

SYLLABUS

START ASL 3 ONLINE COURSE

Welcome to the Start ASL 3 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 3 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 3 course continues to build your knowledge of American Sign Language and Deaf Culture. In this course, you will expand your comprehension and apply skills receptively and expressively in more depth. Students will have the opportunity to continue their cultural awareness by applying what they learn in the course to real-life events. Students will also expand their understanding of cultural norms while applying their sign skills to deeper conversations.

COURSE OBJECTIVES

1. Apply viewpoints and perspectives on Deaf Culture
2. Attend Deaf cultural events to apply learned skills from class
3. Continue to practice fingerspelling and numbers to reinforce prior knowledge
4. Engage in more detailed, rigorous conversations
5. Expressively and receptively sign new vocabulary for amenities and features, math and money, life events, health and medical care, geography and culture, games, and storytelling
6. Expressively and receptively understand role shifting, complex non-manual markers, interpreting songs, answering questions, determining the use of classifiers and their meanings, translating ASL into English, Deaf jokes, and signing stories, handshape stories, and line arrangements.
7. Expressively sign narratives in chronological order, narratives to include accidents, fun facts, sign language games, handshape stories, fairy tales, and songs.
8. Gain a deeper understanding of Deaf Culture customs, values, art, and literature
9. Research and write about Deaf news

COURSE COMPETENCIES

1. Apply advanced level signing syntax
2. Apply consistent use of handshapes when using classifiers
3. Apply consistent use of appropriate fingerspelling techniques
4. Apply continuous usage of accurate signing space and character placement
5. Continue to develop and use connections between Hearing and Deaf Culture
6. Develop awareness of Deaf Culture & the Deaf Community
7. Engage in deeper, more detailed conversations while maintaining cultural awareness
8. Enhance ASL movements such as role-shifting as students engage in ASL story sharing
9. Enhance ASL non-manual markers to include proper facial expression and body movements to include role-shifting
10. Interchange between formal and informal registers

REQUIRED MATERIALS

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 Quizzes using in-depth Deaf Culture articles by Start ASL.

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 six 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 research paper for this class. Papers must be more than 500 words on an appropriate ASL or D/deaf-related news article. You will need to find a news article that reports on something to do with ASL, Deaf, or a deaf topic. Your job is to report on how this news article relates to Deaf Culture. For example: Would this be considered a good thing for culturally Deaf people? Does the article author take on a paternalistic role in the way they wrote the article? What would you want the author or readers to know about this article and how it relates to Deaf Culture? 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 previous course levels 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 3 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.A 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 specific details when conversing
- b. Understand ASL sentence structure to include appropriate syntax

WL.CM2.A 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 with details
- b. Formulate ASL grammatically appropriate sentences
- c. Apply non-manual markers when asking questions

WL.CM3.A 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. Continue to include culturally appropriate ways to connect with a deaf signer
- b. Continue to include culturally appropriate ways to relate conversation to your surrounding areas
- c. Use technology to sign videos expressively and receptively
- d. Include non-manual markers when conversing

WL.CM4.A 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. Continue to include culturally appropriate ways to engage in conversations with ASL appropriate grammar
- b. Continue to include culturally appropriate ways to embrace Deaf Culture by becoming involved within the community
- c. Expand your research Deaf Culture and its impact on the community

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

- a. Apply ASL linguistically appropriate structure when communicating
- b. Apply your understanding of words and inflection when signing

WL.CM6.A 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. Express your opinions while applying appropriate ASL syntax
- b. Gain an understanding of ASL grammar for specific information

WL.CM7.A 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.A Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.

- a. When communicating apply ASL sentence structure and non-manual markers during formal and informal conversations

WL.CL2.A 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.A 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 regarding daily life
- b. Discuss pop-culture events, news, and other topics

WL.C.4.A State reasons for cultural borrowings.

- a. Gain an understanding of practices from Hearing and Deaf Cultures that intertwine

CONNECTIONS TO OTHER DISCIPLINES

WL.CN1.A 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 regarding academics
- b. Compare and contrast Deaf and Hearing cultures with age appropriate topics

WL.CN2.A 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 Responses		
	Unit 1	Conversation 3.1			
		Role Shifting Lesson			
			Role Shifting Quiz		
			Classifiers Quiz 3.1		
2	Unit 2	Unit 2 Vocabulary - Math & Money			
		Role Shifting with an Object Lesson			
		Role Shifting with Touching Lesson			
			Role Shifting with Objects and Touching Quiz		
			Classifiers Quiz 3.2		
3	Unit 3	Unit 3 Vocabulary - Life Events			
		Conversation 3.2			
		Narratives Lesson			
			Narratives Quiz		
			Reading Assignment Quiz 3.1		
			Deaf Event Assignment 3.1		
4	Unit 4	Unit 4 Vocabulary - Health & Medical Care			
		Conversation 3.3			
		Accident Narratives Lesson			
		Vehicle Accident Narratives Lesson			
			Accident and Vehicle Accident Narratives Quiz		
			Classifiers Quiz 3.3		
5			Expressive Video Assignment 3.1		
6	Unit 5	Unit 5 Vocabulary - Geography & Culture			
		Conversation 3.4			
		Giving Information Lesson			
			Giving Information Quiz		
7			Expressive Video Assignment 3.2		
8	Midterm		Receptive Midterm Exam		
			Research Paper		
9	Unit 6	Unit 6 Vocabulary - Games			
		Conversation 3.5			
		Sign Language Games Lesson			
			Sign Language Games Quiz		

			Reading Assignment Quiz 3.2		
10			Expressive Video Assignment 3.3		
11	Unit 7	Deaf/ASL Art and Literature Lesson			
			Reading Assignment Quiz 3.3		
			Deaf/ASL Art and Literature Quiz		
			Expressive Video Assignment 3.4		
12	Unit 8	Conversation 3.6			
		Amenities and Features Lesson			
			Amenities and Features Quiz		
			Classifiers Quiz 3.4		
13	Unit 9	Unit 9 Vocabulary - Storytelling			
		Storytelling Lesson			
			Storytelling Quiz		
			Expressive Video Assignment 3.5		
			Deaf Event Assignment 3.2		
14	Unit 10	Conversation 3.7			
		Interpreting Music Lesson			
			Classifiers Quiz 3.5		
			Expressive Video Assignment 3.6		
15	Final		Receptive Final Exam		
			FINAL GRADE:		

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