

Syllabus: EDS 52
American Sign Language II: Spring 2010
CSU-Sacramento, Continuing Education

Instructor: Belinda Vicars, MFA
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Meeting Days: (optional)

- February 19, 2011: 10 am – 12 pm: Orientation
- April 23, 2011: 10 am – 12 pm: In-person final examinations

Course Objective

Students will continue to expand vocabulary and concepts acquired in level one. Expansion of conversational range will include talking about other people and activities, giving directions, and making requests. Students will also develop discourse skills appropriate for establishing connections with Deaf acquaintances and handling a variety of interruptions. Through in-class discussions/demonstrations, course readings, and out-of-class field experience, students will be exposed to elements of the Deaf culture and community.

Course Description

This is an 8-week accelerated course conducted via distance education, **wherein access to a computer, the internet and a video camera is required**. No exceptions. The course is designed to accommodate two types of students: 1) those who are local but whose schedules and/or circumstances require that they take this course via distance education and 2) students who live so far as to make it not feasible for them to attend class at California State University Sacramento.

Those who fall in category number 1: generally (unless circumstances dictate otherwise) attend class at Napa Hall, CSUS, on the first and last day of class. The first being the day of orientation and the last, when all final exams are completed.

Students who live afar will receive orientation materials via a series of emails (copies of which will be sent to local students as well). The final exams for those living afar will be conducted in the presence of a proctor. A proctor is third party member who is in a position of authority, such as a teacher, librarian, or employer, and who is not a relative. The proctor will monitor the student during the final exams and relay the completed answers to the instructor. It will be the student's responsibility to find a suitable proctor and to provide the instructor with their proctor's contact information and email address.

Note: Attendance to orientation is NOT required, nor is your presence during the exams. If any and all, whether in category #1 or #2, wish to complete this course in its entirety via distance education, he may do so. The orientation meeting and finals are in place for your convenience, only. It is your chance to meet with the instructor, to ask questions, and to squeeze in some practice while you can, and it allows me to meet you.

Curriculum, home page & syllabus

- Homepage: www.belindavicars.com

Note: no textbook purchases are necessary. All study materials are posted online.

Alternate Sites www.lifeprint.com is the parent site and www.belindavicars.com/cce is a simplified version of Lifeprint and presents only that which the CCE student needs for the course. In case there is a problem with one, you can resort to the other as a backup.

- Lessons: <http://www.lifeprint.com/asl101/lessons/lessons.htm>
- Quizzes: <http://asl.gs/quizzes-belinda/>

Practice sites

- Fingerspelling recognition: <http://asl.ms>
- Number recognition: <http://asl.bz>

ASSIGNMENTS AND EXAMS

QUIZZES & ASSIGNMENTS		POINTS	TOTAL
Coursework	(15) Online Quizzes	5	75
	(3) Unit Tests	5	15
	(10) Fingerspelling Quizzes	5	50
	(10) Number Quizzes	5	50
	(3) Expressive Videos	30	90
Exit Exams	(1) Culture Terminology Exam	120	120
	(1) Receptive Exam	300	300
	(1) Expressive Exam	300	300
	TOTAL POINTS:		1000

Grade Scale: 100-95%=A, 90 = A-, 87=B+, 83=B, 80=B-, 77=C+, 73=C, 70=C-, 67=D+, 63=D, 60=D-, 59=F.

Coursework

There are two approaches to distance of education, wherein the pace of the course and the dates when the assignments are due are dictated by the student or by the teacher. **This class falls in the latter category.** It has been my experience that giving a student too much latitude is not conducive to learning. Life gets in the way. As a veteran *student* of distant education, I've tried both approaches and much prefer the latter.

More often than not, students tend to put off assignments, thinking they'll catch up later. Only later never comes, and they end up failing the class. Or worse, they'll sweat at the very last minute and try to cram an entire semester's worth of homework into their head two days before the exam, and fail anyway.

A normal semester is 16 weeks. This course is an **8 week** accelerated program, wherein the student will have *half* the time to perform the equivalent of a full semester work. That means, you have to hit the ground running. That said, any due dates given during the course of this semester are non-negotiable. They are in place for a reason. Assignments are due when they are due. The assignments and due dates are spaced apart to the maximum number of days possible in order to create a steady pace, and thus allowing time to review the material, complete the assignments, and retain what you've learned.

All of the assignments in the course are in place to serve one purpose – to help you pass the expressive and receptive exams.

Again, all due dates are non-negotiable. It will be the student's responsibility to stay abreast of which assignments are due and when.

COURSEWORK:

The objective of the coursework material is to prepare the student for the exit exams. Any of the assignments can be turned in early, but no points will be granted for those turned in late. ALL assignments are due by midnight on the day they are due. Tuesdays and Fridays are when assignments are due.

Online Quizzes

There are 15 quizzes, one for each lesson. The quizzes can be submitted as early as you like, but they must be turned in no later than midnight on the day they are due. One minute past midnight, zero points. See schedule for due dates. These dates are *non-negotiable*. All of the quizzes are in multiple choice formats.

Online Unit Tests

There are three unit tests, one for each set of five lessons. The same restrictions that apply to the on-quizzes also apply to the Unit Tests.

Fingerspelling Quizzes

There are 10 fingerspelling review quizzes. Each contains a video and 10 fingerspelled words. The number of letters in each set increases in ascending order. An answer sheet accompanies the video, which can be copied and placed in a word document, if you so desire. Watch the video, type the answers, and paste them into the **body of an email** and send them to me. No attachments!! Your subject heading should read as: **FS#1: Last name, First initial**.

Number Review Quizzes

There are 10 review quizzes. Each contains a video and 10 number sets, which covers stand alone numbers, numerical incorporations and applications (money, etc). An answer sheet accompanies the video, which can be copied and placed in a word document, if you so desire. Watch the video, type the answers, and paste them into the **body of an email** and send them to me. No attachments!! Your subject heading should read as: **NR#1: Last name, First initial**.

Note: You are welcome to do multiple quiz submissions per email. For example, if Fingerspelling Quiz 1 and Numbers Quiz are due – you can include them in the body of the same email. Your subject heading should read as: **NR & FS#1: Last name, First initial**.

It is important that you include your name in the subject heading. I have many students, and I save all of my student emails. This is my way of keeping track of your correspondences. So, please – for organizational purposes, take the time to do the subject heading.

Expressive Assignments

These are three expressive assignments, each centered on a specific topic. This involves you signing the story, and submitting them to me electronically. These stories are brief, 2-3 minutes, where-in you share a little about yourself, within the boundaries of the assigned topic. In depth instructions in regards to the assignments, grading criteria, and submission methodology will be posted on line.

Note: I'm well aware that not everyone is tech savvy – I will work with you, walk you through the process.

EXIT EXAMS:

The following exams can be taken on site at CSUS Napa Hall on the day of exams (see schedule) or in the presence of a proctor that has been approved by the instructor.

Deaf Culture Matching Exam

This exam covers common terminology used in and facts about the deaf community, wherein the student answer a variety of questions that involving matching terminology with the correct definition, answering multiple choice questions, and responding to essay questions. Study materials are included in the curriculum.

Receptive Final Exam

The instructor will sign 15 sentences and 10 vocabulary words and fingerspell 5 words and students will write down the English translation.

Exam	Points	Total
(15) Sentences*	16	240
(10) Vocabulary	5	50
(5) Fingerspelling	1	5
(5) Numbers	1	5
Total Points		300

* Each word is worth 8 points. If two or more words are wrong, the entire sentence will be marked wrong. If an entire concept is missed, then the entire sentence is marked wrong.

Expressive Final Exam

The format is similar to that of the receptive final exam: 15 sentences; 10 vocabulary; 5 fingerspelling words and 5 numbers. The student will sign the material and the instructor will evaluate. Same point system.

The student will either sign the sentences in the presence of the instructor or video record himself signing these sentences in the *presence of a proctor*. The proctor must his/her face at the beginning of the video, disappear while the student signs and then show up at the end. The material must be completed within **one** recording session. No stopping the video to look up words and piecing the clips together later.

Sample List of Acceptable Proctors:

Certified librarians (school or public)
Clergy able to be identified with a specific temple, synagogue, mosque, or church
College or university administrators and instructors
Officers of a corporation, correctional facility, or military installation,
Graduate teaching assistants
Testing centers
School administrators, teachers or counselors
Work supervisor or administrator

Sample List of Unacceptable Proctors:

Coaches, employees, friends, peers, fellow students, or relatives.

Characteristics of a good Proctor:

Choose someone who is good with technology, has a high speed internet connection, and a computer capable of viewing videos in "Flash" format. They need to be willing to keep an eye on you for about a half-hour or so and then copy and paste your answers into an email and send to your instructor.

Video Formats:

First, let's talk about file types. It depends on what device you are using. If it's a PC, then your video will most likely be .avi, .wmv, .mpg, etc. If you're a Mac or I-Phone user, then it'll be .mov file. Cameras, generally: .avi or .mpg (again, depending). The same for Android phones, etc. I don't want to go in depth - all you need to know is that of all the file types, .avi files are the largest. They are huge and take forever to upload. As for the other types (.wmv, mpg, .mov, etc) - they are smaller, more compressed, and thus easier to upload.

I don't care whether you use a fancy camera, a web camera or a phone camera. As long as your hands and face are *clearly* visible, (see online instructions), I'm content. No need to dress up the video in a movie editing program. In fact, I'd *prefer* that you didn't. Just send me the file.

Delivery Methods

You can send it directly to me via YouSendIt, upload it to YouTube or to your own personal website. Students generally go with the YouSendIt or YouTube, unless they are tech savvy - so I'll discuss those two.

YouSendIt

Sending it via YouSendIt is fairly easy. Go to the website: www.yousendit.com There are no fees involved, unless you want to subscribe to their services. Instead – use their free trial offer. Just fill in the required fields, upload file and send.

YouTube

First, if you haven't done so, you need to sign up: <http://www.youtube.com/signup?next=/index>

If you're already registered, then skip down to the how to's.

Again, there are no fees involved. Just fill in the required fields.

Note:

- 1) YouTube is fussy about passwords. Make sure you include letters and numbers in your password.
- 2) If you flub up on the word verification, resubmit and try again. It might take you a few times to fully register.
- 3) Once you're done registered, YouTube will send you an email requesting confirmation. So until you confirm, you're not registered.

How to Upload

To upload your videos you have two options:

- a) You can record on video or digital camera and transfer to a computer computer and then upload to YouTube by clicking on their Upload Video button. or if you b) If you have a webcam already installed on your laptop or computer, then you can use your webcam software to upload your video to YouTube - OR - you can go to http://upload.youtube.com/my_videos_upload and click *Record from Webcam*.
- c) If you have a iPhone, save your video in the photo gallery. Tap on the box with the arrow on the lower left corner. Some options will pop. Click Send to YouTube and fill in the required fields.

Privacy Settings

Check your account settings. If you limit who can see your video, then that means "I" can't see your video. Make sure it's set for public viewing. How? Click on your user name in the right hand corner of the YouTube website. Click on Account, then click on Privacy. Under contact restrictions, check the second box: *Let others find my channel on YouTube if they have my email address.*

Send Me the Link

Once you're done uploading your videos onto YouTube, email me the link or the exact URL address of *your video* (www.youtube.com is not going to cut it). Make sure you grab the whole address. It's long, so if you drop even one letter from the address - I won't be able to view it.

Google it!

If you still run into problems, ask Google. Seriously - do some research and most likely you'll find the answer. Or ask me (who will end up asking Google...)

Legal Matters

This syllabus and the schedule are subject to change in the event of extenuating circumstances. Due to the nature of the course, it is the student's responsibility to keep abreast of pending assignments and posted due dates. By participating in a distance education course, the student has agreed to check his email and the course website for such updates.

No make-ups are permitted, whatsoever, without *a compelling reason*. Because assignments are completed over the internet, in the comforts of the student's own home, and can be submitted at *any time* prior to the deadline, regardless of the hour, make ups are rarely permitted. To be considered as a candidate for make ups, the student must have been *incapacitated* and unable to do the assignment at the time it was due, because of hospitalization, extreme distress (such a death in the immediate family) or catastrophe. The instructor reserves the right to require proof of such incapacitation, such as a letter from a doctor or employer.

It is the student's responsibility to ensure that the instructor has received all the assignments and that all the quizzes have been submitted correctly. If student is unable to access the internet or is experiencing connectivity issues, the student is expected to take extra measures to ensure that his assignments are turned in on time, by seeking alternatives, such as using the computers at the local library, borrowing a friend's computer, using the wireless at a local bookstore or coffee shop, et cetera

On quizzes and exams, students are expected to work independently unless specifically directed otherwise by the instructor. No cheating is tolerated. For information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) and the University Catalog (Policies and Regulations). Penalties for cheating and plagiarism may include receiving an F for a particular assignment, an F for the course, or expulsion from the university. Assignments turned in late for any reason may receive zero credit.

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact the office of Services to Students with Disabilities.

Pep talk

You can do this. I have near infinite patience. I love teaching and explaining. If you have questions, ask email me with your first and last name in the subject line and I'll strive to get back to you within 48 hours. If there is something I can do to make the class better for you please suggest it. This class may be one of your more challenging accomplishments but I know if you work hard and put in the time -you will succeed.

SCHEDULE OF ASSIGNMENTS

Assignments are DUE on Tuesdays and Fridays by midnight.

✓	Day	Calendar	Assignments Due
	Sat	19-Feb	Orientation & Lesson 16
	Tue	22-Feb	Quiz 16 ; FS & NR# 1
	Fri	25-Feb	Quiz 17; FS & NR# 2
	Tue	1-Mar	Quiz 18; FS & NR# 3
	Fri	4-Mar	Quiz 19; FS & NR# 4
	Tue	8-Mar	Quiz 20 & Unit 4 Test
	Fri	11-Mar	Expressive Video #1
	Tue	15-Mar	Quiz 21; FS & NR# 5
	Fri	18-Mar	Quiz 22; FS & NR# 6
	Tue	22-Mar	Quiz 23; FS & NR# 7
	Fri	25-Mar	Quiz 24; FS & NR# 8
	Tue	29-Mar	Quiz 25 & Unit 5 Test; Expressive Video #2
	Fri	1-Apr	Quiz 26; FS & NR# 9
	Tue	5-Apr	Quiz 27; FS & NR# 10
	Fri	8-Apr	Quiz 28
	Tue	12-Apr	Quiz 29
	Fri	15-Apr	Quiz 30 & Unit 6 Test
	Tue	19-Apr	Expressive Video #3
	Fri	22-Apr	Study
	Sat	23-Apr	Exit Exams

Key:

FS: Fingerspelling Quiz

NR: Number Quiz