

General Education Course Proposal

Proposed Course: CSD 92 American Sign Language II **Units** 3
Prefix No. Title

Department: Comm. Sciences & Disorders School: Health & Human Services

GE Category (Indicate one category only):

Foundation: A1 ___; A2 ___; A3 ___; B4 ___
Breadth: B1 ___; B2 ___; C1 ___; C2 X; D ___; E ___
Integration: B ___; C ___; D ___; International/Multicultural ___

Existing Course X; Revised Course ___; New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisite: CSD 91. Further appreciation, comprehension, and analysis of the uniqueness of a visual/gestural language, including its cultural/historical background and the role it has played in the Deaf communities in the United States and throughout the world.

Enrollment limit per section: 30-35

Expected number of sections per semester – Year 1 4; Year 3 4

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 10/14/98
Department Chair Date

[Signature] 10/14/98
School Curriculum Committee Date

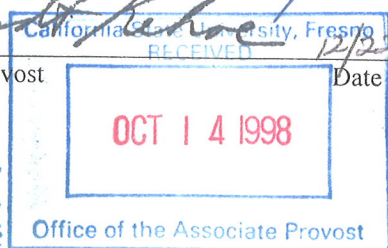
[Signature] 10-14-98
School Dean Date

[Signature] 12/15/98
General Education Subcommittee Date

[Signature] 12/22/98
Associate Provost Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S 54

2/5/98



10/14/98

Attachment #2: General Syllabus

Proposed Course: CSD 92 American Sign Language II

CSD 92 American Sign Language II
3 units, one prerequisite: CSD 91

Semester, Year
Schedule # 12354

Catalog Description: Further appreciation, comprehension, and analysis of the uniqueness of a visual/gestural language, including its cultural/historical background, and the role it has played in the Deaf communities in the United States and throughout the world.

General Education: This course meets General Education requirements. For students with catalogs, 1998-99 or earlier, it meets the requirement for Division 7, Languages. For all other students, it meets the requirement for BREADTH (Lower Division), Area C2.

Instructor: Name
Office: Instructor's office
Office hours: Instructor's office hours (minimum 5 hours per week)
Phone/email: Instructor's office phone/mail number, email address
Dept. Office: Lab School, Room 125; department hours: M-F, 8-12, 1300-1700.
Dept. Phone: 278-2423

Required Textbooks*: The following textbooks are required/recommended for the course: they can be purchased at Kennel Bookstore on campus.

Rutherford, S. (1993). A Study of American Deaf Folklore. Burtonsville, MD: Linstok Press.

Smith, C., Lentz, E.M., and Mikos, K. (1988). Signing Naturally: Student Workbook – Videotext, Level One. San Diego, CA: Dawn Sign Press.

Van Cleve, J.V. and Crouch, B.A. (1989). A Place of Their Own: Creating the Deaf Community in America. Washington, D.C.: Gallaudet University Press.

Supplemental Readings*: The following can be borrowed through the Reserve Shelf at the Madden Library on campus.

Erting, C.J., Johnson, R.C., Smith, D.L. & Snider, B.D. (Eds.) (1994). The Deaf Way: Perspectives from the International Conference on Deaf Culture. Washington, D.C.: Gallaudet University Press.

Sacks, O. (1989). Seeing Vocies: A Journey into the World of the Deaf. Berkeley, CA: University of California Press.

* The complete list of required and supplementary readings and videotapes are listed in **Attachment #3 - Typical Syllabus**.

Fees: There are no fees required for this course.

Course objectives:

1. to understand and learn the intermediate principles of ASL.
2. to analyze the grammatical structures and the intermediate lexicon of ASL.
3. to develop intermediate conversational skills for communicating with Deaf children, youth, and adults.
4. to master the intermediate principles outlined in *SIGNING NATURALLY* by Smith, Lentz, and Mikos.
5. to continue to cultivate an appreciation of the cultural/historical background of ASL and the role it plays in the Deaf communities in the United States and throughout the world.
6. to realize and subsequently appreciate the enduring influence ASL has had on American mainstream society relative to the creative arts.
7. to develop an awareness of African, American Indian, Asian, Western European, Eastern European, and Latino/Hispanic Deaf children, youth and adults.

Course Outline:

Regarding comprehension of principles, analysis of grammatical structures and intermediate lexicon, and development of intermediate conversational skills and mastery of principles of ASL (course objectives 1-4), the class follows the last six units in the text by Smith, C., Lentz, E.M., & Mikos, K. (1988). Signing Naturally: Student Workbook – Videotext, Level One. San Diego, CA: Dawn Sign Press.

Regarding mastery of principles of ASL, appreciation of the cultural/historical background of ASL and the role it plays in the Deaf communities in the United States and throughout the world, appreciation

of ASL's enduring influence on American mainstream society relative to the creative arts, and awareness of Deaf people throughout the world (course objectives 5-7), this class follows the following outline:

Course Outline:

- A. Review and Expansion (Two Weeks)
 - 1. American Sign Language
 - 2. Deaf Culture
 - 3. The Deaf Community
 - 4. Deaf Awareness
 - 5. Cross-Cultural Communication
 - 6. Structure of the Course
 - 7. Sign Language Dictionaries Around the World

- B. Giving Directions (Two Weeks)
 - 1. Language Functions
 - 2. Grammar
 - 3. Deaf People of Many Nationalities

- C. Describing Others (Two Weeks)
 - 1. Language Functions
 - 2. Grammar
 - 3. Philosophical/Historical Works

- D. Making Requests (Two Weeks)
 - 1. Language Functions
 - 2. Grammar
 - 3. American Deaf People's Folklore as a Mirror of Culture

- E. Talking About Family and Occupations (Two Weeks)
 - 1. Language Functions
 - 2. Grammar
 - 3. Individual Artistic Works

- F. Attributing Qualities to Others (Two Weeks)
 - 1. Language Functions
 - 2. Grammar
 - 3. Individual Works by Hearing Writers

- G. Talking About Routines (Two Weeks)
 - 1. Language Functions
 - 2. Grammar
 - 3. Individual Works by Deaf Writers

H. Cumulative Review (Two Weeks)

1. Review of Six Units in Language Functions
2. Review of Six Units in Grammar
3. Overview of Deaf People in Artistic/Cultural/Historical Context

I. Final Examination during the Final Examination Week

The order and emphasis in coverage of these topics may vary according to the discretion of the instructor and as specific works by Deaf people become available.

Class Activities/Assignments:

Each student is expected to attend all classes, participate in class discussion by communicating in American Sign Language with classmates and the instructor, take tests and the final examination, attend Deaf Cultural events, and use the WEB CT tutorial on the Internet as a learning/teaching tool along with utilization of other Internet resources. One specific resource, CSD 92 - WEB CT, is a tutorial which will be developed by the faculty in the Department of Communicative Sciences and Disorders, and is a powerful multimedia learning tool.

Each student is required to write three papers in APA format for their 2,000-word writing requirement. The first paper (minimum 500 words) allows the student to analyze the impact of individual works by several Deaf writers on American mainstream society; the second paper (minimum 500 words) focuses on the comparison of Deaf and hearing peoples' philosophies on communication; the third paper (minimum 1,000 words) is an analysis of American Sign Language as a Foreign Language from the linguistic perspective.

Grading Policy:

A. Written Papers	
1. Impact of Individual Works by Deaf writers on American mainstream society	5%
2. A Comparison of Deaf and Hearing Peoples' Philosophies on Communication	5%
3. What Qualifies ASL as a Foreign Language	10%
B. Participation in Deaf Cultural Events	
C. Average of Unit Examinations	60%
D. Final Examination	+ 15%
	<hr/> 100%

The student grades will be calculated objectively as follows:

90 % - 100 %	A
80 % - 89 %	B
70 % - 79 %	C
60 % - 69 %	D
below 60 %	F

Course Calendar: Approximate dates for topics are listed above (see the number of weeks for each unit) along with readings and assignments which will be primarily handled on the WEB CT tutorial.

General Information: (Attachment #3 - Typical Syllabus covers all the specific information.)

1. Attendance Policy
2. Missed quizzes, make-up work, late paper policy.
3. Cheating and Plagiarism
4. Students with Disabilities
5. Other specific policies for this course

10/14/98

Attachment #3: Typical Syllabus

Proposed Course: CSD 92 American Sign Language II

CSD 92 American Sign Language II

Spring, 1999

3 units, one prerequisite (CSD 91)

Schedule # 12354

Mondays, Wednesdays, Fridays, 1310 – 1400, Lab School 177

I. Catalog Description: Further appreciation, comprehension, and analysis of the uniqueness of a visual/gestural language, including its cultural/historical background, and the role it has played in the Deaf communities in the United States and throughout the world.

II. General Education: This course meets General Education requirements. For students with catalogs, 1998-99 or earlier, it meets the requirement for Division 7, Languages. For all other students, it meets the requirement for BREADTH (Lower Division), Area C2.

III. Instructor: Paul W. Ogden

Office: Lab School 185 E

Office hours: MWF 10-12; Tues-Thurs, 11-1300

Phone/email: 888-877-5379 (relay services), 278-4219(tty),
Email address: paul_ogden@csufresno.edu

Dept. Office: Lab School, Room 125; department hours: M-F, 8-12, 1300-1700.

Dept. Phone: 278-2423

IV. Required Textbooks: The following textbooks are required/ recommended for the course: they can be purchased at Kennel Bookstore on campus.

Rutherford, S. (1993). A Study of American Deaf Folklore. Burtonsville, MD: Linstok Press.

Smith, C., Lentz, E.M., and Mikos, K. (1988). Signing Naturally: Student Workbook – Videotext, Level One. San Diego, CA: Dawn Sign Press.

Van Cleve, J.V. and Crouch, B.A. (1989). A Place of Their Own: Creating the Deaf Community in America. Washington, D.C.: Gallaudet University Press.

V. Supplemental Readings (Available on the Reserve Shelf at Madden Library):

Erting, C.J., Johnson, R.C., Smith, D.L. & Snider, B.D. (Eds.) (1994). The Deaf Way: Perspectives from the International Conference on Deaf Culture. Washington, D.C.: Gallaudet University Press.

Sacks, O. (1989). Seeing Voices: A Journey into the World of the Deaf. Berkeley, CA: University of California Press.

Wilcox, S. 1989. American Deaf Culture. Burtonsville, MD: Linstok Press.

VI. IMPORTANT NOTE FOR STUDENTS WHO KNOW SIGN LANGUAGE:

Students who already know some sign language are being asked to avoid tutoring other students or teaching them any signs that are not being taught in class. You may disrupt another student's learning strategies. That is, you may deprive others of the opportunity to learn American Sign Language in what is called "the functional-notional manner," as opposed to the traditional approach, focused primarily on expressive skill building of ASL: how to make and use a sign. Complimenting this approach to learning a new language, will be the cultivation of the unique cultures, attitudes, and mannerisms which you will learn are underlying within the syntax of ASL -- a holistic sense of being and communicating within the Deaf Community.

A second note in this class deals with the very skill of learning from a teacher in a specific community. With this basic skill you will be able to enter the Deaf community on your own and, through self-initiative, learn more ASL by interacting and conversing with Deaf adults.

VII. Class Activities and Requirements:

1. You are required to attend all classes since active participation is VITAL to the learning process and acquisition of the basic principles and cultural understanding of American Sign Language. If you miss class five times, regardless of whether excused or unexcused, your final grade will be lowered by one letter grade.

2. Students are expected to **read everything** on the WEB CT Course, CSD 92 – American Sign Language II since new information will appear weekly. This is located on the internet:<http://aic2.csufresno.edu:8900>. Instructions for creating your own account on this WEB CT course are on the last page of this class handout.

3. To facilitate the learning of ASL, you are NOT permitted to voice or speak in the classroom (as well as just before and after the class).
4. You are not allowed to ask a classmate during the class something you do not understand. It is your responsibility to ask the instructor for clarification. The instructor is your guide and here to help you! Remember, you are training for your own independent association/communication within this ever increasing Deaf population.
5. You are not expected to understand everything the first time you see signs/concepts/this language presented to you, although you are encouraged to keep trying and to watch and participate as often as possible.
6. Mistakes are an expected part of learning about this language and culture. Therefore, please do not feel intimidated or afraid of making errors.
7. Remember ASL and English are two separate languages. The vocabulary of signs will be taught in context, not isolation, since there are many signs in ASL that do not have English equivalents.
8. The most important thing you can do is relax. Then watch, watch, practice, practice, and practice! Remember too, you usually get out of something as much as you put into it.
9. Wait until the instructor tells you when and which unit to read and view in both **SIGNING NATURALLY: STUDENT WORKBOOK** and the **VIDEOTEXT**. Your timing in looking at the material is crucial to the success of each learning task. Premature reading and viewing may frustrate your attempts to master this language.
10. To increase your sensitivity towards and understanding of the Deaf community and Deaf culture you are expected to attend a minimum of two Deaf Cultural events during the semester.

VIII. Summary of Class Activities/Assignments:

Each student is expected to attend all classes, participate in class discussion by communicating in American Sign Language with classmates and the instructor, take tests and the final examination, attend Deaf Cultural events, and use the WEB CT tutorial on the Internet as a teaching/learning tool along with utilization of other Internet resources. The WEB CT tutorial recently developed by the faculty in the Department of Communicative Sciences and Disorders is a powerful multimedia tool.

Each student is required to write three papers in APA format for their 2,000-word writing requirement. The first paper (minimum 500 words)

allows the student to analyze the impact of individual works by several Deaf writers on American mainstream society; the second paper (minimum 500 words) focuses on the comparison of Deaf and hearing peoples' philosophies on communication; the third paper (minimum 1,000 words) is an analysis of American Sign Language as a Foreign Language from the linguistic perspective.

IX. Grading Policy:

A. Written Papers

- | | |
|---|-----|
| 1. Impact of Individual Works by Deaf writers
on American mainstream society | 5% |
| 2. A Comparison of Deaf and Hearing Peoples'
Philosophies on Communication | 5% |
| 3. What Qualifies ASL as a Foreign Language | 10% |

B. Participation in Deaf Cultural Events

5%

C. Average of Unit Examinations

60%

D. Final Examination

+ 15%
100%

The student grades will be calculated objectively as follows:

90 % - 100 %	A
80 % - 89 %	B
70 % - 79 %	C
60 % - 69 %	D
below 60 %	F

X. Course Calendar: Approximate dates for topics are listed below on pages 16-19 along with readings and assignments which will be primarily handled on the WEB CT tutorial.

Test dates will be announced one class session in advance, i.e. "The next test is at our next class meeting." Failure to take a unit test will result in a deduction of ten percentage points on the make-up test.

XI. Students with Disabilities: Students with disabilities need to identify themselves to the university and the instructor so that reasonable accommodation for learning and evaluation within the course can be made.

XII. Information on Three Papers

1. The first two papers each must be a minimum of 500 words each, not to exceed 600 words. The final paper, a research paper, must be a minimum of 1000 words, not to exceed 1,200 words. Papers

exceeding the length requirement will have ten points deducted from the grade. The grade of zero will be given to papers under the required length.

2. All papers must be in APA style, as outlined in the Fourth Edition of Publication Manual of the American Psychological Association (1994), which includes: word-processed, spell-checked, and free from writing errors of any kind. Include the number of words under your name on the title page.
3. Title page and reference page are not included in the word count.
4. Two (2) copies, for each paper, must be submitted: staple one copy and paper clip the second copy.
5. Each paper requires at least four references. References can include: articles in magazines; papers in journals, chapters in books, and definitions in a textbook. **Do not use any references from your computer software libraries, World Wide Web, and any of the information on the Internet.** If you are not sure at this point how to locate information, be sure to ask your friendly librarian for assistance.
6. Do NOT use any English or sign language dictionaries, thesauruses, or encyclopedias as references.
7. As explained earlier, each paper will be written in the format as outlined in the Publication Manual of the American Psychological Association (Fourth Edition). The following list of criteria will be used to evaluate student papers.

Student Paper Grading Criteria

<u>Possible Points</u>	<u>Criterion</u>
25	A. Content (each paper requires 4 references)
20	B. Organization
15	C. Clarity of expression/style
15	D. Grammar/spelling/proofreading
10	E. Length of the paper/title page
<u>15</u>	F. Quality of the subject being discussed
100 - total points	

8. The deadlines for the three papers are as follows:

First Paper - February 17th
Second Paper – March 17th

Third Paper – April 22nd

Ten percentage points will be taken off if a paper is submitted late. The grade for the course will be an "F" if all three papers are not turned in by May 3rd at 9:10 AM.

9. First Paper Focuses on Your Opinion (APA style, 500 words).

Since your first paper will indirectly deal with the impact of individual works by several Deaf writers on American mainstream society. Be sure to analyze, explore, and discuss in your paper what the Deaf writers in general say about hearing people.

10. Second Paper Focuses on Your Perspective based on Readings (APA style, 500 words).

You will read carefully Van Cleve and Crouch's book, A Place of Their Own, and some of the chapters in Wilcox's book, American Deaf Culture. These two books should be the main sources for the second paper.

Be sure to analyze, explore, and discuss both books, staying on the topic of "different philosophies of communication by hearing and Deaf people." The total number of references must be at least four. None of the references can be earlier than 1988. Be sure to learn how to cite as specified in the Publication Manual of the American Psychological Association. You may also add a few personal insights on the topic, based on your own experiences and readings. An analytical, thought-provoking paper is expected – yes, intellectually stimulating.

11. Third Paper is Research Paper (APA style, 1000 words).

You will be expected to read everything about what the linguists in general have to say about ASL as a foreign language. Be sure to analyze, explore, and discuss "What Qualifies ASL as a Foreign Language."

12. Failure to submit all of the 3 papers will result in the letter grade of "F" for the course.

XIII. STRATEGIES FOR LEARNING AMERICAN SIGN LANGUAGE (excerpts from your text):

To increase your language/cultural learning in the classroom, develop the following habits.

1. Follow all conversations between the teacher and class, teacher and student, or student and student.
2. Focus on the signer's face, not on the hands. Don't break eye contact while in a signed conversation.
3. Develop active listening behaviors, i.e., nodding, responding with "huh?" "wow" "really?". Your teacher may stop to repeat information because you do not nod to indicate you are following along. This is not teacher/student behavior - it is cultural. Listeners play very active roles in signed conversations.
4. Participate as much as possible by adding comments, agreeing or disagreeing, etc. The more you participate, the more you will retain what you learn. Don't worry about mistakes. They are part of the learning process.
5. Try not to worry about a sign you missed. Work on getting the "gist" of the conversation. If a particular sign occurs over and over, and you haven't a clue to its meaning, then ask the teacher. Try to avoid asking your classmate for a quick English translation. You would lose out on valuable communication experiences that can strengthen your comprehension skills.
6. Leave English (and your voice) outside the door. Try not to translate in your head as you watch someone sign. Don't worry about memorizing, as repetition and context will help you acquire the language.
7. Try to maintain a signing environment during class breaks, before class begins, and whenever Deaf people are present.
8. Try not to miss class, especially the beginning. Your class strives to form a language community: the cohesiveness of the group influences on the richness (or poverty) of the language exchange in the classroom. Missing class makes it difficult to achieve a strong interactive environment.

XIV. Cheating and Plagiarism. It is important to know the university policy on cheating and plagiarism when you take tests, write research papers, and sign the attendance sheets. See page 483, CSUF General Catalog 1996-97, reads as follows:

"Cheating. Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term *cheating* not be limited to the examination situations only, but that it include any and all actions

by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means."

"Plagiarism. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used, as one's own work."

XV. Drops for "Serious and Compelling" Reasons.

It is important to know that "failing or performing poorly in a class is not acceptable serious and compelling reason within the university policy, nor is dissatisfaction with the subject matter, class, or instructor." Read page 69, CSUF General Catalog 1996-97. The stated rule will continue to be strictly enforced since in the past few semesters many of the reasons students stated were marginal or even lame, and they were not dropped.

XVI. Final Examination Schedule:

The final exam will be on May 20th

1:15 P.M. to 3:15 P.M.

There will be no final examination make-ups.

XVII. More Information:

Dr. Ogden's office hours are posted on his bulletin board outside his office (LS 188) at Lab School. If you need to leave a message for Dr. Ogden please call California Relay Services at 888-887-5379 (no charges) and tell the operator you want to call 278-4219. Thus, you will be in touch with Dr. Ogden by telephone. Another possibility is sending email messages to him at:

paul_ogden@csufresno.edu or paulo@zimmer

XVIII. Course objectives:

1. to understand and learn the intermediate principles of ASL.
2. to analyze the grammatical structures and the intermediate lexicon of ASL.
3. to develop intermediate conversational skills for communicating with Deaf children, youth, and adults.

4. to master the intermediate principles outlined in SIGNING NATURALLY by Smith, Lentz, and Mikos.
5. to continue to cultivate an appreciation of the cultural/historical background of ASL and the role it plays in the Deaf communities in the United States and throughout the world.
6. to realize and subsequently appreciate the enduring influence ASL has had on American mainstream society relative to the creative arts.
7. to become aware of African, American Indian, Asian, Western European, Eastern European, and Latino/Hispanic Deaf children, youth and adults.

XIX. Course Outline:

Regarding comprehension of principles, analysis of grammatical structures and intermediate lexicon, and development of intermediate conversational skills, and mastery of principles of ASL (course objectives 1-4), the class follows the last six units in the text by Smith, C., Lentz, E.M., & Mikos, K. (1988). Signing Naturally: Student Workbook – Videotext, Level One. San Diego, CA: Dawn Sign Press.

Regarding mastery of principles of ASL, appreciation of the cultural/historical background of ASL and the role it plays in the Deaf communities in the United States and throughout the world, appreciation of ASL's enduring influence on American mainstream society relative to the creative arts, and awareness of Deaf people throughout the world (course objectives 5-7), this class follows the following outline:

- A. Review and Expansion (Two Weeks)
 1. American Sign Language
 2. Deaf Culture
 3. The Deaf Community
 4. Deaf Awareness
 5. Cross-Cultural Communication
 - Videotape: "Cross-Cultural Communication Conflicts between Deaf and Hearing People" by Sign Enhancers
 6. Structure of the Course
 - a. Dialogue Format
 - b. Vocabulary
 - c. Sentence Structure
 - d. Grammar
 - e. Conversation Strategies
 7. Sign Language Dictionaries Around the World

- a. International Hand Alphabet Charts by Simon J. Carmel
- b. Sign for Singapore by Singapore Sign Language Committee
- c. Russian Sign Language Dictionary
- d. American Indian Sign Language by William Tomkins
- e. Mexican Sign Language Dictionary
- f. Chinese Sign Language Dictionary
- g. British Sign Language Dictionary

B. Giving Directions (Two Weeks)

- 1. Language Functions
 - a. Asking/Telling Where
 - b. Explaining Need
 - c. Interrupting Conversations
 - d. Confirming: RIGHT
 - e. Expressing Uncertainty
- 2. Grammar
 - a. Ordinal Numbers
 - b. Topic/Comment Structure
 - c. Spatial Referencing
- 3. Deaf People of Many Nationalities
 - a. Photographs: "Buddhas in Disguise: Deaf People of Nepal" by Irene Taylor
 - b. Collection of Papers: "The Deaf Way: Perspectives from the International Conference on Deaf Culture" by Erting, Johnson, Smith, & Snider

C. Describing Others (Two Weeks)

- 1. Language Functions
 - a. Identifying Present
 - b. People: SEE
 - c. Confirming: THAT ONE
 - d. Correcting: "wave-no"
- 2. Grammar
 - a. Wh-question
 - b. Descriptive Classifiers
 - c. Body Parts and Clothing
 - d. Contrastive Structure
 - e. Numbers: Multiples of 5, 10, 11
- 3. Philosophical/Historical Works
 - a. Philosophical Perspectives in Deafness from History: Aristotle – 355 B.C., Justin Code – 530 A.D., Ponce de Leon – 1550, Alexander Graham Bell – 1880, and Edward Miner Gallaudet – 1880.

D. Making Requests (Two Weeks)

- 1. Language Functions

- a. Giving Locations
- b. Giving Commands
- c. Offering Assistance
- d. Accepting/Declining Offer
- e. Asking for Clarification
- 2. Grammar
 - a. Spatial Verbs
 - b. Inflecting Verbs
 - c. Spatial Referencing
 - d. Role Shifting
 - e. Money Numbers
 - f. Numbers: 51-75
- 3. American Deaf People's Folklore as a Mirror of Culture:
Lecture on "A Study of American Deaf Folklore" written
by Susan Rutherford

E. Talking About Family and Occupations (Two Weeks)

- 1. Language Functions
 - a. Explaining Relationships
 - b. Asking/Telling How Long
 - c. Asking/Telling How Old
- 2. Grammar
 - a. Possessive Pronouns
 - b. Wh-questions: How Old, How + Long
 - c. Listing Principle: Ranking Family Members
 - d. Dual Personal Pronouns
 - e. Age Numbers
 - f. Numbers: 67-98
- 3. Individual Artistic Works

F. Attributing Qualities to Others (Two Weeks)

- 1. Language Functions
 - a. Contracting Opinions
- 2. Grammar
 - a. One-Character Role Shifting
 - b. Contrastive Structure
- 3. Individual Works by Hearing Writers:
Alexander Graham Bell (Telephone Inventor); Oliver Sacks,
M.D. (Doctor/Researcher); Harlan Lane (Historian)

G. Talking About Routines (Two Weeks)

- 1. Language Functions
 - a. Solving Conflicts
 - b. Telling What Time
- 2. Grammar
 - a. Temporal Sequencing

- b. Time Signs: Frequency (EVERY-_____)
- c. Clock Numbers
- d. Wh-question: When
- 3. Individual Works by Deaf Writers
Ben Bahan, Sharon Kay Wood, Carol Padden,
Helen Keller, Sam Suppula, Tom Humphries

H. Cumulative Review

(Two Weeks)

- 1. Language Functions
 - a. Getting Attention
 - b. Handling Interruptions
 - c. Giving Listener Feedback
 - d. Opening and Closing Conversations
 - e. Negotiating Environment
 - f. Interrupting Others
- 2. Grammar
 - a. Number Forms
 - b. Role Shifting
 - c. Limb Classifiers
 - d. Above/Below Perspective
- 3. Overview of Deaf People in Artistic/Cultural/Historical Context