

GENERAL STUDIES COURSE PROPOSAL COVER FORM

| | | | | | | | |
|--|----------------|--------------------------------------|-----|---|--|---------------|--------------------------------------|
| Course information: Copy and paste <u>current</u> course information from Class Search/Course Catalog . Further development of fluency in ASL with emphasis on literature, folklore, and signing narratives with multiple characters. | | | | | | | |
| College/School | | College of Liberal Arts and Sciences | | | Department/School | | College of Liberal Arts and Sciences |
| Prefix: | ASL | Number: | 202 | Title: | American Sign Language IV | | Units: 4 |
| Course description: Further development of fluency in ASL with emphasis on literature, folklore, and signing narratives with multiple characters. | | | | | | | |
| Is this a cross-listed course? | | | | | No | | |
| Is this a shared course? | | | | | If so, list all academic units offering this course: | | |
| <i>Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of <u>each</u> department that offers the course is required for <u>each</u> designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.</i> | | | | | | | |
| Is this a <u>permanent-numbered</u> course with topics? | | | | Yes | | | |
| If <u>yes</u> , each topic requires <u>an individual submission</u> , separate from other topics. | | | | | | | |
| Requested designation: Global Awareness-G <i>Note- a <u>separate</u> proposal is required for each designation.</i> | | | | | Mandatory Review: Yes | | |
| Eligibility: Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu . | | | | | | | |
| Submission deadlines dates are as follow: | | | | | | | |
| For Fall 2021 Effective Date: October 2, 2020 | | | | For Spring 2022 Effective Date: March 5, 2021 | | | |
| Area proposed course will serve: A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. | | | | | | | |
| Checklists for general studies designations: Complete and attach the appropriate checklist <ul style="list-style-type: none"> • Literacy and Critical Inquiry core courses (L) • Mathematics core courses (MA) • Computer/statistics/quantitative applications core courses (CS) • Humanities, Arts and Design core courses (HU) • Social-Behavioral Sciences core courses (SB) • Natural Sciences core courses (SQ/SG) • Cultural Diversity in the United States courses (C) • Global Awareness courses (G) • Historical Awareness courses (H) | | | | | | | |
| A complete proposal should include: <ul style="list-style-type: none"> x Signed course proposal cover form x Criteria checklist for General Studies designation being requested x Course catalog description x Sample syllabus for the course x Copy of table of contents from the textbook and list of required readings/books Proposals must be submitted electronically with all files compiled into <u>one</u> PDF. | | | | | | | |
| Contact information: | | | | | | | |
| Name | Hannah Cheloha | | | E-mail | hannah.cheloha@asu.edu | | Phone 480-227-7176 |
| Department Chair/Director approval: (Required) | | | | | | | |
| Chair/Director name (Typed): | | Nina Berman | | | Date: | April 6, 2022 | |

Chair/Director (Signature):

W. Bene

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[G] CRITERIA | | | |
|-----------------------------|--------------------------|--|--|
| GLOBAL AWARENESS [G] | | | |
| YES | NO | | Identify Documentation Submitted |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | |
| | | 2. The course must match at least one of the following descriptions: (check all which may apply): | |
| <input type="checkbox"/> | <input type="checkbox"/> | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world. | |
| X | <input type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component. | Please see the syllabus, course outline, and images of table of contents |
| <input type="checkbox"/> | <input type="checkbox"/> | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas. | |
| <input type="checkbox"/> | <input type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|---------------------------|----------------------|
| ASL | 202 | American Sign Language IV | Global Awareness (G) |

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|--|---|---|
| 2b: The course is a language course for a contemporary non-English language, and has a significant cultural component. | The course teaches American Sign Language and introduces students to the Deaf community, and aspects of Deaf culture that affect communication strategies | Throughout the course students must remain “voices off” and only sign, or use other strategies to communicate, as is appropriate for the Deaf community. Specifically Culture related lessons can be found on the table of contents page: Breakaways: Cross cultural discussions Mini Cultural Exercises: 1.1 Greetings after a long break 1.2 Greetings after a short break and goodbyes 1.3 Greetings to everybody 1.4 Introductions 1.5 Involving others in conversations 1.6 Following conversation with hands full 1.7 Understanding from different perspectives 1.8 Maintaining conversation while walking 1.0 Following conversation while doing so |
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

ASU **School of International
Letters and Cultures**
Arizona State University

ASL 202: American Sign Language IV
Semester Year Section Number

Target Proficiency Level: Intermediate (mid)
General Studies Designations: None

Contact Information Instructor

Lecturer:

Office Location: Durham Hall XXX

Telephone number: (480) 965-xxxx

Email:

Office Hours:

Course Description

C-2a

Further development of fluency in ASL with emphasis on literature, folklore, and signing narratives with multiple characters.

Credits: 4 credit hours

Prerequisites or enrollment requirements: None

Fees: None

Special notes: MUST MEET TECHNICAL STANDARDS TO MAINTAIN ENROLLMENT IN AN ASL COURSE. SEE <https://silc.asu.edu/degree-programs/american-sign-language>

Course Objectives

C-2b

The purpose of this course is designed to help you develop the study skills you need to learn a language and to review and practice what you are learning in your language class. This may include lectures, small group activities, use of electronic media, going to ASL Lab, and Deaf events. You will be encouraged to practice your receptive and expressive skills so that you can have a positive experience with your language course. Students are expected to come to class well prepared to participate in daily discussions. The grammatical explanations will be kept to a minimum and students will be required to work in pairs and small groups. Active participation in group work is required for the success of the class.

Learning Outcomes

C-2b

1. Communication: Students will **demonstrate** communication using intermediate advanced expressive and intermediate advanced receptive skills in American Sign Language in one-to-one interactions in person **and/or** via digital technologies/ distance formats. (ACTFL 1.1, 1.2, 1.3, and 5.1)
2. Students will **demonstrate** intermediate advanced receptive and intermediate advanced expressive skills for two-way communication of emotions, factual information, preferences, giving directions and commands, making requests, conversation management, environmental observations and backchanneling. (ACTFL 1.1, 1.2, 1.3, and 5.1)
3. Students will **demonstrate** intermediate advanced comprehension and intermediate advanced production skills for two way communication using a variety of sentence types and questions (statements, yes/no questions, wh-word questions). (ACTFL 1.1, 1.2, 1.3, and 5.1)
4. Students will **demonstrate** intermediate advanced comprehension and intermediate advanced production skills of intermediate advanced ASL Syntax and the identification and expression of main ideas in conversation including key concepts from other disciplines. (ACTFL 1.1, 1.2, 1.3, 3.1, and 5.1)
5. Students will be able to **recognize and/or demonstrate** the use of various linguistic elements of ASL in intermediate advanced dialogues:
 1. Phonology (5 parameters),
 2. Morphology (inflections, non-manual signals, time indicators, incorporation of numbers, plurality)
 3. Syntax (Yes/No questions, Wh-word questions, Rhetorical Questions, Topicalization, Commands, Conditionals, Relative Clause, Negation, and Assertion)
 4. Discourse (Register, turn taking, listener feedback,)
 5. Noun and verb types (noun/verb pairs, directional verbs, activities)
 6. Sign variations (regional signs, individual sign preferences)
 7. Additional grammatical features (Agent markers, Classifiers, real world orientation, signer's perspective)
 8. Classifiers (types and usage)
 9. Story-telling Elements
 10. Discourse Mapping Features (ACTFL 1.1, 1.2, 1.3, and 5.1)
6. Students will be able to **apply knowledge** of the beliefs, values and attitudes within Deaf Culture by comparing and contrasting them with their own languages and cultures and use ASL to discuss, express, and engage in dialogues with others in the class at a beginning intermediate advanced level. (ACTFL 2.1, 2.2, 4.1, and 4.2)
7. Students will **demonstrate** the ability to converse with members of the Deaf community outside the classroom in intermediate advanced dialogue. (ACTFL 1.1, 1.2, 1.3, 3.1 and 5.1)
8. Students will **demonstrate** an understanding of the benefits of becoming bilingual or multilingual with an emphasis on the benefits of learning ASL and about Deaf culture. (ACTFL 3.2)

Textbooks and Required Purchases

1. Lentz, E.M., Mikos, K., & Smith, C. (2001). Signing Naturally: Level 3 Student Workbook and Videotext. San Diego, CA: Dawn Sign Press.
2. Goreact.com - This website/app will be used for submitting videos and receiving feedback.
3. Memrise.com - This website/app will be used to study/reinforce vocabulary learning.
4. Flipgrid - This website will be used for submitting videos to practice principles outlined in the lectures.

Course Time Commitment

This is a hybrid course, which means that student learning time will be facilitated in the online environment and in the classroom. Students in this 4 credit course are expected to participate in learning activities facilitated by the instructor in-person 75 minutes/ 2 days a week as well as participate in independent homework.

Course Assignments

Course Grading System:

Your comprehension and production skills will be evaluated regularly. You will also be evaluated on your preparation for class activities and your assignments outside of the class. All grades are calculated using weighted percentages.

● HOMEWORK/PARTICIPATION:

Participation: Your participation in class is required and expected. I will be making notes of who asks appropriate questions, participates in discussions and group activities, and participates in videotaped signed assignments; as well, I will be making notes of any people who persistently use their voice or whisper during class, and if anyone who behaves inappropriately as according to Deaf cultural rules and mores (or contrary to acceptable standards of polite behavior).

Appropriate Deaf Culture behavior consists of:

- Raising your hand & waiting to be recognized before asking your question or making your remark
- Waving to get your teacher's attention
- Listening to other people when they are asking a question, making a comment, or signing their assignment
- No voicing or whispering. ASL Only!

● **SIGNING NATURALLY STUDENT WORKBOOK** I will not be grading these, however I will be checking the workbooks to see if you have completed the assignment and I will provide you with the correct answers before each unit quiz. I often utilize portions of this video and related questions on your tests. If you have not done the work, you will not do well on these parts of the test. It is really intended to help support your learning and continue your skill development outside of class.

● **MEMRISE:** This is a free website and mobile app that students can use/play to improve vocabulary retention. I recommend that you play Memrise at least 5-15 minutes everyday. Once you are registered for this class you follow a link to join the Memrise group for your course.

● **ONLINE EXERCISES-** The online assignments are designed to help prepare you for the next class and/or the quizzes. **Late assignments are not accepted.** You will complete online exercises in Canvas. These exercises are not graded – if you completed the assignment you will receive the full points despite how many errors made. If you need extra practice, you may do the exercises as often as you like. Each time you do the exercises, the question set will be different.

● **PORTFOLIO ASSIGNMENTS:** Students will be asked to videotape themselves on a recurring basis thus, creating a portfolio of their expressive language samples. You will be given these specific assignments during the course of the semester. These assignments will be submitted and graded in GoReact.

● **FINAL INTERVIEWS:** Students are expected to prepare for and take part in the signed interview, which represents the expressive portion of the course grade. Students will sign questions to a partner students who will then respond appropriately using proper sign and fingerspelling execution, facial expressions (non-manual markers), vocabulary and ASL word order. See the attached tentative schedule for the dates. You are required to attend the day and time of your interviews. If you fail to show up at the time you are scheduled and it is not an excused absence you will receive a grade of zero.

● **QUIZZES/FINAL EXAM:** There will be tests throughout the semester. All tests are cumulative and can contain anything covered in class or assigned up to the date of the test. The tests will either be receptive or expressive. Test dates will be announced at least 48 hours in advanced. Tests will either be held during class time or online. If online, students will have several days to take the quiz online. The online quizzes count as a quiz and CAN NOT be made up. Please refer to the section above to see what constitutes as an “emergency”.

Late or Missed Assignments

Because of the quick pace and flexible schedule of online courses late assignments are not accepted. Notify the instructor BEFORE an assignment is due if an urgent or emergency situation arises and the assignment will be submitted late. If pre-approved, late assignments can be submitted up to a week late for half credit. Assignments submitted late without pre-approved extensions will not be graded nor earn credit. Published assignment due dates (Arizona time) are firm.

Submitting Assignments

All online assignments MUST be submitted via the associated assignment submission feature in Canvas. Do NOT submit an assignment via email.

Grading Scale

Discuss with your section what the typical policy is for the grading scale. Be consistent throughout your section. The below grading scale is the default ASU grading scale usually already set in Canvas (note that it doesn't have a C-). If you have a different one from this, you will need to change the one in Canvas to match.

A+ 100% - 97%

A <97% - 94%

A- <94% - 90%

B+ <90% - 87%

B <87% - 84%

B- <84% - 80%

C+ <80% - 76%

C <76% - 70%

D <70% - 60%

E <60% - 0%

Grading Procedure

Grade turn around time is typically 1-3 days. ASU has formal and informal channels to appeal a grade. If students wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Absences

For each penalized absence, you will lose 5 points from the assignment category. Your instructor may enter these deductions during the semester or at the end of the term.

HYBRID CLASSES (ASL-101) THAT MEET TWICE A WEEK:

| UNEXCUSED ABSENCES | WHAT HAPPENS |
|---|--|
| 1 or 2 | No impact (but ask a classmate what you missed) |
| Each additional absence up to a maximum of 6 | Five point deduction. A student who is absent, <u>excused or unexcused</u> , for more than 6 class meetings may be given a failing grade. Due to the nature of this course, it is impossible to make up for lost classroom time. |

Documentation will be required by your instructor to excuse your absences. You must email your instructor to arrange for makeup work if necessary. If you are absent (without a doctor's note), your online work should not be submitted late. If your absences are excused the instructor will determine the length of the extension given the current point in the course.

Students that need to be absent from class due to religious observances ([ACD 304-04: Accommodations for Religious Practices](#)) or due to participation in university-sanctioned activities ([ACD 304-02: Missed Classes Due to University-Sanctioned Activities](#)) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Drop/Add and Withdrawal Dates

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your academic advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Communication and Technology Requirements

Your Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account.***

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive ([Microsoft 365](#) and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing your work in ASU courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

Language Tutoring and Other Campus Resources

SILC Learning Support Services offers free language tutoring services. They provide both face-to-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (scroll down to find the schedule for tutors in your target language).

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program \(tutoring\)](#)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

A student may be found to have engaged in academic dishonesty if, in connection with any academic evaluation or academic or research assignment (including a paid research position), he or she engages in any form of academic deceit, refers to materials/sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities; engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.

Students are not allowed to use online translators or ask tutors to copy-edit their written assignments. Students are encouraged to use good dictionaries, their textbooks, and other reference materials.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior

NO VOICE. NO TALKING. ALL VIDEOS SHOULD BE FREE OF TALKING- SIGN ONLY. Be sure to submit work on time for class. The online nature of this course means videos will be used primarily for language modeling and practice. When creating your videos please avoid any disruptive behavior.

Videotaping guidelines

Taping Dos and Don'ts

Do

- Wear a plain color contrasting shirt
- Stand
- Be sure that you are visible from the waist up- similar to the instructor's videos in the exercises and vocabulary lists.
- Do a test run, i.e. tape part of your story, then check your lighting and camera angle before proceeding with the entire story (VERY important)
- Take your time
- Make sure that your video was saved properly. If you use the lab and saving your work to your thumb drive. Take your thumb drive out and plug in another computer to make sure it is on your thumb drive and the video works. The lab erases their computers on a nightly basis.

Don't

- Wear a hat, shirt with excessively long sleeves, or have your hair in your face
- Eat or chew gum
- Look at your notes while signing
- Look at your phone/text message
- Roam while signing. You need to be in the camera space during the entire video. I need to see your face/hands at all times.
- If you use your home camera, be sure that you are NOT standing in front of a window. It causes shadows on your face. I will not be able to grade the grammatical component since most of it is facial expressions.
- If you use your home camera, make sure that there are no distractions in the background (i.e. brother walking around).

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Acknowledgments

xi

Overview of Level 3 Curriculum Package

x

Transcription Conventions

xx

Unit 18: Narrating Unforgettable Moments

Lesson 1: Pass, Throw, and Spill

1

Lesson 2: Tripping and Falling

2

Lesson 3: Injuries and Mishaps

2

Lesson 4: Kiss, Hug, and Poke

4

Lesson 5: Unforgettable Moments

Unit 19: Sharing Interesting Facts

4

Lesson 1: Whole-Part

5

Lesson 2: Listing

5

Lesson 3: Comparisons

6

Lesson 4: Illustrate a Fact

8

Unit 20: Explaining Rules

8

Lesson 1: Rules We Live By

8

Lesson 2: Card Games

10

Lesson 3: Group Games

11

| | |
|--|-----|
| Session 3: "The Merchant's Daughter and the Slanderer" by Terrylene | 297 |
| Session 4: "The Magic Mirror of Rabbi Adam" by Ben Bahan | 318 |
| Session 5: "The Twelve Dancing Princesses" by Anthony Natale | 329 |
| Session 6: Developing Student's Stories | 332 |
| Session 7: Presenting Own Stories | 333 |
| Signing Stories | |
| Assignment 1: "A Teacher I'll Never Forget" by Mary Telford | 335 |
| Assignment 2: "Never above the Waist" by Cinnie MacDougall | 337 |
| Assignment 3: "A Lesson about Sound" by Mary Telford | 341 |
| Assignment 4: "Some Thoughts on Fingerspelling" by Laurene Gallimore | 343 |
| Assignment 5: "The Whistle Stops the Game" by Marlon Kuntze | 347 |
| Assignment 6: "Ordering at McDonald's" by John Maucere | 350 |
| Assignment 7: "Can You Spare a Quarter?" by John Maucere | 352 |
| Assignment 8: "The Igorot People" by Cinnie MacDougall | 356 |
| Breakaways | |
| Mini Cultural Exercises | 363 |
| Mini Reaction Activities | 364 |
| Cross-Cultural Discussions | 372 |
| Impromptu Interactions | 377 |
| Scenarios | 380 |
| | 384 |

Unit 21: Telling About Accidents

Lesson 1: Horses

Lesson 2: Bicycles

Lesson 3: Automobiles

Lesson 4: Describing an Accident

Unit 22: Talking About Money

Lesson 1: Basic Money Vocabulary

Lesson 2: Discussing Banking

Lesson 3: Discussing Finances

Unit 23: Making Major Decisions

Lesson 1: Discussing Housing Situations

Lesson 2: Discussing Cars

Lesson 3: Discussing Major Decisions

Unit 24: Discussing Health Conditions

Lesson 1: Describing the Human Body

Lesson 2: Describing Symptoms, Causes, and Treatments

Lesson 3: Presentation on Health Conditions

Unit 25: Storytelling

Session 1: "The Frog Prince" by Ken Clark

Session 2: "The Bridge of Magpies" by Missy Keast

277

LEVEL 3

Breakaways

Mini Cultural Exercises

- Contents**
- 1.1 Greetings after a Long Break
 - 1.2 Greetings after a Short Break and Good Byes
 - 1.3 Greetings to Everybody
 - 1.4 Introductions
 - 1.5 Involving Others in Conversations
 - 1.6 Following a Conversation with Hands Full
 - 1.7 Understanding from Different Perspectives
 - 1.8 Maintaining Conversation While Walking
 - 1.9 Following a Conversation While Doing Something Else

PURPOSE

To help students develop appropriate social behaviors for connections and maintaining conversations.

1.1 Greetings after a Long Break

Recommended for first day of new term. If most of your students have not met each other before, begin with Breakaway 1.4. Review 1.1 for greetings between two people who have not seen each other for a period of time and possible topics of conversation.

Behaviors

"wave" (for people not so familiar with each other)

"handshake" (usually for men who are not so familiar with each other)

"hugging" (for people who are quite familiar with each other)

Greetings

BREAKAWAYS

Breakaways

Cross-Cultural Discussions

Materials □ transparency "Cross-Cultural Discussions," page M116

PURPOSE

Through discussions students explore the underlying issues common to Deaf/hearing situations.

3.1

Situations

Go over each situation listed on the transparency, page M116 and identify the issues. Ask students to discuss their points of view as you (teacher) represent the Deaf community's point of view. It may help to invite several Deaf people to share their points of view for the following situations.



Cross-Cultural Discussions
Show transparency page M116.

COPY OF TRANSPARENCY

Cross-Cultural Discussions

1. A Deaf person asks you to interpret but you are unsure of your ability to handle the situation.
2. You and a Deaf student are in a class together. His/her hearing aid is making a noise which is making it difficult for you to hear the discussion.
3. A Deaf person voices and signs at the same time when talking with you. S/he thinks it'll make it easier for you to understand them but you find it distracting.
4. You are sitting next to a Deaf couple with hearing kids. The kids are making a lot of noise and disturbing you and others who are trying to ignore the commotion and focus on the church services.
5. You are a volunteer in a self-contained classroom with about 10 deaf children. The hearing teacher knows sign language but when she talks about the kids, she doesn't sign, and says things in front of them she would never say if the children could hear.
6. Your friend is upset because she just found out that her baby is Deaf.
7. You are sitting with your Deaf friend at a cafe ready to order. The waitress comes to you to ask you what your Deaf friend wants.
8. You always sign when you are at the school for the Deaf but some people who work at the school prefer to use their voice and sign only when Deaf people approach them. You feel uncomfortable not signing, but if you insist on signing, you are afraid the hearing person will think you are being obnoxious or a show-off.

Transparency
Breakaways page 375
READING MATERIAL Unit 1

M116