

### Welcome!

Welcome to the Linguistics Language Program, a unit of the Department of Linguistics at UC San Diego. We offer basic instruction in American Sign Language, Arabic, French, German, Italian, Portuguese, and Spanish, in five heritage languages (Arabic, Filipino, Korean, Persian, and Vietnamese), and in over 60 other languages in our independent study program.

### What you can expect from us

- \* **A rich language-learning environment:** Learning a language requires lots of meaningful input and interaction. Our courses are designed to give you exactly that, during both in-class and out-of-class activities.
- \* **An enjoyable and supportive classroom atmosphere:** Learning a language should be fun, and you will find our classes to be a pleasure to attend.
- \* **A committed and dedicated staff:** We have one main goal: giving you the most effective language-learning experience possible. Your success is our success, and we do everything possible to make sure you finish your course sequence with a practical ability in the language that you will be able to use for the rest of your life.

### What we expect from you

- \* **Dedication:** We give you the best language-language-learning environment possible and the means to make use of that environment. The rest is up to you. The more time you put in, the more you will learn.
- \* **Enthusiasm:** Many of our classes are small and personal, and you will get to know your teachers and classmates well. You owe it to them to show up ready and eager to participate.
- \* **Honesty:** We take academic integrity very seriously. Please read our policy below and make sure you understand it.

### Academic Integrity

**All students are expected to do their own work.** The following acts constitute *academic dishonesty* and will result in any or all of the following sanctions: a grade of F, expulsion from the course, and/or disciplinary measures by the Dean of Students of the student's college.

Academic dishonesty includes but is not limited to:

1. During a written or computerized exam/quiz, using books, notes or on-line resources, copying from another student or receiving unauthorized help.
2. Turning in a written composition that has been copied from a book or some other printed source, from the internet or that has been written in whole or in part by someone other than the student.

Moreover, students are expected to show proper respect for instructors and fellow students in class discussions and compositions. Improper and indecent language use will not be tolerated. See also the appropriate section of the *UCSD General Catalog* entitled "UCSD Policy on Integrity of Scholarship."

## Course goals

The Conversation and Analysis sections are two halves of one course and need to be taken together. Both are designed to immerse you in the language and give you a practical ability as quickly as possible. The two halves are together worth **5 units**, so you should expect a heavier workload than a typical 4-unit class.

- \* **Conversation (MWF)** is a smaller class, with special attention to vocabulary development and cultural knowledge.
- \* **Analysis (TuTh)** is a larger class, with special attention to viewing of videos, and learning how to analyze the language and the culture.

## Attendance

Your course grade is determined by several categories (tests, homework, etc.) that are listed in the syllabus. Attendance is not one of these categories. As long as you attend a reasonable number of class meetings, any absence will have no effect on your course grade.

You may miss up to one week of class with no questions asked. Beyond that, your final grade will be reduced by 2 percentage points for each absence, as summarized here:

Conversation	
# of absences	Effect on grade (in percentage points)
0-3	0
4	-2
5	-4
6	-6
7	-8
8	-10
-2 for each additional absence	

Analysis	
# of absences	Effect on grade (in percentage points)
0-2	0
3	-2
4	-4
5	-6
6	-8
7	-10
-2 for each additional absence	

Why do we care about your attendance? Because everyday exposure and live interaction with your instructor and classmates are necessary for attaining a practical ability in the language, and that is one of the main goals of the course.

If factors beyond your control (such as serious illness) force you to be absent for more than one week, please contact your instructor. We know that the world is a complex place now, so if you find yourself in a difficult situation, we want to help you work through it.

If you are absent and miss a quiz, exam, or other assignment, contact your instructor immediately. Any approved make-up must be completed within one week.

## Participation

You will learn more language if you are actively engaged and interacting. For this reason, your instructor will be giving you a participation grade periodically to encourage you to:

- \* arrive in class prepared, with any assigned activities completed and any needed materials.
- \* use the target language exclusively.
- \* be attentive and interested in what your fellow students and your instructor have to say.
- \* participate in class activities willingly, enthusiastically and voluntarily, with the goal of creating a lively and engaging learning environment for everyone in class.

The extent to which you do these things will determine your participation grade for that period:

- A** = You **always** do the above, in every class and for the entire period.
- B** = You **mostly** do the above.
- C** = You **sometimes** do the above.
- D** = You usually do **not** do the above.

## Enrollment and Placement

If you have had any previous experience in American Sign Language (such as previous course work in high school or college, exposure at home, or residence or study abroad), you are required to consult Peggy Lott, Academic Coordinator for ASL ([plott@ucsd.edu](mailto:plott@ucsd.edu)) to determine your placement in our ASL series.

A student who fails one half of the course must retake that half before continuing on to the next level of the sequence. In order to enroll in the next level, you must have completed the Conversation component of the previous level with a grade of "C-" or better and the Analysis component of the previous level with a grade of "D" or better. A student who receives a Conversation grade of "C-" or better but who receives a "D" in Analysis may do one of two things: either 1) retake Analysis before going on to the next level, or 2) go on to the next level. However, a student may not complete the next level and subsequently retake a "D" grade. (A student who receives a "P" grade in the Conversation component and an "NP" grade in the Analysis component may not continue to the next level.)

Other useful information is available at the LLP website: <http://ling.ucsd.edu/Language/llp.htm>

## Happy language learning!

Grant Goodall  
Professor of Linguistics  
Director, Linguistics Language Program

# ASL 1E

## Course Goals

ASL 1E is a four unit course that meets on Tuesday and Thursday for 80 minutes each day. There is no "1EX." ASL 1E is designed to improve your ASL signing ability and to introduce you to important topics in Deaf Culture, History and ASL Literature.

## Materials

Lane, When the Mind Hears video by Sign Media, Inc.  
(video excerpts available on Canvas)

Additional videos will be shown in class i.e.:

Tales from the Green Books (TJ Publishers)  
Preservation of American Sign Language (Sign Media)  
ASL Poetry (Dawn Sign Press)  
Poetry in Motion (Sign Media)  
The Treasure

## Grading

30% Conversation Final  
40% Video presentations (each of the two presentations is worth 20%)  
15% When the Mind Hears HW  
15% Class participation (including teaching a WTMH lesson with a partner)

**NOTE: if you receive a D or F on the Conversation Final, this will be your grade for the course, regardless of your scores in other components of the course.**

## Class Rules

Respect your instructors and fellow students by adhering to a few simple rules. In the ASL Zoom classrooms, there will be no eating, texting, phone calls, or Facebook (or other outside apps), and no use of voice communication. Arrive at class on time and use visual communication (ASL, gestures, or writing) at all times. Follow your instructor's directions in making sure you see them and their shared screen as clearly as possible. Read and carefully follow the Zoom guidelines in the module on Canvas.

# ASL 1E

Week	TUESDAY Presentations and ASL Literature	THURSDAY Culture and History "When the Mind Hears"
1 Jan 5 & 7	Introduction to the course ASL narratives and film documents of early ASL	Chapter 1 Laurent Clerc My New Family
2 Jan 12 & 14	Introduction to langue des signes française and old dictionaries of ASL	Chapter 2 Jean Massieu Shepherd and Symbol
3 Jan 19 & 21	Handshape stories and poems that compare	Chapter 3 Abbe Sicard High Theatre
4 Jan 26 & 28	Imitation of ASL Masters Process Narratives	Chapter 4 Abbe de l'epee A Tale Based on Fact
5 Feb 2 & 4	<b>Presentation 1 due</b> <b>Description of a Process</b> <b>(film your presentation in Flipgrid)</b>	Chapter 5 Oralism and Pereire The Secret
6 Feb 9 & 11	The Wild Boy of Aveyron	Chapter 6 Itard and de Gerando Success and Failure
7 Feb 16 & 18	ASL VLOGs Jokes and humor	Chapter 7 Thomas Gallaudet Fortune and Misfortune
8 Feb 23 & 25	Persuasive Narratives	Chapter 9 Women Cogswell, Brace, Boardman and Fowler
9 Mar 2 & 4	Women in ASL literature	Chapter 11 Oralism and AG Bell The Denial
10 Mar 9 & 11	<b>Presentation 2 due</b> <b>Persuasive VLOG</b> <b>(film your presentation in Flipgrid)</b>	Practice for Final Exams

## Course Materials

Homework assignments and other materials are available for you on Canvas. For HW, submit one single PDF including your answers to the questions in the assignment on Canvas.

**Holidays during ASL 1E** None

**There are no vocabulary, culture or video quizzes in ASL E.**

## **Course structure**

ASL 1E is designed to stimulate discourse about formal presentations in ASL, ASL Literature, Deaf Culture and Deaf History. Come to class prepared to actively participate in all discussions. Beginning Week 2, students will be assigned each Thursday to teach a lesson based on the chapter viewed in "When the Mind Hears." Students are encouraged to be creative and use a combination of lecture (review of the material) and innovative signed games to lead the class in discovering the important points in each chapter.

## **Vocabulary**

Your ASL vocabulary will continue to develop in a natural progression. Signs used in the When the Mind Hears videos will be taught in class but there will not be any vocabulary quizzes. Keep notes on new vocabulary you see in class or on the videos and discuss these with your instructor. One of the goals of the course is to improve your signing so we will often discuss signs that are used in class as well as signs that tend to be used incorrectly.

## **Text**

The main text for the quarter is an ASL interpretation of Harlan Lane's book *When the Mind Hears*. This text takes a close look at one narrative of Deaf recorded history, summarized on video by native ASL signers. Each week you should view the assigned chapter once without stopping, to get the main ideas. View the chapter a second time to catch any details you may have missed. Pay particular attention to the formal register of ASL used in the episodes. You may want to view the video assignments with a partner so you can discuss unfamiliar vocabulary or content. Each Thursday a brief HW assignment is due, based on the content of the chapter. HW answers must be based on what you see in the video, not on the print chapter in the book. Each Thursday two students will be assigned to prepare and lead a discussion of the main points of the chapter. The students who are assigned to lead the discussion should also read the chapter in print and bring to class additional information they find that was not included on the DVD. No late HW will be accepted.

## **Presentations**

The focus of the course is to improve not only your conversational ASL but also your ability to use ASL in formal presentations. Each student will prepare and deliver two videotaped presentations during the quarter - due Tuesday of week 5 and 10. Weekly video assignments contain examples of the presentation style students are asked to replicate. Pay close attention to how native signers compare, describe and persuade.

## **Extra credit**

If you wish to earn extra credit, you may attend an approved ASL event and turn in a typed one-page summary of what you learned. Please include a screenshot of the event with yourself clearly visible (to verify your attendance).

## **Conversation Final Exam**

The format of the final exam will be an individual fifteen minute conversation with your Instructor. Your instructor will provide a sign up sheet during week 9 or 10. Your final exam appointment will be during finals week and cannot be taken earlier.

## **Contact information**

Your 1E instructor, Peggy Lott, also the Academic Coordinator for ASL, has weekly office hours on Zoom (see schedule on Canvas). You are welcome to visit any time to share any concerns, ask questions or practice your ASL. You are also welcome to email any time you prefer to express yourself in writing.

## **Language Studies/ASL minor**

The Linguistics Department minor in Language Studies/ASL requires seven courses, five of which must be upper division. For more information, please email Peggy Lott, the Academic Coordinator of ASL, [\*\*plott@ucsd.edu\*\*](mailto:plott@ucsd.edu).