with those from extended deaf families?
6. Describe the difficulties with family gatherings.

Chapter 5

1. Describe what was meant by parents raised with a “limited world view.”
2. How and why did deaf parents learn social information from their children?
3. What was the one strength that many informants said the residential school had given their parents?
4. Describe the importance of friends to informants’ parents.
5. Describe the emphasis on the group vs. individual in the deaf community.
6. Who was the “alternate family”?

Chapter 6

1. Who was most often the “family interpreter” and why?
2. Why was the person in #1 most often female?
3. If the eldest child was not the interpreter, how did this person communicate with his/her parents?
4. Are all hearing children of deaf parents truly culturally deaf? If not, why?
5. Describe how informants used parental terms to describe themselves.
6. Describe the differences in family dynamics in families with deaf siblings.

Chapter 7

1. Describe the importance of language. What is the presumed element?
2. Describe the different perspectives on silences among informants?
3. What is the fundamental basis of communication?
4. What are the two cultural standards reflected in metaphors of silence?
5. Describe the differences in sound between private and public domains.
6. What did most informants report as their first or primary childhood language?
7. How did informants learn to talk? Why did some resent this question?
8. In what situations during interviews would informants use sign language?
9. What is the relationship between sign language and culture and how does it affect cultural identity and affiliation?

Chapter 8

1. What were the two related activities that recurred throughout most informants’ descriptions of their childhood? What were the three recurrent features?
2. Describe the cultural issues interpreters can face.
3. What were the responsibilities described by the informants?
4. What was the opinion of informants regarding ability of deaf parents to raise children?
5. Describe the contradictory feelings of codependence and parents’ independence.

6. Describe the issues with boundaries.
7. Describe the concerns regarding reciprocity.
8. Describe the difference in viewing deafness as incidental vs. a calamity.

Chapter 9

1. What were the three recurrent aspects of difference within informants' lives?
2. Which of Goffman's four learning patterns fits this group and why?
3. Describe the feelings regarding public scrutiny.
4. Who are the two groups of people sympathetic to those with stigma?
5. What is courtesy stigma? How can it affect codas?
6. Why could informants envision themselves with a deaf child, but not a deaf spouse?

Chapter 10

1. Do you think it is possible not to know a child is hearing until he/she attends school?
2. What were the perceived differences between informants and their childhood peers?
3. What does the statement, "functional condition and cultural affiliation are not equivalent with the deaf community" mean?
4. Describe the feelings of informants regarding "hyphenated lives."
5. What is liminality?

Chapter 11

1. Why were so many of the informants employed in deafness-related careers?
2. Describe the "chameleon" reference.
3. What were the four metaphors of identity?
4. What is "coda-talk"?
5. What were the three explanatory models that emerged? How did informants use these models to describe their experiences?