**Instructor Information:** Laurie Bolster, Ph.D.  
**E-mail:** Laurie.Bolster@unco.edu

**Office Hours:** Posted in Canvas.

**This class is conducted:** Online Aug. 20 through Dec. 7, 2018.

**Canvas:** We will be using Canvas for this class. You can access it at this address [http://canvas.unco.edu](http://canvas.unco.edu). Your log in is the same as you use for BearMail. Be sure to check both regularly. All of your homework assignments, quizzes, and tests are submitted in Canvas.

**Course Description:** This course focuses on the development of public speaking skills in ASL with particular attention to expressing texts in consultative and formal register.

**Course Purpose:** The purpose of this course is to provide a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts, and linguistic features of ASL. Upon completion, students should be able to communicate and present effectively, accurately, and creatively using American Sign Language.

**Pre-Requisites:** Knowledge in the discipline includes American Sign Language, INTR 103 ASL VII.

**Course Objectives:** Upon the completion of this course, students will be able to do the following:

- Isolate and label linguistic features that mark consultative and formal register use of American Sign Language.
- Isolate and label linguistic features associated with public speaking in American Sign Language.
- Comprehend ASL texts generated in consultative and formal register.
- Apply ASL public speaking strategies to generate prepared presentations and debates.
- Apply ASL features associated with consultative and formal register to generate prepared presentations and debates.
Entry-to-Practice Competencies

- 3.2 Demonstrate near-native like communicative competence and flexibility in one’s second language by effectively communicating in a variety of routine personal and professional situations with native and non-native speakers of varying ages, race, gender, education, socio-economic status, and ethnicity.

- 3.3 Demonstrate advanced and effective public speaking skills in both ASL and English through the spontaneous delivery of an informal and a prepared formal presentation.

Required Materials:

GoReact

You will be using GoReact to submit and to receive feedback on all your expressive assignments. The link to register can be found in a Canvas module. There is a $19.95 fee for the service for the course, which will be paid online when you submit your first assignment. (There is also a $99.00 option for a 5-year license.) If you have used GoReact before, make sure that the current class is highlighted as the active one under your Profile settings.

Media

  - Scenario #2 “Softball” by Jim Beldon.

- [Five additional ASL texts to be posted in Canvas.]

Online Videos (Suggest you make sure you can access them – maybe bookmark.)

- “Depiction, Blending, and Constructed Action ... Oh My!” Parts I & II by Miako Rankin, Ph.D. (Use audio only as necessary to make sure you get the information. Trust yourself.)
  https://sites.google.com/a/gallaudet.edu/depiction-blending-constructed-action/

- “Deaf & Hearing Worlds: Enculturation and Acculturation” by Nigel Howard. CIT, 2014 Saturday Plenary presentation, provided by StreetLeverage found at:
  http://www.streetleverage.com/cit-2014-plenary-deaf-hearing-worlds-enculturation-and-acculturation/ (The class will work with a specific range of minutes. Watching and working through the rest is optional and highly recommended. If this direct link does not work for you, go to StreetLeverage.com and search until you find a way to connect. We have been assured the video will be there for our use.)

Texts (for reference)


eReserves (In order of use – recommend you download all at once.)

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manual of the american psychological association (6th ed., 193-224). apa: washington, dc. [this was also used in intr 210.]


assignment overview

course requirements: all have multiple parts, often occurring in parallel.

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<thead>
<tr>
<th>assignment</th>
<th>description</th>
<th>points</th>
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| assignment 1 | online discussions: participate regularly and consistently in live video conferences and online discussions about course readings, and activities offering a minimum of 11 original posts and a minimum of 11 response posts over the course of the semester. 
post your original thoughts during the first 1-2 days of a discussion so they are quickly available to all to read and respond. it adds to the usefulness of the discussion. 
a final reflection is worth 4 points towards this assignment. keeping notes, or a journal, of your learning during the semester can make this easier. | 15 |
| assignment 2 | five asl comprehensions, analysis, re-presentations  
view and analyze 5 asl texts. re-present them in asl, recording your paraphrased retellings in gorreact. (specific texts will be stated in canvas.) (8 points each) | 38 |
| assignment 3 | three english to asl retellings  
working from three written english texts, prepare asl retellings, and record them on gorreact. (7 points each)  
- “types of newspapers in india”  
- “what is asthma?”  
- “animal conservation” | 27 |

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<tr>
<th>Assignment 4</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td><strong>Grand Presentation Building Blocks:</strong> In preparation for your Grand Presentation, in this assignment you will submit the following preparation pieces necessary for your Grand Presentation according to the Course Map.</td>
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<td>a. Proposed Presentation Topic</td>
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<td>b. Presentation Topic Abstract</td>
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<td>c. Presentation Advertisement Flyer</td>
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<td>d. Presentation Audience Evaluation Form</td>
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<td>e. Presentation Outline</td>
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<td>f. Submit a video of your Practice Presentation (3 pts.)</td>
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<td>g. Submit Presentation Research Paper (7 pts.)</td>
<td>(Research Analysis Worksheet is in Course Materials)</td>
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<tr>
<th>Assignment 5</th>
<th>Description</th>
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<td><strong>Grand Presentation:</strong></td>
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<tr>
<td>1. <strong>Deliver and record</strong> a 15-minute presentation to the public, and post the video to YouTube. (5 points)</td>
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<td>2. Write a report of your formal presentation. (5 pts.)</td>
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<td><strong>Submit:</strong> The analysis report including the following in a single document to the Assignment Tool:</td>
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<td>• Link to video of the presentation</td>
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<td>• overall assessment of presentation, an assessment about what you noticed in your use of ASL that worked well (strengths), your thoughts on what you would do differently if you did it again, summary of audience feedback, and what you could put on an ASL skill development plan</td>
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<td>• Copies of the audience evaluations</td>
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**Total score:** 100 points

**Evaluation Method:** The points for all the assignments in a course will add up to 100 points and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A** = 100 - 91 superior achievement of course objectives
- **B** = 90 - 81 above average achievement of objectives

(**Reminder:** you must maintain at least a “B” per class to meet graduation requirements)

- **C/D** = 80 - 61 below average achievement of course objectives
- 60 or below is considered not passing.
University Policies

Student Code of Conduct: You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at Student Conduct Code.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit: www.unco.edu/dean-of-students/shareaconcern/.