

## UCSD LINGUISTICS LANGUAGE PROGRAM

### Welcome!

Welcome to the Linguistics Language Program, a unit of the Department of Linguistics at UCSD. We offer basic instruction in American Sign Language, Arabic, French, German, Italian, Portuguese, and Spanish, in six heritage languages (Arabic, Armenian, Korean, Persian, Tagalog, 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-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 or notes, 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 ASL vocabulary development and Deaf cultural knowledge.
- **Analysis (TuTh)** is a larger class, with special attention to the grammar ASL, viewing DVDs, and learning how to analyze the language and the culture.

## Attendance

A maximum of **three** absences in the Conversation classes and **two** absences in the Analysis section will be tolerated. **Each further absence in a section will lower by one level your grade in that section.** For example, one additional absence will lower a B+ to a B or a C to a C-. Three late arrivals in a Conversation section or two late arrivals in an Analysis section will count as one absence. If you miss 2 weeks or more of class for any reason, you are encouraged to drop the course; otherwise, you are at risk of failing.

If you are absent and miss a quiz or an exam, see your instructor immediately to determine if the work can be made up. An approved make-up must be completed within one week. A missed quiz or exam may be made up at the discretion of the instructor, but the absence cannot be made up.

## Enrollment and Placement

Only if you have never studied or been exposed to ASL, will you be permitted to enroll in and get credit for ASL 1A/1AX. If you have had any previous experience in the language (such as previous course work in high school or college, or exposure at home), you must make an appointment with Peggy Lott, the Academic Coordinator for ASL ([plott@ling.ucsd.edu](mailto:plott@ling.ucsd.edu)) to place you at the appropriate level of ASL.

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 course of the previous level with a grade of "C-" or better and the Analysis component of the course of the previous level with a grade of "D" or better. A student who receives a Conversation component grade of "C-" or better but who receives a "D" in the Analysis component may do one of two things: Either 1) retake the Analysis component 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 "NP" in the Analysis component may not continue to the next level.)

## Other useful information

LLP web site: <http://ling.ucsd.edu/Language/llp.htm>

Happy language learning!

Grant Goodall  
Professor of Linguistics  
Director, Linguistics Language Program

## ASL 1C/CX

### Materials

- **Texts:** Humphries and Padden, **Learning American Sign Language**, 2nd Edition  
Smith, Lentz and Mikos, **Signing Naturally Workbook, Level 1** (available in Language Lab – only one unit is required for ASL 1C/CX)  
Smith, Lentz and Mikos, **Signing Naturally Workbook, Level 2**
- **Reading:** Bragg, L., editor, **Deaf World, A Historical Reader and Primary Sourcebook**  
Padden and Humphries, **Deaf in America: Voices from a Culture**
- **DVD/Video:** **Learning American Sign Language**, 2nd Edition (purchase with text)  
**Signing Naturally Student Videotext, Level 1** (available in Lab)  
**Signing Naturally Student Videotext, Level 2** (purchase with workbook)  
**ASL at Work DVD** (available in Language Lab; no purchase required)  
Patrie, **Fingerspelled Names and Introductions: A Template Building Approach** (available in the Language Lab; no purchase required)

Students are responsible to access all materials posted on TritonEd. For example, your “ASL at Work” vocabulary and homework assignments, illustrations of the AAW vocabulary and videos of the signs. Check TritonEd regularly for updated materials and course announcements as well as approved extra credit opportunities for ASL.

### Grading

- **Conversation:** 35% Final oral  
15% Video comprehension quizzes  
20% Class participation  
30% Other: vocabulary quizzes, culture quizzes and homework

**NOTE: If you receive a D or F on the final oral, this will be your grade for Conversation, regardless of your scores in other components of the course. Final exams will be scheduled by appointment during Finals Week (and may not be taken earlier).**

- **Analysis:** 50% Final exam  
30% Midterm  
20% Homework and participation

**NOTE: Final Exams will be offered during Finals Week. You can check the date of your final by going to TritonLink and searching under Calendars/Academic.**

### Class Rules

Please show respect for your instructors and your fellow students by adhering to a few simple rules. In the ASL classrooms, there will be no eating, no use of phones, no student use of laptops/tablets, and no use of voice communication. Please arrive to class on time and use visual communication (ASL, gestures, or writing) at all times.

## Conversation 1C (M-W-F)

Week	Primary Text/DVD Learning ASL (due Monday)	Culture Readings: DW, D in A, LASL, SN (due Wednesday)	ASL at Work (due Friday)	Fingerspelling (due Friday)
1	Unit 17	DW: Ch 21 & 27 LASL: p. 235 <b>CQ</b>	(no assignment)	Signers 1-4 Type & submit on TritonEd
2	Unit 18	DW: Ch 39 & 46	Unit 10 SED only Submit on TritonEd	(no FS assignment) <b>VQ</b>
3	Unit 19	DW: Ch 23 & 42 SN 2: p. 130 <b>CQ</b>	Unit 10 EPP only Submit on TritonEd	View Signers 5-8 (nothing to turn in) <b>VQ</b>
4	Unit 20	D in A: Ch 6 <b>(NOTE: Not DW)</b>	Unit 14 SED, CP & EPP Submit on TritonEd	(no FS assignment) <b>VQ</b>
5	Review	DW: Ch 48 <b>CQ</b>	(no assignment)	Signers 9-12 Submit FS HW on TritonEd <b>VQ/VidQ</b>
6	Unit 21	DW: Ch 32, 34 & 36 LASL: p. 50	Unit 11 SED, CP & EPP Submit on TritonEd	(no FS assignment) <b>VQ</b>
7	Unit 22	DW: Ch 44, 47 & 53 LASL: p.306 SN 2: p. 44 <b>CQ</b>	Unit 12 SED, CP & EPP Submit on TritonEd	(no FS assignment) <b>VQ</b>
8	Unit 23	DW: Ch 43, 51 & 52 SN 2: p. 64	Unit 10 CP only Submit on TritonEd	View Signers 13-16 (nothing to turn in) <b>VQ</b>
*9	Unit 24 <b>HOLIDAY</b>	DW: Ch 30 & 31 <b>CQ</b>	Unit 16 SED & EPP only Submit on TritonEd	View Signers 17-21 (nothing to turn in) <b>VQ</b>
10	Review	DW: Ch 49 SN 2: p.147-149	Unit 16 CP only Submit on TritonEd	(no FS assignment) <b>VidQ</b>

### Notes:

**CQ** = Culture Quiz (Weeks 1, 3, 5, 7, 9 -- covers all culture readings since the previous quiz)

**VQ** = Vocabulary Quiz (Friday of Weeks 2 through 9 – vocab from LASL, SN, ITA)

**VidQ** = Video Quiz (Weeks 5 and 10)

**SED** = Sample Expressive Dialogue (a part of ASL at Work DVD)

**CP** = Comprehension Practice (a part of ASL at Work DVD)

**EPP** = Expressive Practice Prompts (a part of ASL at Work DVD)

\* Holiday: Monday of week 9 (May 28)

## Details about the Conversation Section

- **Vocabulary:** Vocabulary development is the basis for understanding and using a language. You are responsible for learning the vocabulary introduced in class as well as in all books and video/DVD assignments. LASL and SN vocabulary are given in your book. You should view the ASL at Work (AAW) vocabulary lists posted on TritonEd. Please use these lists as you view the AAW vocabulary videos online. Your Friday vocabulary quizzes may contain items from any of the three course text/DVDs: LASL, SN, or AAW. **NOTE:** you are also responsible for homework assignments based on the ASL at Work DVD viewings due on Fridays.
- **Culture Readings:** The purpose of the reading assignments is to familiarize you with issues of ethnicity and daily life within Deaf communities. You should view the “Culture Study Questions” posted on TritonEd to guide your reading (you do not have to write your answers). Come to class each Wednesday having read the assignments (DW, D in A, LASL, SN) and be prepared to discuss important concepts in ASL. Culture quizzes (given Wednesday of weeks 1, 3, 5, 7 and 9) consist of approximately 5 multiple choice or T/F questions. If you have read the assignments and participated actively in class discussions, you should have no problem answering the questions on the culture quizzes.
- **Fingerspelling:** The purpose of the fingerspelling assignments is to increase your ability to understand and use the American Manual Alphabet. View the assignments and make notes about the important concepts included in each lesson. Your Instructor will usually do some fingerspelling activities in class on Friday and may include some fingerspelling on the Friday vocabulary quizzes.
- **Video/DVDs:** Your ability to understand ASL will increase with exposure to the LASL, SN and AAW DVDs assigned. You should view the LASL DVD dialogues and key structures for each unit before coming to class on Monday. View the SN and AAW units assigned before class on Friday. Note that you must access the vocabulary lists and assignments based on AAW and turn in homework on Fridays as assigned. If you have problems understanding the DVDs, write down your questions and ask your Instructor in class. AAW dialogue videos (available in the lab, not for purchase) offer dialogues to give you even more practice at ASL comprehension. The vocabulary used in the AAW dialogues will be taught on Mondays in class and can be reviewed on TritonEd.
- **Video Comprehension Quizzes:** On Fridays of week 5 and 10, you will take a video quiz covering a selection of dialogues from the video assignments you have viewed. During the quiz, you will view some of the previous video assignments and answer multiple choice or T/F questions about the information given in the dialogues.
- **Conversation Final:** An individual fifteen minute conversation with your Instructor. Your Instructor will bring a sign-up sheet to class during week 9 or 10. Your conversation final appointment will be during finals week and cannot be taken earlier.

## Analysis 1CX (Tu-Th)

Week	Due Tuesday	Due Thursday	Page Numbers
1	Study LASL Unit 17	<i>Attrition</i> (type 5 suggestions to avoid attrition of ASL skills)	Submit on TritonEd
2	Study LASL Unit 18	<p><b>Submit on TritonEd:</b>  <b><u>SN 2: Unit 17, up to p.122</u></b>  <i>Places to See in Seattle</i>  <i>The Signing Weekend</i>  <i>Beginning Conversations</i></p>	p. 117 p. 120 p. 121-122
3	Study LASL Unit 19	<p><b>Submit on TritonEd:</b>  <b><u>SN 2: Unit 17, p. 122 to end</u></b>  <i>Disrupted Plans &amp; Numbers</i>  <i>Descriptionary: A Game Show</i>  <i>Living in the Hearing World</i>  <i>Story Corner: Ethics ***</i></p>	p. 122-125 p. 126-127 p. 128 p. 129
4	Study LASL Unit 20	<p><b>Submit on TritonEd:</b>  <b><u>SN 2, Unit 13, pgs 1-12</u></b></p>	
5	<b>Review LASL Units 17-20 SN 2, Units 13 &amp; 17</b>	<b>Midterm Exam</b> (no homework due)	
6	Study LASL Unit 21	<p><b>Submit on TritonEd:</b>  <b><u>SN 1: Unit 10</u></b>  <i>Talking about Children</i>  <i>A Show of Hands &amp; FS Part 4</i></p>	p. 50 pp. 50-51
7	Study LASL Unit 22	<p><b>Submit on TritonEd:</b>  <b><u>SN 2: Unit 14, p.42 to end</u></b>  <i>Clock Numbers Practice</i>  <i>FS Words &amp; Fortune Teller</i>  <i>Story: Final Exam ***&amp; Songs</i></p>	p. 42 p. 43 p. 44
8	Study LASL Unit 23	<p><b>Submit on TritonEd:</b>  <b><u>SN 2: Unit 15, up to p. 65</u></b>  <i>Discussing Nationalities</i>  <i>Cinnie's Autobiography</i>  <i>Telling Unexpected Changes</i></p>	p. 59 p.62-63 p. 65
9	Study LASL Unit 24	<p><b>Submit on TritonEd:</b>  <b><u>SN 2: Unit 16, up to p. 97</u></b>  <i>Have Clock, Will Travel</i>  <i>Describing Objects</i>  <i>Picture It &amp; Potpourri</i></p>	p. 88 p. 93-94 p. 95-97
10	Review LASL Units 17-24	<p><b>Submit on TritonEd:</b>  <b><u>SN 2: CR 13-17</u></b>  <i>Which Number Was That?</i>  <i>Story Corner: Got Plenty***</i></p>	p. 150 p. 152

\*\*\* For each Story Corner assigned, TYPE a full, detailed story for your homework assignment

## Analysis 1CX (Tu-Th)

### Details

You are responsible for studying the grammar points in the assigned LASL unit prior to class on Tuesday and the grammar points in the assigned SN unit prior to class on Thursday. You will soon find that the answers are given in the back of the book. Please check your own work and turn it in showing the errors you have made with corrections. You will not be graded down for your errors. If you have completed the entire assignment and turned it in on time, you will receive full credit for the homework. These assignments are essential to prepare you for the midterm and final exam. If you fail to do them, you will not be ready for the exams.

### Extra Credit

If you wish to earn extra credit for your ASL course, you have the option of completing one assignment for ASL 1C and one for ASL 1CX. To earn extra credit, you may attend an ASL event approved by your Instructor and turn in a typed one-page summary of what you learned while there. The goal of this assignment is to give you experience interacting and observing ASL signers in the local Deaf community. Your extra credit points will be added to your participation and/or your homework scores at the end of the quarter.

### Language Studies/ASL Minor

Have you considered a minor in Language Studies/ASL? This Linguistics Department minor requires seven courses, five of which must be upper division. If you are interested in learning more about the minor, please email the Academic Coordinator for ASL, Peggy Lott, [plott@ucsd.edu](mailto:plott@ucsd.edu), for more information.