*This template contains selected elements of an effective syllabus, as well as recommended language related to University policies and resources for students. This template is meant to be adaptable across a wide range of courses and disciplines. Content should be customized to fit the course, but language may be directly copied from this document (particularly recommended for the “Resources for Students” section).*

**NWRESD ASL Basics**Carissa M. S, Martos and Anne Gray Liversidge  
Washington Service Center

January-February 2019

You can contact Carissa Martos at

[Cmartos@nwresd.k12.or.us](mailto:Cmartos@nwresd.k12.or.us) (preferred)

(503) 614-1291

***Course Description***

This six week class aims to introduce students to conversational American Sign Language (ASL) vocabulary and grammar, as well as provide an introduction to Deaf culture and history.

***Course Goals***

Students who complete this course successfully will be able to:

* Introduce themselves in ASL
* Fingerspell their names
* Describe basic emotions
* Name various objects
* Count to 20
* Ask yes or no and WHQ questions

***Required Texts, Materials, or Equipment***

* Handouts
* Videos at [www.accessiblesignedlibrary.org/NWRESD](http://www.accessiblesignedlibrary.org/NWRESD)
* Whiteboards

***Rules***

***VOICES OFF PLEASE (unless utilizing the hearing teacher as an interpreter to ask a question of the Deaf teacher). We have Deaf/deaf/hard-of-hearing people in the class, so make use of paper/pens and whiteboards for questions if at all possible.***

***Daily Work/Homework***

Practice the phrases on the handout, two times during the week, both as Signer 1 and Signer 2. If you work with someone, it will be more comfortable

***Class Participation***

Since this class does not involve assignments or homework, and ASL is a living language, participation in class is necessary. There is no need to be shy or awkward, because everyone was a beginner at one point.

Again, please don’t talk in class.

***Weekly Focus Topics***

As 6 weeks class covering the basics, each week we are going to just touch on a topic. Weeks are designed around the WHQs (and How).

* **Who –** Whoare you? DHH/jobs/introductions and some Deaf culture
* **What –** What is that? Grammar and nouns/adjectives
* **When –** Time grammar and vocab, Past/present/future and some history
* **Where –** Where did that happen?Location, space
* **Why –** Why do Deaf people do that? Why/Because and some Deaf culture
* **How –** How are you feeling? How do you ask for new words?

***Course Policies and Information for Students***

INCLUSIVE LEARNING ENVIRONMENT STATEMENT

The best learning environment––whether in the classroom, studio, laboratory, or fieldwork site––is one in which all members feel respected while being productively challenged. At NWRESD, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences.

1. ATTENDANCE POLICY   
   Please email Carissa if you are going to miss or be late.
2. TECHNOLOGY POLICIES:   
   Please keep your phones down and away for the hour we are here.
3. VOICES OFF/DEAF-FRIENDLY ENVIRONMENT  
   Again, please don’t use your voice in class. Write, gesture, mime, fingerspell…anything else is better than talking with your voice. It is considered exceptionally rude to use your voice in front of Deaf people, and we have Deaf people in the room. If you need to speak about something specific (and it cannot wait until after class), please raise your hand and a teacher will come and talk to you. (For students who are young/have special needs/are hard-of-hearing or oral, this rule will be repeated).

***Resources for Students***

1. All the signs we cover in class will be demonstrated at www.accessiblesignedlibrary.com/nwresd
2. Lifeprint.com has classes and a video dictionary. It is taught by a Deaf professor, and all the resources are free.
3. The Daily Moth (dailymoth.com) is great for receptive practice. Just watch the news stories.