

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."

Attendance

A maximum of **three** absences in the 1E section will be tolerated. ***Each further absence 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-. 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) 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 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 also to introduce you to important topics in Deaf Culture, History and ASL Literature.

Materials **All available in the Language Lab, no purchase required.**

Culture: Lane, *When the Mind Hears* DVD by Sign Media, Inc. SIG 47.1-47.9

Literature: *Tales from the Green Books* (TJ Publishers) SIG 52.1
Preservation of American Sign Language (Sign Media) SIG 38.2
ASL Poetry (Dawn Sign Press) SIG 23.1
Poetry in Motion (Sign Media) SIG 12.2
The Treasure (Poetry in Motion) SIG 26.1
Looney Signs (Sign Enhancers) SIG 53.1
ASL at Work and others.

SIG numbers refer to videotape listings in the Language Lab.

Grading

15% Class Participation
45% Presentations (each of the three presentations is worth 15%)
10% Homework
30% Conversation Final

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. Final exams will be scheduled by appointment during Finals Week (and may not be taken earlier).

Class Rules

Please show respect for your instructor and your fellow students by adhering to a few simple rules. In the ASL classroom, 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 1E (T/Th)

Week	TUESDAY Presentations & ASL Literature	THURSDAY Culture/History
1 Jan 10 & 12	Introduction to ASL narratives and class structure; film documents of early ASL	Chapter 1 Laurent Clerc – My New Family
2 Jan 17 & 19	Introduction to langue des signes française & old dictionaries of ASL	Chapter 2 Jean Massieu – Shepherd & Symbol
3 Jan 24 & 26	Handshape Stories & Poems that compare	Chapter 3 Abbe Sicard – High Theatre
4 Jan 31 & Feb 2	Presentation 1 Due – Compare and Contrast	Chapter 4 Abbe de l'Eppe – A Tale Based on Fact
5 Feb 7 & 9	Imitation of ASL Masters	Chapter 5 Oralism & Pereire – The Secret
6 Feb 14 & 16	Process Narratives & The Wild Boy of Aveyron	Chapter 6 Itard & De Gerando – Success and Failure
7 Feb 21 & 23	Presentation 2 Due – Description of a Process	Chapter 7 Thomas Gallaudet – Fortune and Misfortune
8 Feb 28 & Mar 2	ASL Vlogs; Jokes and Humor	Chapter 9 Women – Cogswell, Brace, Boardman and Fowler
9 Mar 7 & 9	Persuasive Narratives & Women in ASL Literature	Chapter 11 Oralism & AG Bell – The Denial
10 Mar 14 & 16	Presentation 3 Due – Persuasion	Practice for Final Exams

Notes:

Finals Week – individual appointments during week of March 18-25

Conversation 1E (T/Th)

- **Overall structure:** The course is designed to stimulate discourse about formal presentations in ASL, ASL Literature and Deaf Culture and History. Sometimes you will be asked to view video selections in the Language Lab before coming to class. Other times we will view and analyze videos together in class. You are expected to come to class each day prepared to actively participate in all discussions. Beginning Week 2, a pair of 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 games to lead the class in discovering the most important points in each chapter.
- **Course Materials:** Homework assignments and other materials are available for you on TritonEd.
- **Vocabulary:** Your ASL vocabulary will continue to develop in a natural progression but there will not be any specific vocabulary quizzes in 1E. You should keep notes on new vocabulary you see in class or on the videos and discuss these with your Instructor. Since one of the goals of the course is to improve your signing, 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 rendition of Harlan Lane’s book *When the Mind Hears*. This text takes a close look at Deaf history, narrated on videotape 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 the first time. Pay particular attention to the formal register of ASL used in the episodes. It is a good idea to view the DVD assignments with a partner so that you have someone with whom you can discuss any unfamiliar vocabulary or content. Each Thursday a brief homework assignment will be due, based on the content of the chapter. Each Thursday a pair of students will be assigned to prepare and lead a discussion of the main points of the chapter. The students who are assigned to prepare and lead the discussion must also read the same chapter in print (in the textbook) and bring to class additional information they find that was not included on the DVD. The DVDs and the textbook are available for use in the Language Lab. NO LATE HOMEWORK 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. Toward this end, you will prepare and deliver three presentations during the quarter – due Tuesday of weeks 4, 7 and 10. Weekly video assignments will contain examples of the presentation style you will be asked to replicate. Pay close attention to how native signers compare, describe and persuade. Class discussion will provide opportunities for you to practice using the register of delivery required for each presentation. More information about the requirements for each presentation will be given in class.

Extra Credit: If you wish 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.

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 the Academic Coordinator for ASL, Peggy Lott, at plott@ucsd.edu.