

**Valencia College
Course Syllabus**

ASL 2600 / Method of Teaching ASL
Summer 2012
May 7 – July 31 (Full-Term)
CRN 33008
Online

<p>Alyse Suzanne Rasmussen / (407) 951-6229 Videoconferencing: Skype: Alyse.Rasmussen (office hours) Posted in Blackboard</p>	<p>Class Meeting: Blackboard Days/Times: 5 Days / Week (recommended) 3 Days / Week (required) Location: Online</p>
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Course Description & Prerequisites

Provides overview of how second languages have traditionally been taught, discusses current theories and approaches design and instructional methods in second language acquisition and the teaching and learning of American Sign Language and Deaf community and culture. Students are provided opportunities to practice basic teaching techniques, select appropriate materials, design curriculum and evaluation techniques, including how to teach cultural and grammatical features in lessons. Students learn about resources to support their efforts to teach sign language¹.

Prerequisites: Minimum grade of C in ASL 2160 or departmental approval

Course Text and Supplemental Materials

Required Text:

- Horwitz, Elaine Kolker. (2008). *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. Boston, MA: Allyn & Bacon. ISBN-10: 0205430821 or ISBN-13: 9780205430826. \$71.80
- Baker-Shenk, Charlotte and Cokely, Dennis. (1991) *A Teacher's Resource Text on Curriculum, Methods, and Evaluation* Washington, DC: Gallaudet University. ISBN 0-930323-85-8. \$39.95
 - This text is considered a classic and is one that every ASL teacher should be familiar with. Although the methodology (Direct Method) is 20 years out of date, much of the material -- especially the material pertaining to assessment development -- is still pertinent. If you don't purchase this, you'll need to borrow it from a library and use it throughout the course.
- Peterson, Rico. (2009). *The Unlearning Curve: Learning to Learn American Sign Language*. Burtonsville, MD: Sign Media, Inc. ISBN-10: 1-881133-24-9 or ISBN-13: 978-1-881133-31-5. \$22.95. If you don't purchase this, you'll need to borrow it from a library and use it for the first 2 weeks of class.

Supplemental Materials:

Online: <http://learn.valenciacollege.edu/> (Course Guide)

- Online courses require strong computer skills.
- You are expected to log in the first day of class to access the online materials.
- Your user name and password are the same ones that you use with Atlas.

Required: Valencia ASL Honor Society (ASL Club) on Face Book

- Will post Deaf and/or Silent events

¹ Formerly: EDG 2935 Selected Topics in Education: Methods of Teaching ASL

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It is your responsibility to remain informed.

Special Equipment and/or Skills:

ASL courses often make heavy use of videoed materials. You will need high-speed internet access. If you do not have this capability from your home, you may need to go to your local VALENCIA COLLEGE campus to complete your assignments.

You will also need to use and/or download free software programs².

Videos:

The ability to create and upload short videos to a 3rd-party server is critical. If you do not already have a YouTube account, set one up before the end of the first week of class.

YouTube: www.youtube.com

Videoconferencing:

In order to contact your instructor and/or peers you will need videoconferencing capabilities. Instructor contact information is “alysse.rasmussen” (all lower case) on Skype. You may use other programs, but Skype is mandatory; there will be weekly office hours.

Skype: www.skype.com

Major Learning Outcomes

- Discuss Historical Perspectives of Methods of Teaching
- Discuss Paradigm Shifts in SLA & ASL / Deaf Studies
- Discuss Teacher Observation Techniques
- Discuss Methods of Assessment
- Discuss Curriculum Design using National Standards
- Discuss & create Goals & Objectives for Lesson Plans
- Discussion of Materials Selection, Use, and Preparation
- Discussion of Major Theories & Practices to Enhance Teaching

Valencia Student Core Competencies

This course seeks to reinforce the following Valencia Student Competencies:

- Think:
 - Analyze data, ideas, patterns, principles, perspectives
 - Employ the facts, formulas, procedures of the discipline
 - Integrate ideas and values from different disciplines
 - Draw well-supported conclusions
 - Revise conclusions consistent with new observations, interpretations, or reasons
- Value:
 - Recognize values as expressed in attitudes, choices, and commitments
 - Distinguish among personal, ethical, aesthetic, cultural, and scientific values
 - Employ values and standards of judgment from different disciplines
 - Evaluate your own and others values from individual, cultural, and global perspectives
 - Articulate a considered and self-determined set of values
- Communicate:
 - Identify your own strengths and need for improvement as a communicator
 - Employ methods of communication appropriate to your audience and purpose
 - Evaluate the effectiveness of your own and others' communication
- Act:
 - Apply disciplinary knowledge, skills, and values to educational and career goals
 - Implement effective problem-solving, decision-making, and goal-setting strategies
 - Act effectively and appropriately in various personal and professional settings
 - Assess the effectiveness of personal behavior and choices
 - Respond appropriately to changing circumstances

² Be sure to set the privacy settings as high as possible, then share any necessary access data with your instructor and fellow classmates.

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Attendance Policy

You are expected to sign in to your online course daily (**5 days each week**) in order to read posts and check for emails and announcements. In the event that you are unable to check in at least 3 days during a single week, you should contact your professor as soon as possible to indicate the reason.

Regular attendance and regular class participation are significant factors which promote success in college. If you have too many absences, i.e., don't check in at least 3 days/week, you may receive a warning that further absences could result in your withdrawal from the course.

Excessive absences are defined as a) not signing in at least 3 days each week, and / or b) not completing assignments for a period of 3 weeks. In the event of excessive absences, the instructor may withdraw you from a course – without your permission. See College Policy: 6Hx28: 4-11 Class Attendance and Grade Records

Withdrawal Policy

Per Valencia Policy 4-07 (Academic Progress, Course Attendance and Grades, and Withdrawals), a student who withdraws from class before the withdrawal deadline (see below) will receive a grade of "W." A student is not permitted to withdraw after the withdrawal deadline. A faculty member MAY withdraw a student up to the beginning of the final exam period for violation of the class attendance policy. A student who is withdrawn by faculty for violation of the class attendance policy will receive a grade of "W." Any student who withdraws or is withdrawn from a class during a third or subsequent attempt in the same course will be assigned a grade of "F." For a complete policy and procedure overview on Valencia Policy 4-07 please go to: <http://valenciacollege.edu/generalcounsel/policydetail.cfm?RecordID=75>.

Part of Term	Withdrawal Deadline (To receive a 'W')
Full	June 29

"No Show" Status

Class attendance is required beginning with the first class meeting. If you do not attend the first class meeting, you may be withdrawn from the class as a "no show." If you are withdrawn as a "no show," you will be financially responsible for the class and a "W" will appear on your transcript for the course.

No-Show Reporting Periods	
Full	(Add/Drop Ends May 14) ... May 15-21, 2012

Important Dates

Conferences and professional development opportunities can be an important part of your learning experience. If you are planning on attending any of these events, please manage your time accordingly and submit your assignments early.

Silent Weekend	June 28-July 1	Orlando, FL
FAD Wet & Wild	July 21	Orlando, FL

College Closed (Credit Classes Do Not Meet)	
Dates	Memorial Day: May 28 Independence Day: July 4

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Course Assignments

The final grade for this course will be based on the following:

Assignments:

Weekly Discussion Journal-Vlogs (10 @ 20 points each; 2 best ASL vlogs @ 50 points each)

Professional Development / TeachASL (5 @ 20 points each)

Homework (20 @ 10 points each, recycle into final project)

Final Capstone Project (1 @ 200 points)

Exams (1 @ 200 points each)

1 Final: 2 essay questions (self-analysis & teaching philosophy)

Total Points: 1000 points

Journal-Vlog:

20% -- The learner will create, post, and upload a minimum of 10 short ASL video logs, aka vlog, (3-5 minutes) responding to specific questions from the learning activities of the current week. Use your best ASL. You may include a brief English synopsis, but the bulk of the post must be in ASL. Read all submissions by other learners and, whenever possible, ask at least one question of at least 3 other learners (in either ASL or English, you pick).

10% -- The learner will select their 2 best ASL vlogs (1 before midterm; 1 after midterm) and submit them for grading. These will be evaluated based on their ASL linguistic content.

Written Assignments:

30%--

10%--Monitor TeachASL's listserv (weekly) and contribute 5 posts (asking or answering queries) during the course of the semester.

20% for Homework / Mini-project assignments, which should be revised and incorporated into your final capstone project & exam

Final Capstone Project:

20%-- Collaboration is encouraged, but ultimately each learner is responsible for developing EITHER

A) Capstone (culminating) project that designs a series of at least 5 days worth of lesson plans and includes information on 1) proficiency level, 2) National Standards, 3) Methodologies used, 4) Goals & Objectives, 5) 5 Lessons, 6) Integration of Deaf culture in a Deaf-World classroom, 7) Integration of realia and Deaf/ASL realia, 8) Rubrics, 9) Formative assessments, and 10) Fair use. These lesson plans and supplemental materials (i.e. powerpoints and handouts) may be in ASL, English, or any combination. The final explanation of the use of the material must be in both ASL & English.

OR

B) A capstone that develops a single day's lesson plans and supplemental materials that will be ASL-only (no written or spoken English). There will need to be at least 1 ice-breaker, 1 lesson, 1 activity, 1 homework assignment, and 1 assessment (pictorial only!). Includes information on 1) proficiency level, 2) National Standards, 3) Methodologies used, 4) Goals & Objectives, 5) 5 Lessons, 6) Integration of Deaf culture in a Deaf-World

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classroom, 7) Integration of realia and Deaf/ASL realia, 8) Rubrics, 9) Formative assessments, and 10) Fair use.

Exam:

20% -- Final – The final consists of 2 1-2 page essay questions (self-analysis of teaching & teaching philosophy).

Grading scale:

This course uses flat grading. It does not use plus or minus grading.

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Below 60%

Makeup Policy for Examinations and All Other Assignments

All tests must be taken on or before dates assigned. The final examination must be taken on the date published for final examination, if not this will result in a grade of “F” for the semester. No makeup tests are available without the explicit consent of the instructor, which will only be granted in cases of documented emergencies per Valencia College Policy (i.e. jury duty and military service).

There is no make-up for missed assignments. Work ahead.

Extra credit:

A small amount of extra credit work has been provided within the course assignments. These extra credit opportunities must be completed in conjunction with any related assignments and cannot be done “after the fact”.

Attending sanctioned professional development activity such as the conferences mentioned under “Important Dates” may provide a small amount of extra credit as well, but they will require written consent of the instructor and proof of attendance.

No other extra credit options are available.

Expected Student Conduct

Valencia College is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at Valencia College, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty to leave the class. Violation of any classroom or Valencia's rules may lead to disciplinary action up to and including expulsion from Valencia. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. You will find the Student Code of Conduct in the current Valencia Student Handbook.

If you have any questions, please refer to Valencia's Student Code of Conduct Policy:

<http://valenciacollege.edu/generalcounsel/policydetail.cfm?RecordID=180>

Academic Dishonesty

All forms of academic dishonesty are prohibited at Valencia College. Academic dishonesty includes, but is not limited to, acts or attempted acts of plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, facilitating academic dishonesty, and misuse of identification with intent to defraud or deceive.

If you have any questions, please refer to Valencia's Academic Dishonesty Policy:

<http://www.valenciacollege.edu/generalcounsel/policydetail.cfm?RecordID=193>

Students with Disabilities

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Students with disabilities who qualify for academic accommodations must provide a notification from the Office for Students with Disabilities (OSD) and discuss specific needs with the instructor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. The East Campus Office is located in Building 5, Room 216.

Valencia ID cards

Valencia ID cards are required for the Library, Testing Center, and IMC usage. No other form of ID at those locations will be accepted. Possession and utilization of a Valencia ID is mandatory to obtain these services.

Disclaimer Statement

This syllabus may be altered, at the instructor's discretion, during the course of the term. It is the responsibility of the student to make any adjustments as announced.

Weekly Schedule of Readings and Assignments

ASL 2600 / Method of Teaching ASL
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 Online

Week	Start on Mondays	Chapter Readings/Topics/ Online = Learning Module; GB = Green Book (thin); BLT = Becoming a Language Teacher Pederson = Unlearning Curve FINISH READINGS BEFORE WEEK STARTS	Assignments Due at MIDNIGHT on Sunday!
01	7-MAY	<p>Pederson: Unlearning Curve</p> <p>Explore the online format</p> <p>GB: Explore this text, use as a reference for preparing portions of the assignments and capstone. Advisory: Select carefully, while some of the material is excellent and still worth using; other information is 20-30 years out of date.</p> <p>Bennett's DMIS & IDI</p>	<ul style="list-style-type: none"> • Journal-Vlog-00: Intro • Film yourself teaching ASL • Complete ASL-BALLI (from Peterson's The Unlearning Curve)
02	14-MAY	<p>BLT: Unit 1</p> <p>Bennett's Developmental Model of Intercultural Sensitivity (DMIS)</p> <p>Pre-Plan Final Project</p>	<ul style="list-style-type: none"> • Journal-Vlog-01 • Homework 01: BALLI • TeachASL-01
03	21-MAY	<p>BLT: Unit 2</p> <p>BLT: Unit 3</p>	<ul style="list-style-type: none"> • Homework 02: Theories & Methods • Journal-Vlog-02/03
04	28-MAY	<p>BLT: Unit 4: Listening</p>	<ul style="list-style-type: none"> • Homework 03: Integrate Deaf Culture • Homework 04: Guidelines: Listening • TeachASL-02 • Journal-Vlog-04

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Week	Start on Monday	Chapter Readings/Topics/ FINISH READINGS BEFORE WEEK STARTS	Assignments Due at MIDNIGHT on Sunday!
04		BLT: Unit 4: Listening	<ul style="list-style-type: none"> • Homework 03: Integrate Deaf Culture • Homework 04: Guidelines: Listening • TeachASL-02 • Journal-Vlog-04
05	4-JUN	BLT: Unit 5: Speaking	<ul style="list-style-type: none"> • Homework 05: Deaf-World • Homework 06: Guidelines: Speaking • Journal-Vlog-05
06	11-JUN	BLT: Unit 6: Reading BLT: Unit 7: Writing (which is not glossing!)	<ul style="list-style-type: none"> • Homework 07: Realia • Homework 08: Guidelines: Reading • TeachASL-03 • Journal-Vlog-06 • Homework 09: Realia: Deaf Realia • Homework 10: Guidelines: Writing • Journal-Vlog-07
		Midterm Week BLT: Unit 08: BICS & CALP	<ul style="list-style-type: none"> • Capstone Draft (opt) • Best ASL Vlog #1 • TeachASL-04 • Homework 11: Realia: ASL Realia (optional) • Homework 12: Guidelines: BICS & CALP • Journal-Vlog-08
07	18-JUN	BLT: Unit 09 Fair Use Assessments: Formative Summative Classroom Assessment Techniques Rubrics	<ul style="list-style-type: none"> • Homework 13: Fair use • Homework 14: Formative Assessments • Homework 15: Rubrics
08	25-JUN	BLT: Unit 9 (continued) Blooms Taxonomy Measurable Goals & Objectives	<ul style="list-style-type: none"> • TeachASL-05 • Homework 16: Proficiency Level • Homework 17: Goals & Objectives • Journal-Vlog-09
09	9-JUL	BLT: Unit 10 National Standards ACTFL (National) World Languages (Florida)	<ul style="list-style-type: none"> • Homework 18: ASL National Standards • Homework 19: Lesson Plans • Journal-Vlog-10
10	2-JUL	Capstone Final Project	<ul style="list-style-type: none"> • Capstone

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Week	Start on Monday	Chapter Readings/Topics/ FINISH READINGS BEFORE WEEK STARTS	Assignments Due at MIDNIGHT on Sunday!
11	16-JUL	BLT: Unit 11	<ul style="list-style-type: none">• Homework 20: Best Practices• Journal-Vlog-11• Best ASL Vlog #2
12	23-JUL	Final: Teaching Philosophy Final: Analysis of Teaching Final: Reflection: TeachASL	<ul style="list-style-type: none">• Final Essays
	30-JUL	Final	Final Exam Closes MONDAY, NOON, 30-JUL

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