

ASL Faculty Handbook



Spring 2020

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What classes do we offer?

ASL 101: American Sign Language 1 (4 units)

Offered Fall, Spring, and Summer

ASL 102: American Sign Language 2 (4 units)

Offered Fall, Spring, and Summer

ASL 103: American Sign Language 3 (4 units)

Offered Fall only

ASL 104: American Sign Language 4 (4 units)

Offered Spring only

ASL 105: American Sign Language 5 (3 units)

Offered Fall only contingent upon enrollment

ASL 115: Deaf Culture- Introduction to Deaf Studies (3 units)

Offered spring only

ASL 200: Introduction to Interpreting (3 units)

Offered fall only as an 8 week class

ASL 205: Fingerspelling, Numbers, Classifiers, and NMS (2 units)

Offered fall only as an 8 week class

* ASL 101 can incorporate very little English at the beginning of the semester for culture, history, and grammar concepts only. **Vocabulary should always be taught with “voice off.”** ASL 102 and beyond should not have any spoken English in class. ASL Classes at Crafton follow a “total immersion” philosophy.

Standardized Curriculum, Required Textbooks, and Recommended Films and Projects

Please contact Breanna Andrews to get your copies of teaching PowerPoints for ASL 101-104, 115, or 205, as well as your “Course Outlines of Record” for each level.

Course	Textbook	GoREACT	Films (recommended)	Projects (recommended)
101	True Way ASL Units 1-4	Yes	<ul style="list-style-type: none"> • Through Deaf Eyes 	<ul style="list-style-type: none"> • 1 Deaf Event Observation– Paper • Skits (final)
102	True Way ASL Units 5-8	Yes	<ul style="list-style-type: none"> • Sound and Fury 	<ul style="list-style-type: none"> • 2 Deaf Events – 1 paper and 1 VLOG • Storybook translation (final)
103	True Way ASL Units 9-12	Yes	<ul style="list-style-type: none"> • Love is Never Silent • See What I’m Saying 	<ul style="list-style-type: none"> • 2 or 3 Deaf Events- VLOGs • ASL Literature PowerPoint • Final project TBD
104	True Way ASL Units 13-18	Yes	<ul style="list-style-type: none"> • Children of a Lesser God (extra credit?) 	<ul style="list-style-type: none"> • 2 or 3 Volunteer Events- VLOGs • Interpreting project • Song or Story Translation (final)
105	<ul style="list-style-type: none"> • Signing the Body Poetic • 1000 Questions 	Yes	<ul style="list-style-type: none"> • See What I’m Saying: Idioms • Birds of a Different Feather • Eye Music 	<ul style="list-style-type: none"> • Website Project • Deaf Events • Movers and Shakers PowerPoint
115	<p style="text-align: center;">American Deaf Culture (cover all chapters)</p> <p style="text-align: center;"><u>Optional</u>: Journey into the Deaf World</p>	No	<ul style="list-style-type: none"> • Audism Unveiled (required) • The Hammer 	<ul style="list-style-type: none"> • Discussion questions • Current Events • Deaf Famous Person PowerPoint • Deaf Community Event • Movie Questions • What it means to be Deaf Scrapbook or Poster project
200	<ul style="list-style-type: none"> • So You Want to be an Interpreter • Reading Between the Signs 	Opt.	<ul style="list-style-type: none"> • Effective Interpreting • American Sign Language Interpreter Training Series 	<ul style="list-style-type: none"> •
205	<ul style="list-style-type: none"> • ABC-123 • Deaf Tend Your 	Yes	<ul style="list-style-type: none"> • Classifiers DVD • Native Fingerspelling 	<ul style="list-style-type: none"> • Weekly Written Reflection • Weekly Skills Demonstration (GoREACT)

Syllabus Content

(Contact Breanna Andrews for copies of sample syllabi)

☐ Course Information:

- ☐ Name of College
- ☐ Course Title, Course Number, and Section Number
- ☐ Number of Units
- ☐ Time requirements in and out of class
- ☐ Day, Year, Time, Place of Class Meetings

☐ Contact Information:

- ☐ Instructors' Name
- ☐ Office Location
- ☐ Office Hours
- ☐ At least one method of Contact: Phone, e-mail, etc.

☐ Course Description:

- ☐ Catalog Description
- ☐ SLO's
- ☐ Syllabus Subject to Change (Disclaimer)
- ☐ Schedule for course topics, teaching, assignments, and assessments

☐ Other Information:

- ☐ Faculty expectations- what can students expect from you in terms of communication and grading timelines. ASL department requires faculty to respond to student emails within 48 hours and grade assignments AND provide constructive feedback within 1 week of the assignment due date.
- ☐ Materials
- ☐ Policies and Procedures
- ☐ DSPS Accommodations

Setting up GoREACT in Canvas



The image is a vertical banner for the GoReact for Canvas Instructor Setup. At the top, it features the GoReact logo (a speech bubble with a red dot) and the text 'go react FOR canvas' in a sans-serif font. Below the logo, the words 'INSTRUCTOR SETUP' are written in large, white, all-caps letters on a dark green background. The main content is divided into two columns. The left column contains three numbered steps: 1. 'Add to an Assignment' (with a red heading), 2. 'Create an Assignment' (with a red heading), and 3. 'Set Activity Type & Settings' (with a red heading). Each step includes a brief description and icons for the available activity types: Presenter Self-Record, Live Record, Stimulus Video Response, and Stimulus Comment Only. The right column is titled 'Activity Settings' and lists several options with icons: Dates (Set Available and Due dates), Points (Set the possible score), Recording and/or Feedback Instructions (Messages will display as students record video or log in to give peer feedback), Activity Resources (Attach files that accompany your Activity), Stimulus/Prompt (Upload media for students to respond to), Peer Critique (Allow students to get feedback from peers), All comments are public (Enable submitters and peers to see all comments), Use Ratings (Enable the +/- ratings graph), Instructor Rubric (Create a Rubric for the Activity or add one from your Library), and Markers (Create a Marker Set for the Activity or add one from your Library). At the bottom of the banner, a red bar contains the text 'MORE AT GOREACT.COM/SUPPORT' in white, all-caps letters.

go react FOR **canvas**

INSTRUCTOR SETUP

1 Add GoReact to Course

1 In Canvas, select **Course Settings**, then **Apps**.

2 Select **GoReact**. You can search or scroll.

3 Click **Add App**
In the dialog, add your email in the *Customer Key* field and type *goreact* (lowercase) in the *Shared Secret* field. Then click **Add App** again.

Add to an Assignment

1 **Create an Assignment**
Choose "external tool" for submission type, click **Find** and select the GoReact tool. When you save the assignment, the GoReact tool will launch.

2 **Set Activity Type & Settings**
Activity Types

Presenter Self-Record
Live Record
Stimulus Video Response
Stimulus Comment Only

Activity Settings

Dates—Set Available and Due dates.

Points
Set the possible score for the Activity. This can be calculated automatically via a Rubric if you choose to add one later (see Instructor Rubric below).

Recording and/or Feedback Instructions
Messages will display as students record video or log in to give peer feedback. These can also be recorded as videos.

Activity Resources
Attach files that accompany your Activity, such as images, videos, or slides.

Stimulus/Prompt—Upload media for students to respond to. Available only on Stimulus Activity Types.

Peer Critique—Allow students to get feedback from peers.

All comments are public
Enable submitters and peers to see all comments. (Instructors can always see all comments.)

Use Ratings—Enable the +/- ratings graph.

Instructor Rubric
Create a Rubric for the Activity or add one from your Library.

Markers
Create a Marker Set for the Activity or add one from your Library.

MORE AT GOREACT.COM/SUPPORT

Common Assessments and Midterm Benchmarks

For ASL 101-104, it is common practice to have a midterm or benchmark assessment every 2-units (example: Units 1 and 2 would be the first midterm in ASL 101). Quizzes in between midterms are also common practice, but is up to each instructor.

Midterms should consist of a receptive component as well as an expressive component (GoREACT) and should assess students' knowledge of the complete language. This means interpreting or applying information from sentences, paragraphs, or stories for a receptive assessment, NOT simply signing individual words, numbers or signs and having students write them out of context. ASL 101-104 use the assessments provided in the TWA curriculum.

Please contact Breanna Andrews to get your copies of our department's (optional) standardized midterms and (required) finals.

Standard Expressive Rubric (all levels)

This is the rubric that is used on your GoREACT benchmarks. This is for your information so you know how you are being graded. You can also earn 1 point of extra credit for completing test correction after each midterm benchmark.

<p style="text-align: center;">Sign Choice and Production</p> <p>Signs are conceptually accurate. All parameters are correct for the intended signs. Dominant hand is used appropriately.</p> <p style="text-align: center;"> 1 2 3 4 In Progress Basic Proficient Skill Mastery </p>	<p style="text-align: center;">Sign Clarity</p> <p>Signs are crisp, clear, and fully produced. Fingerspelling and numbers are easy to read.</p> <p style="text-align: center;"> 1 2 3 4 In Progress Basic Proficient Skill Mastery </p>
<p style="text-align: center;">Non-Manual Signals (NMS)</p> <p>Eye brows are raised at the beginning of a new topic/sentence. Questions/statements are clearly identifiable. Mouth morphemes are used naturally, and mouthing of English words is used minimally (or not at all). Eye contact with camera is made and confidence is displayed. Presentation is engaging (not monotone).</p> <p style="text-align: center;"> 1 2 3 4 In Progress Basic Proficient Skill Mastery </p>	<p style="text-align: center;">Grammar, Content, and Classifiers</p> <p>Presentation is well thought out and planned. Much signing takes place and is at or above expected ASL vocabulary level. Signs complete thoughts/sentence (not fragments). ASL word order is used at course level. Course specific concepts (such as pronouns, loan signs, ranking/listing, directional verbs, spatial agreement, numbering systems, time inflection, etc.) are used appropriately. All required elements of presentation are addressed.</p> <p style="text-align: center;"> 1 2 3 4 In Progress Basic Proficient Skill Mastery </p>
<p style="text-align: center;">Speed and Fluency</p> <p>Signs at appropriate speed for his/her expected level. Pauses when needed for transitions and/or emphasis. Arm is still when fingerspelling, and signing is smooth. Sentences flow and are not choppy.</p> <p style="text-align: center;"> 1 2 3 4 In Progress Basic Proficient Skill Mastery </p>	<p style="text-align: center;">Signing Space</p> <p>Signs are produced in an appropriate “signing window.” Neutral space is used for role shifting, showing locations, and/or other grammatical concepts.</p> <p style="text-align: center;"> 1 2 3 4 In Progress Basic Proficient Skill Mastery </p>
<p style="text-align: center;">Filming Quality</p> <p>Background is plain (clothing too if possible). Camera catches appropriate sign window (entire torso to slightly above head). Lighting is even and bright. Camera is still (does not move) and is straight ahead at eye level. Film clarity is good (HD quality).</p> <p style="text-align: center;"> <input type="checkbox"/> Poor (-1) <input type="checkbox"/> Needs Improvement (-.5pt) <input type="checkbox"/> Good (0) </p>	

Total: _____/24

Standardized Finals, SLOs and Data Entry

All finals must be standardized across the board for data collection purposes. Contact Breanna Andrews to get your copies of our department’s mandatory standardized final assessments for ASL 101-104. You will need to film your own receptive story based on a provided gloss, so please plan ahead.

As you prepare for your finals, you will also prepare an SLO data sheet for each student. A sample of an SLO sheet is shown below.

Once you administer your final, fill in each students’ information on the data collection form below and enter the cumulative information into the SLO Cloud. More information about the SLO Cloud can be found at

<https://craftonhills.edu/slocloud/login?page=/slocloud/> (use your campus email login)

Name: _____

SLO Assessment for ASL 101:
Receptive, Expressive, and Cultural/History/Grammatical

EXPRESSIVE: _____ /24

Students are provided with ten sentences in English. Students translate the English text to ASL and film/upload their sentences in Canvas/GoREACT. Students’ grades are based on their skills in the following areas: sign production/clarity, grammar/word order/classifier use, sign space, Non-Manual Markers and body language, and speed/fluency.

0	1	2	3	4
N/A	(0-14 points tot.)	(14.5-16.5 points tot.)	(17-20 points tot.)	(20.5-24 points tot.)

RECEPTIVE/COMPREHENSION and Deaf Culture/History and Grammar:
_____ /103

Multiple choice, fill in the blank, true/false, and matching questions in both written English and signed ASL. Students watch video clips and answer corresponding questions relating to ASL (understanding and grammatical analysis) and Deaf Culture/History. 72 questions worth a total of 103 points.

0	1	2	3	4
N/A	(0-61.5 points tot.)	(62-71.5 points tot.)	(72-87 points tot.)	(87.5-103 points tot.)

(STUDENT) CULTURAL DIVERSITY AND APPRECIATION (1 Deaf Event assigned)

of events you attended: _____

(00 events attended)
 (below the required amount)
 (the required amount)
 (above the required amount)

GRADING RUBRIC:			
4 – Advanced. Student displays an advanced knowledge of the concept above the standard level (100-85%)			
3 – Proficient. Student meets or is near standard. S/he has a good understanding of the concept (84-70%)			
2 – Basic. Student has a weak understanding of the concept (69-60%)			
1 – Below Basic. Student has a little or no understanding of the concept (59% or below)			
SLO Cloud Data Entry Information: Our “target goal” for each SLO is 75%			
Expressive	Receptive	Deaf Culture and History	Cultural Diversity and Appreciation
ASL #1	ASL #2	ASL #3	ASL #4
GEO #6	GEO #6	GEO #10	GEO #3
ILO #2	ILO #2	ILO #4	ILO #4

AA Degree and Certificate

PROGRAM OF STUDY

ASSOCIATE OF ARTS DEGREE AMERICAN SIGN LANGUAGE A.A. Degree Major

The American Sign Language major at Crafton Hills College is comprised of the four introductory courses in American Sign Language and one course in Deaf Culture. Students must also complete at least two units from the list of elective courses.

REQUIRED COURSES:		Units
ASL 101	American Sign Language I	4
ASL 102	American Sign Language II	4
ASL 103	American Sign Language III	4
ASL 104	American Sign Language IV	4
ASL 115	The American Deaf Experience: Introduction to Deaf Studies	3
 ELECTIVE COURSES:		 Units
ASL 200	Introduction to Interpreting for the Deaf	3
ASL 105	American Sign Language V	3
ASL 205	Fingerspelling, Numbers, Classifiers, and Non-Manuals	2
<hr/> Total Units		<hr/> 21 - 22

PID 328

PROGRAM OF STUDY

BASIC AMERICAN SIGN LANGUAGE CERTIFICATE Certificate of Achievement

This certificate provides students with the knowledge and skills necessary to communicate with intermediate proficiency in American Sign Language (ASL).

REQUIRED COURSES:		Units
ASL 101	American Sign Language I	4
ASL 102	American Sign Language II	4
ASL 103	American Sign Language III	4
ASL 104	American Sign Language IV	4
<hr/> Total Units		<hr/> 16

PID 271

Course Challenges

If students have already taken an ASL class or have an advanced knowledge of the subject, they can challenge one level of ASL per semester, as long as the next level of ASL will be offered in the upcoming semester. Students will need to contact the Testing Center to schedule a “Course Challenge” Assessment during the registration window for the upcoming semester. If the student is planning to major in ASL, they will need the units for the course and therefore will also need to take the “Credit By Exam” Assessment. The Testing Center can be reached at 909-389-3361 or assessment@craftonhills.edu

Accommodating DSPS Students

Occasionally you will have DSPS students registered in your class. You will not be notified when this occurs. It is a students’ responsibility to notify you if they wish to use any test modifications. Keep in mind, the “bar” is set at the same level for all of your students; do NOT lower your expectations for them. Test modifications allow you to assist the student in “leveling the playing field,” while still maintaining the rigor and of the course.

The most common modifications in ASL courses include allowing them to watch receptive videos double the amount you show the rest of the class, and unlimited time on expressive videos and written assessments. Students can take the assessments in the DSPS office if agreed upon, but you will need to give your assessments to DSPS ahead of time. DSPS is located on the first floor of the Crafton Center and can be reached at 909-389-3325 or chc_dsps@craftonhills.edu

Requesting an Interpreter

An interpreter will be provided for all Deaf instructors for the first and second day of ASL 101, the first day of ASL 102, and every class for ASL 115. Interpreter requests outside of these provided circumstances can be requested through the division secretary. This must be done well in advance.

Reserving Computer Labs

You can reserve computer labs for midterms/finals. There is a class set of webcams behind the front desk of the library. You can check them out for your assessments. Please check with other instructors first to make sure your reversed lab times do not overlap.

To reserve a computer lab, go to: www.craftonhills.edu → Faculty and Staff → Facilities Use → Facilities Use Request Form (CHC Faculty and Staff), and fill out all relevant information. Computer labs are CNTL 134, 135, 136, and North 101.

CNTL 135 and MSA 101 have built in cameras so you do not need to grab the webcams from the library... however, you need to notify Tech Services about 2 weeks before you use the labs so they can turn on the cameras. Tech Services can be reached by filling out a request form online at <http://www.craftonhills.edu/faculty-and-staff/technology-services/index.php>

Alternately, you can check with your students to see if everyone has access to their own smart device and conduct filming in class. It is NOT recommended to have students complete their assessments at home.

Tutoring Services for Students

Free tutoring is available for students in LRC 137. I encourage all students to attend even if they are not struggling with the material. The ASL tutors' hours change each semester, so you can contact the tutoring center for updated information at 909-389-3312 or CHCTutoring@craftonhills.edu

The Tutoring Center at Crafton Hills College offers year-round American Sign Language tutoring through an encouraging and supportive environment, which facilitates successful language acquisition. ASL tutors are graduates of Crafton's ASL program, allowing them to better understand the needs of the students and provide material and assistance following the structure of the courses offered. Tutors work closely with professors to provide students with studying strategies and guidance parallel to the material being presented in the classroom. Tutoring services available to students include walk-ins, 1-hour weekly recurring sessions, 30-minute appointments, conversation groups, and workshops. Individual tutoring is designed to personalize the learning experience, with one-on-one assistance in vocabulary review, fingerspelling practice, grammar, glossing, concept reinforcement, and test preparation. While group tutoring can also assist in developing these, it is geared more toward strengthening receptive and productive skills as well as building fluency. This is developed through the use of games, activities,

language immersion, and handouts. The Tutoring Center offers many additional resources including textbooks, study rooms, computers, and filming equipment.

Frequently Asked Questions (FAQs)

1. Can we require students to wear ear plugs?

- No. We can suggest and encourage it, but we cannot require them to wear earplugs.

2. Is there an ASL lab?

- No. We hope to add one in the future, but as of right now, only ASL tutoring is available for extra assistance, but this cannot be made mandatory.