

SYLLABUS

START ASL 2 ONLINE COURSE

Welcome to the Start ASL 2 course! We are so happy you have decided to learn ASL and we cannot wait to help you along your journey.

This course is an online independent study course supported by an instructor. All lessons, activities, quizzes, and assignments take place in the online classroom here: [Start ASL 2 Online](#). To be considered a student of this class and receive the benefits herein, you must sign up for our official course, which can be found at <https://online.startasl.com>.

INSTRUCTOR EMAIL: instructor@startasl.com

COURSE OVERVIEW

The Start ASL 2 course will continue your journey through American Sign Language and Deaf Culture. This course is designed to master ASL communicative competence with an emphasis on more fluent usage of ASL and increased knowledge of the language. Students will build on material covered in Start ASL 1 and introduce additional grammatical principles. Emphasis is on the application of grammatical principals for conversing in ASL.

COURSE OBJECTIVES

1. Advance your understanding of Deaf culture to include storytelling and connections to the English language
2. Attend Deaf cultural events to apply learned skills from class
3. Continue to develop an insight into the deaf community
4. Continue to develop Deaf Culture awareness and understanding
5. Determine sentence structure for ASL conditional statements, rhetorical questions, topicalization, and wh-word questions
6. Determine types and usage of classifiers
7. Expand classifier knowledge to incorporate more advanced handshapes
8. Expand phrases and conversation to include appropriate ASL grammar, non-manual markers, facial expressions, pluralization, classifiers, describing objects with and without classifiers, object locations in a home, room descriptions, time focused sentences, appropriate use of signing space, inflections, distances, duration and regularity temporal concepts, and time + topic + comment sentence structure
9. Gain an understanding of real-life deaf perspectives
10. Sign vocabulary related to house and home, technology and household goods, activities and hobbies, seasons and holidays, and food and drink
11. Understand ASL storytelling and its impact on Deaf Cultural traditions
12. Understand Deaf Culture history and its impact

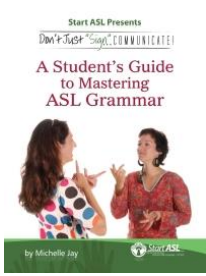
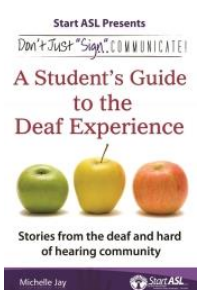
COURSE COMPETENCIES

1. Apply a variety of tenses, including past, present, and future to specific ASL sentence structure,
2. Ascertain usage of non-manual markers,
3. Continue development of fingerspelling and recognize handshape patterns,
4. Define movement and placement of classifiers in appropriate context
5. Demonstrate deeper receptive skills,
6. Demonstrate deeper receptive syntax abilities,

7. Demonstrate strong expressive skills,
8. Determine sentence structures as a linguistic tool,
9. Develop awareness of Deaf Culture & the Deaf Community,
10. Recognize handshape patterns

REQUIRED MATERIALS

TEXTBOOKS

	<p>Jay, Michelle. <i>Don't Just "Sign"... Communicate! A Student's Guide to Mastering ASL Grammar</i>. 2011.</p>
	<p>Jay, Michelle. <i>Don't Just "Sign"... Communicate! A Student's Guide to the Deaf Experience</i>. 2014.</p>

WEBCAM

In all four course levels, you will be completing expression assignments by recording your signing. You can use a standalone webcam or a built-in laptop/cellphone/tablet webcam.

COURSE REQUIREMENTS

QUIZZES

There are quizzes throughout the course to practice what you have learned and test your knowledge. You may take a quiz up to 5 times to improve your grade.

READING ASSIGNMENTS

This course includes Reading Assignments and Reading Assignment Exams using the texts listed above.

DEAF EVENTS

Attending Deaf events is a very important part of learning ASL and practicing what you have learned. You will be attending at least 2 Deaf events over the course of this class and writing one paper for each to share your experiences.

EXPRESSIVE VIDEO ASSIGNMENTS

Throughout this course you will be tested on your signing abilities by submitting videos of yourself signing each of three expression assignments. Each assignment must also be submitted with an English script of what you signed for grading purposes.

RESEARCH PAPER

You will be responsible for writing a movie/book reaction research paper for this class. Papers must be more than 500 words on an appropriate Deaf-related movie or book. Some ideas for movies can be found in the Resources section of *Don't Just "Sign"... Communicate! A Student's Guide to ASL and the Deaf Community*. This paper is not a movie/book review – you must relate the material to what you have learned in the course as well as what you have learned about Deaf Culture. Here are some example ideas for topics: What you learned from the movie/book that can be related to what you've learned about Deaf Culture; which character you felt strongly for and why; which part of the story affected you the most and why; etc. If you use any quotes or ideas from any resources, they must be cited at the end of your paper. Papers will be checked for plagiarism and will result in a 0 grade if not cited properly.

EXAMS

This course includes both a Midterm and Final Exam where you will be tested on what you have learned in the course. Topics from the previous course level may also be included. You may take each section of each exam up to 5 times to improve your grade.

We reserve the right to make any changes to accommodate class progress.

EXPECTATIONS FROM STUDENT

Since this is an independent study course, self-discipline is crucial for success. To get the most out of this class, we recommend taking the time to truly learn and internalize each lesson. Do not rush through it. This means that when you learn vocabulary, take advantage of our vocabulary study sheets to better retain what you are learning. Try to get to the point where you can look at the list and know how to sign every word without watching the videos before moving on. This also means that when you learn a certain concept, strive to practice when away from your device. Find a study partner or someone with whom you can regularly sign. Practice, practice, practice! That is the best way to truly learn this language, become proficient, and move toward fluency.

GENERAL POLICIES

COURSE DOWNLOADS

If you have any downloads included with your course enrollment, be sure to visit your [My Account](#) page to download your files.

ASSIGNMENT SUBMISSION

Be sure to only submit full and complete assignments to the best of your ability or your points may be revoked and you may not be able to earn them again.

ASSIGNMENT FEEDBACK

Instructor feedback is provided on all submitted Expressive Video Assignments. Please keep in mind that assignments may take up to 7-10 business days to be reviewed.

COMPLETION CERTIFICATE

To receive your completion certificate, you must pass all quizzes, assignments, exams, and the course with at least a 70% grade. Be sure to download your completion certificate here before your course access expires: [Start ASL 2 Completion Certificate](#).

QUESTIONS FOR THE INSTRUCTOR

The best way to contact the instructor is to send an email to the instructor email shown above or use the Instructor Chat feature within the course. Be sure to send your email from the email address you used to sign up for the course. We're happy to help!

RESEARCH PAPER POSTING

Student research papers are often posted on the website to share with other students. If you do not wish

to have your name published with your paper, please submit your paper with ANONYMOUS typed clearly at the top of your paper.

COURSE SUBSCRIPTION

If you are subscribed to our monthly course subscription, please keep in mind that your subscription will persist even after you complete the course. When you have completed the course and wish to cancel your subscription, you can do so by logging in and going to My Account > Subscriptions > View > Cancel. If you are signed up for our year-access course, your subscription will automatically expire at the end of the term and you will not be charged again.

LANGUAGE STANDARDS

WORLD LANGUAGE STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS

WL.CM1.I Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed.

- a. Receptively and expressively sign details of a short conversation
- b. Understand ASL sentence structure
- c. Understand ASL grammatical flow

WL.CM2.I Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

- a. Receptively and expressively sign conversations related to real life experiences
- b. Expand ASL conversation to incorporate new vocabulary
- c. Expand ASL conversation to incorporate informal questions

WL.CM3.I Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

- a. Develop culturally appropriate ways to connect with a deaf signer
- b. Develop culturally appropriate ways to relate conversation to your surrounding areas
- c. Use technology to expressively and receptively sign videos

WL.CM4.I Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic - language in transactional and some - informal settings within target-language communities in the United States and around the world.

- a. Develop culturally appropriate ways to engage in conversations
- b. Develop culturally appropriate ways to embrace Deaf Culture
- c. Research Deaf Culture and its impact on the community

WL.CM5.I Demonstrate understanding of transactional and informal topics related to self and the immediate environment. Use basic sentence-level elements (morphology and syntax).

- a. Develop culturally appropriate ways to communicate about yourself
- b. Develop culturally appropriate ways to communicate about your environment
- c. Understand appropriate ASL sentence structures

WL.CM6.I Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax).

- a. Develop culturally appropriate ways to communicate about general informal topics
- b. Understand the variety of sentence structures and how they apply to ASL
- c. Gain an understanding of ASL grammar for specific information

WL.CM7.I Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.

- a. Compare and contrast ASL and English syntax
- b. Compare and contrast Hearing cultural linguistics and Deaf cultural linguistics

CULTURAL STANDARDS

WL.CL1.I Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.

- a. Develop culturally and age appropriate ways to communicate with a deaf signer

WL.CL2.I Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

- a. Explore age related Deaf Cultural traditions and customs
- b. Compare and contrast Deaf Culture traditions and customs with your own

WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

- a. Compare and contrast Deaf and Hearing cultures in regards to daily life
- b. Compare and contrast Deaf and Hearing cultures in regards to mainstream topics

WL.C4.I State reasons for cultural borrowings.

- a. Understand Deaf Culture history and its impact
- b. Understand ASL storytelling and its impact on Deaf Cultural traditions

CONNECTIONS TO OTHER DISCIPLINES

WL.CN1.I Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and age-appropriate academic content across disciplines.

- a. Compare and contrast Deaf and Hearing cultures in regards to academics
- b. Compare and contrast Deaf and Hearing cultures with age appropriate topics

WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

- a. Research Deaf Culture and identify topics related to Deaf History
- b. Research Deaf Culture and identify topics related to yourself

[COURSE STANDARDS FROM AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES \(ACTFL\)](#)

Communicate in American Sign Language

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Gain Knowledge and Understanding of Deaf Culture

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

Use American Sign Language to Connect with Other Disciplines & Acquire Information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Develop Insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

Use American Sign Language to Participate in Communities at Home and Around the World

Standard 5.1 Students use American Sign Language within and beyond the school setting.

ASSIGNMENT SCHEDULE

Below you will find our course assignment schedule/checklist. Click on each lesson and assignment name to be taken to those sections in the online classroom. The weeks that are shown are suggested to complete the course within a college semester. To complete the course within a high school year, we recommend allotting two weeks to complete each suggested week.

WK	UNIT	LESSONS	ASSIGNMENTS	√	% GRADE
1	Intro	Introduction			
			To Do: Introduce Yourself		
			Assignment: Online Student Community Group Reponses		
	Unit 1	Unit 1 Vocabulary - Food & Drink			
		Conversation 2.1			
		Sentence Types Lesson			
			Sentence Types Quiz		
			Receptive Fingerspelling Quiz 2.1		
			Reading Assignment 2.1		
2	Unit 2	Unit 2 Vocabulary - Seasons & Holidays			
		Time Signs Lesson			
			Time Signs Quiz		
			Receptive Fingerspelling Quiz 2.2		
			Reading Assignment 2.2		
3	Unit 3	Unit 3 Vocabulary - Activities & Hobbies			
		Conversation 2.2			
		Duration and Regularity Lesson			
			Duration and Regularity Quiz		
			Receptive Fingerspelling Quiz 2.3		
			Reading Assignment 2.3		
			Deaf Event Assignment 2.1		
4	Unit 4	Unit 4 Vocabulary - House & Home			
		Temporal Aspect Lesson			
			Temporal Aspect Quiz		
5			Expressive Video Assignment 2.1		
			Reading Assignment 2.4		
6	Unit 5	Unit 5 Vocabulary - Technology & Household Goods			
		Conversation 2.3			
		Classifiers Lesson (CL:A, CL:B)			
			Classifiers Quiz 2.1		
			Receptive Fingerspelling Quiz 2.4		
			Reading Assignment 2.5		
7	Midterm		Receptive Midterm Exam		
			Reading Assignment Midterm Exam		
			Expressive Video Midterm Exam		
			Research Paper		
8	Unit 6	Pluralization Lesson			

			Pluralization Quiz		
		Classifiers Lesson (CL:C, CL:F)			
			Classifiers Quiz 2.2		
			Receptive Fingerspelling Quiz 2.5		
			Reading Assignment 2.6		
9	Unit 7	Conversation 2.4			
		Conveying Distance Lesson			
			Conveying Distance Quiz		
		Classifiers Lesson (CL:G, CL:L)			
			Classifiers Quiz 2.3		
			Reading Assignment 2.7		
			Deaf Event Assignment 2.2		
10	Unit 8	Inflection (Adverbs) Lesson			
			Inflection Quiz		
		Classifiers Lesson (CL:O(flat), CL:S)			
			Classifiers Quiz 2.4		
			Receptive Fingerspelling Quiz 2.6		
11			Expressive Video Assignment 2.2		
			Reading Assignment 2.8		
12	Unit 9	Conversation 2.5			
		Room Descriptions Lesson			
			Room Descriptions Quiz		
			Reading Assignment 2.9		
13	Unit 10	Object Locations Lesson			
			Object Locations Quiz		
			Receptive Fingerspelling Quiz 2.7		
			Reading Assignment 2.10		
14	Unit 11	Conversation 2.6			
		Describing Objects Lesson			
			Describing Objects Quiz		
			Receptive Fingerspelling Quiz 2.8		
			Reading Assignment 2.11		
15	Final		Receptive Final Exam		
			Expressive Video Final Exam - Part 1		
			Expressive Video Final Exam - Part 2		
			Reading Assignment Final Exam		
			FINAL GRADE:		

This schedule is tentative and is subject to change at any time.