

2016

ASLN 290-01 Deafness I: Origins and Orientation

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Xavier University
Department of Modern Languages
American Sign Language
ASLN 290 Deafness I: Origins and Orientation
Fall 2016

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Office hours: N/A: If you need to meet with me, please text or email me and I will set a time and a place to meet with you.

Prerequisites: ASLN 101 and ASLN 102

Required Text: *Journey into the Deaf-World*, by Harlan Lane, Robert Hoffmeister, and Ben Bahan. Dawn Sign Press, 1996.
ISBN: 978-0-915035-63-2

You must have an XU account (an e-mail account that ends with xavier.edu) and access to Canvas in order to receive course information and announcements. If you cannot access the course material, you cannot successfully complete this course. Enrollment in this course requires you to read, understand, and follow the procedures and policies below. Please be advised that this course has an attendance policy. If you are prone to miss class often, then this is course may not be what you want to take.

Welcome to Xavier's first of two Deaf culture courses. This course is designed to expand upon the Deaf culture knowledge you have previously been exposed to in ASLN 101 and ASLN 102. Discussions about Deaf culture, famous Deaf individuals along with how deafness relates to your field of study will be explored.

Course Objectives:

Students who satisfactorily complete this course should be able to:

Develop use of and expand knowledge of signs in context, specifically those related to your major.

Identify individuals who have impacted the Deaf community.

Identify the origins of American Sign Language and its connection to the Deaf culture.

Analyze the linguistic and cultural material in the text and course readings.

Connect classroom material with real life Deaf experiences through attendance of a Deaf forum and Deaf community activity.

Complete Chapters 1- 6 in *Journey into the Deaf World*.

This course fulfills requirements and goals of the Core Curriculum and helps students achieve the following Core

Curriculum Student Learning Outcomes:

Student Learning Outcomes for Goal 1 of the Core Curriculum

GOAL 1: Students will be effective communicators in writing and orally

2. Students will organize and express their ideas in writing and orally

3. Students will expand their signing skills by using American Sign Language to communicate in class with the instructor and other students, and with Deaf individuals outside of class.

In this course, students will effectively communicate to peers using the skill of ASL. Students will translate manual sign language into written sign language during unit exams and during daily class individual and group exercises.

Student Learning Outcomes for Goal 5 of the Core Curriculum

GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it

1. Students will use information and resources responsibly in their communication and research

In this course, students will use information and resources responsibly while obtaining research data and information required for completion of the course Research Project requirement. Students are required to obtain research through visitation of facilities associated with their research topic.

GOAL 6: Students will be aware, global citizens

Student Learning Outcomes for Goal 6 of the Core Curriculum:

1. Students will communicate in a foreign language and read and interpret cultural materials related to the language studied.
2. Students will identify individuals who have championed causes of the Deaf community.
3. Students will recognize issues peculiar to the Deaf community.
4. Students will perceive biases and prejudices, intentional and unintentional, that Deaf individuals confront daily.
5. Students will relate issues facing the Deaf community to their major.

In this course, we will continuously practice and evaluate communication, both visual/manually and through the use of written glossing, in American Sign Language. Students will also explore the many facets of Deaf culture through exposure to the Deaf –world. They will make connections to their own experiences and future career paths.

Canvas/email:

- A) I submit all grades via the Blackboard grading system. You are able to view your current grade in this class at all times throughout the semester.
- B) I email information about our class on a regular basis. Be sure you have your Xavier email address forwarding emails to a personal email or check your XU email on a regular basis. You are expected to check for emails pertaining to our class on a regular basis.
- C) Documents will be posted in Canvas.

Course Requirements:

Attendance and participation:

A language requires practice and study. Students are expected to attend all classes. Participation in class activities and dialogues is required. In order to effectively learn the language, you must participate in all activities asked of you in class. You are expected to be on time to class. Every minute you are late affects your ability to understand the language and interrupts the concentration of the others in class. It is also rude and disrespectful to both the instructor and class if you are late. Attendance will be taken each class.

Attendance is mandatory for this class. Due to the nature of the curriculum, it is impossible to learn outside of the class setting. All information related to the course is explained and taught during class. Therefore, missing a class will set you considerably behind. Please review the attendance policy below:

- 1) Your first absence is excused, no proof of reason for absence required.
- 2) Each additional absence (void of valid excuse/proof of absence) will result in a 10 pt. decrease from your participation/attendance grade.
- 3) Being late to class is unacceptable. Two tardies = one absence, resulting in a 10 pt. decrease from your participation/attendance grade.
- 4) If you are involved in sports, it is your responsibility to make me aware of the dates you will be absent. Providing me with a schedule pre-season is fine, but you are also required to remind me the class prior to any sport's absence so I can adequately mark your following absence as excused.

Assignments:

- 1) All assignments must be handed to the instructor on the due dates.
- 2) Late assignments will be penalized 15% of assignment grade for each class date late.
- 3) If you have a planned absence due to a sport's activity or other excusable reason, on a date when an assignment is due, the assignment is due the class prior to your absence.
- 4) Assignments sent via email are not accepted. Please place assignments in my box on the wall outside of my office (705 Schott Hall) or send assignment with another student to class. The paper must be placed in my mailbox prior to the start of your class time.

Assessments:

- 1) **Tests:**

There are 2 tests. Each test will consist of two parts:

- 1) Chapters from *Journey into the Deaf-World*
- 2) Sign language vocabulary words

The first test is over chapters 1 – 4 and the second test is over chapters 5 -6.

2) Community Activity:

You are required to attend one event of the Deaf community. After attending the event, a 2-3 page typed report on the activity must be turned in by the due date. In the paper, be sure to list the name of the event, the date you attended and where it was held. Discuss your experience and opinion of the event. Be as detailed as possible, especially regarding how you felt during the experience.

If you attend a Community Event for another course, you may use the same event for this course. However, for this course, while attending the event, you must make a point to engage a member of the Deaf community and discuss with them one, or multiple, topics discussed during this course. This specific information must be included in your paper, making specific connections between conversations with Deaf individuals and the information discussed in class. Papers that do not directly make this connection will have their grade deducted accordingly. Your grade will directly affect your interaction

You may attend an event at your convenience; however, paper must be turned in no later than the assigned date. Do not wait until the last week, as events are not always consistently offered in the Deaf community. No excuses will be accepted so do not procrastinate! Specific information regarding the project, as well as options for community activities, will be provided in class. You must attend an event in the Cincinnati area.

3) Deaf Community Forum:

Students are required to attend the one Deaf Community Forum. This is a required attendance event and will be held on campus. The date of the Deaf Community Forum is yet to be determined at submission of this syllabus. Prior to the forum, a specific prompt will be provided for the paper topic and will be discussed during class.

4) Written reflections:

Students will write and submit two different written reflections based on specific topics related to textbook material and classroom discussions. The written reflection are to be between 3 – 5 pages long, following all typing requirements as listed in the syllabus. The topics for the two written reflections are as follows:

- 1) Students will evaluate the difference between residential schooling of a Deaf child and mainstream schooling of a Deaf child. Students will compare statistics of effectiveness of both and choose a hypothetical choice and explain why if they produced a Deaf child themselves and had to choose.
- 2) Students will analyze the connection between their major course of study at Xavier University and the Deaf community and how you will be able to incorporate your skills within the Deaf world.

5) Research Project and presentation:

Students will choose a topic reflective of the material discussed in the course text and will research the topic, producing a 5-7 page written paper. Students will present their finding to the class through a presentation. Information from the research project presentations will be included on the exam.

Typing requirements:

All typed assignments must meet the following guidelines or points will be deducted:

- A) Title page must be separate from text of paper. Do not put your name, date or other information on the first page of text. All information aside from body of paper is to be included on a separate cover sheet. The

first page of text should begin at the top of the paper and be a full page length.

B) Bibliography information is to be included on a separate piece of paper to be included at the end of your paper. The bibliography and cover sheet are not included in the length requirements of the paper.

C) All papers are to be double spaced, standard margins on all sides, 12 point font, Times New Roman. D)

Any papers that do not meet these specific requirements will have their grades adjusted accordingly.

E) Do not add extra space between paragraphs.

Classroom Electronic Devices Policy:

The use of electronic devices such as but not limited to cell phones, laptops, or tablets during class is **strictly prohibited**. You may use any of the aforementioned devices prior to and after class but during class, these devices must be either **powered down or set to silent AND be stowed away**. If there is an emergency that requires the use of said devices, please let me know prior to the start of class. If you are caught using any of these devices, the first offence will be a verbal warning. If you are caught a second time, you will be asked to leave the class. Being asked to leave the class more than once will constitute an absence which will then affect your attendance grade.

2.3.9.1. Academic Honesty (*Student Handbook*, 107-8)

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of standards of ethical behavior will not be tolerated at Xavier University. These include but are not limited to cheating, plagiarism, unauthorized assistance in assignments and tests, and the falsification of research results and material.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include, but are not limited to, one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from Xavier. The Academic Dean of the college in which the student is enrolled is to be informed in writing of all acts of academic dishonesty, although the faculty member has authority to assign the grade for the assignment, test, or course. If disputes regarding the applicability or enforcement of this policy arise, the student, faculty member and department chair should attempt to resolve the issue. If this is unsatisfactory, the Academic Dean of the college will rule on the matter. As a final appeal, the Provost will call a committee of tenured faculty for the purpose of making a final determination.

Course Evaluation:

Chapter tests. 2 worth 150 pts each	
Test One: Chapters 1 – 4	300 pts
Test Two: Chapters 5 – 6	
Community Activity (75) /paper(25)	100pts
Research paper (175) /presentation(75)	250pts
Deaf forum attendance (75) /paper (25)	100pts
Written reflections. 50pts each	100pts
Final exam	200pts
Attendance	75pts

Grading:

A = 93 - 100%
A- = 90 – 92.9%
B+ = 88 - 89.9%
B = 83 – 87.9%
B- = 80 – 82.9%
C+ = 78 – 79.9%
C = 73 – 77.9%
C- 70 – 72.9%
D+ = 68 – 69.9%
D = 63 – 67.9%
D – 60 – 62.9%
62.4% and below = failing