

SYLLABUS

START ASL 4 ONLINE COURSE

Welcome to the Start ASL 4 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 4 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 4 course will continue to build on Start ASL 3. In this course, students can expect to expand their cross-cultural connections within Deaf Culture. This course will allow students to develop a full linguistic approach to communicate appropriately with Deaf signers. Students will engage in receptive and expressive forms of communication while applying their signing skills to culturally appropriate modalities. Students will communicate in detailed, more native signing than ever before.

COURSE OBJECTIVES

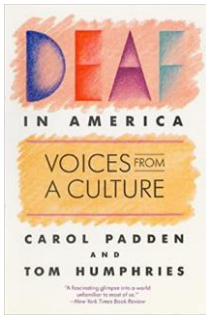
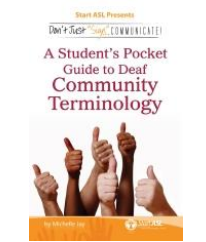
1. Apply viewpoints and perspectives on Deaf Culture
2. Attend Deaf cultural events to apply learned skills from class
3. Broaden understanding of Deaf Culture
4. Expressively and receptively sign about interpreting, topics related to deaf employment and history, stories with classifiers, and views on science or religion
5. Expressively and receptively sign vocabulary related to deaf education, health and hearing loss, history, government, and world events, science and religion, business and fame, opinions and debating, regional signs, idioms, and interpreting
6. Gain an understanding and be able to sign modalities of sign language and basic facts and myths related to deafness and the community
7. Learn the differences between mainstream and residential schools and the connection between religion and deaf education
8. Receptively and expressively understand, discuss, debate, and sign presentations including newly learned vocabulary
9. Receptively understand classifiers and their meanings

COURSE COMPETENCIES

1. Apply advanced proficiency in ASL conversations while maintaining cultural awareness
2. Communicate clearly and concisely when fingerspelling
3. Develop awareness of Deaf Culture & the Deaf Community
4. Expand cultural awareness through the study of Deaf history
5. Expressively and or receptively sign information through storytelling using all aspects of ASL grammar (sign space, facial expression, eye gaze, CL)
6. Expressively and Receptively debates topics and shares opinions
7. Receptively and Expressively apply advanced level understanding of classifiers when describing items

REQUIRED MATERIALS

TEXTBOOKS

	<p>Padden, Carol A., and Tom L. Humphries. <i>Deaf in America: Voices from a Culture</i>. 1990.</p> <p>This is one of the most prominent Deaf Culture books available and will be a great addition to your library. Used copies can easily be purchased on Amazon or any popular book retailer.</p>
	<p>Jay, Michelle. <i>Don't Just "Sign"... Communicate! A Student's Guide to Deaf Community Terminology</i>. 2011.</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, Reading Assignment Quizzes, and Reading Assignment Exams using the texts listed above as well as in-depth 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 eight 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, debate-based, and on a controversial Deaf culture topic. You will need to choose a side for your debate. For example: Should parents get cochlear implants for their young children? Is deafness a handicap? Should deaf children learn ASL or English first? Should deaf children be taught ASL or a signing system to help them learn English? Should all deaf children be forced to learn how to speak? 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 4 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.S Demonstrate understanding and infer meaning from complex, authentic, multi-paragraph texts on topics of broad general interests. Demonstrate understanding of unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise, in texts that are spoken, written, or signed.

WL.CM2.S Participate fully and effectively in real-world, spoken, written, or signed discussions and debates, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse in informal and formal settings, and problem situations.

WL.CM3.S Deliver complex presentations with precision of expression in culturally appropriate ways, for a wide variety of audiences, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse through spoken, written, or signed language, using the most suitable media and technologies to present and publish.

WL.CM4.S Sustain opportunities to use culturally authentic, real-world, and academic language on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise within target-language communities in the United States and around the world.

WL.CM5.S Demonstrate understanding of topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).

WL.CM6.S Communicate about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).

WL.CM7.S Identify similarities and differences in sentence-level elements (morphology and syntax of common and uncommon structures) and in extended discourse (text structure) of the languages known.

CULTURAL STANDARDS

WL.CL1.S Improvise in culturally appropriate ways in unfamiliar and unpredictable situations, in informal and formal settings, and in specialized academic and professional contexts.

WL.CL2.S Research, analyze, discuss, and hypothesize about the relationships among target cultures' wide ranges of products, practices, and perspectives—concrete and abstract, general and specialized, and academic and professional—from different viewpoints in culturally appropriate ways.

WL.CL3.S Research, analyze, discuss, and hypothesize about the products, practices, and perspectives of the target cultures—comparing concrete and abstract, general and specialized, and academic and professional topics with the mainstream cultures of the United States, and the students' own cultures.

WL.CL4.S Research, analyze, discuss, and hypothesize about a wide range of products, practices, and perspectives—including concrete and abstract, general and specialized, and academic and professional—and how they change when cultures come into contact.

CONNECTIONS TO OTHER DISCIPLINES

WL.CN1.S Research, analyze, discuss, and hypothesize in the target language about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise across disciplines.

WL.CN2.S Research, analyze, discuss, and hypothesize in the target language about diverse perspectives and distinctive viewpoints on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized, professional, and academic expertise language through authentic materials from the target cultures.

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.

Standard 5.2 Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.

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	Unit 1 Vocabulary - Deaf Education			
		Conversation 4.1			
		Facts and Myths Presentation			
			Facts and Myths Presentation Comprehension Quiz		
2			Expressive Video Assignment 4.1		
			Deaf in America Reading Assignment 4.1		
3	Unit 2	Unit 2 Vocabulary - Health & Hearing Loss			
		Conversation 4.2			
		Hearing Loss Presentation			
			Hearing Loss Presentation Comprehension Quiz		
			Health and Hearing Loss Receptive Quiz		
4			Expressive Video Assignment 4.2		
			Reading Assignment and Quiz 4.1		
			Reading Assignment and Quiz 4.2		
			Deaf in America Reading Assignment 4.2		
5	Unit 3	Unit 3 Vocabulary - History, Government, & World Events			
		Conversation 4.3			
		Americans with Disabilities Act (ADA) Presentation			
			Americans with Disabilities Act (ADA) Presentation Comprehension Quiz		
			News Story Quiz		
			Deaf in America Reading Assignment 4.3		
6			Expressive Video Assignment 4.3		
			Deaf Event Assignment 4.1		
7	Unit 4	Unit 4 Vocabulary - Science & Religion			
		Conversation 4.4			
		Religion in Deaf History Presentation			
			Religion in Deaf History Presentation Comprehension Quiz		
			Expressive Video Assignment 4.4		
			Reading Assignment and Quiz 4.3		
8	Unit 5	Unit 5 Vocabulary - Business & Fame			

		Conversation 4.5		
		Deaf Employment Presentation		
			Deaf Employment Presentation Comprehension Quiz	
			Famous Deaf People Receptive Quiz	
			Expressive Video Assignment 4.5	
			Reading Assignment and Quiz 4.4	
			Deaf in America Reading Assignment 4.4	
9	Midterm		Receptive Midterm Exam	
			Deaf Education Presentation Comprehension Midterm Exam	
			Deaf in America Reading Assignment Midterm Exam	
			Research Paper	
10	Unit 6	Unit 6 Vocabulary – Opinions & Debating		
		Conversation 4.6		
		Debate Presentation		
			Debate Presentation Comprehension Quiz	
			Expressive Video Assignment 4.6	
			Deaf in America Reading Assignment 4.5	
11	Unit 7	Conversation 4.7		
		Storytelling with Classifiers Presentation		
			Storytelling with Classifiers Comprehension Quiz	
			Expressive Video Assignment 4.7	
			Deaf Event Assignment 4.2	
12	Unit 8	Unit 8 Vocabulary – Sign Variation		
		Conversation 4.8		
		Regional Sign Variation Presentation		
			Regional Sign Variation Presentation Comprehension Quiz	
			Deaf in America Reading Assignment 4.6	
13	Unit 9	Unit 9 Vocabulary - Idioms		
		Conversation 4.9		
		ASL Idioms Presentation		
			ASL Idioms Presentation Comprehension Quiz	
			Deaf in America Reading Assignment 4.7	
14	Unit 10	Unit 10 Vocabulary – Interpreting		
		Conversation 4.10		
		ASL Interpreting Presentation		
			ASL Interpreting Presentation Comprehension Quiz	
			Expressive Video Assignment 4.8	
			Deaf in America Reading Assignment 4.8	
15	Final		Receptive Final Exam	
			Sign Systems Presentation Comprehension Final Exam	

			Deaf in America Reading Assignment Final Exam		
			Receptive ASL Translation Final Exam		
			FINAL GRADE:		

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