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Lesson Plan – Spring 2013

**Instructor:** Felicia Williams

**Classroom:** SLCC 2304

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**Office hours:** Tuesdays & Thursdays – 9:00am – 10:50am

**Students:** Oral (Non-native) students (16 students)

**Grade:** First Year (Freshmen)

**Date:** Thursday, February 28, 2013

**Topic of discussion:** Black ASL – discussing the perspectives of cultures and how to analyze the variations in ASL can impact in a language.

**Lesson Goal:** After discussing about variations in ASL, students will brainstorm varied signs, and the students will demonstrate and identify varied signs.

**Lesson Outcomes:**

- Students will be able to explain basic linguistic features in ASL.
- Students will be able to give specific examples of how to identify variations in ASL.
- Students will be able to demonstrate and identify different sign variations.
- Students will be able to achieve Academic ASL with their works.
- At the end of the class, students will be able to identify four parameters of ASL under ASL phonology.
- At the end of the class, students will be able to present their works.
- At the end of the class, student will learn home-varied signs about Black ASL.

**Rationale:**

This is very significant part for the students who have strong ASL background to be able to identify the linguistic features in ASL. As throughout the discussion, the students will have the ability to learn how to analyze the signs that consist of linguistic features and be able to discuss in Academic ASL by providing an examples for varied signs. This will be beneficial for the students to achieve the Gallaudet University's SLO (Student Learning Outcomes)

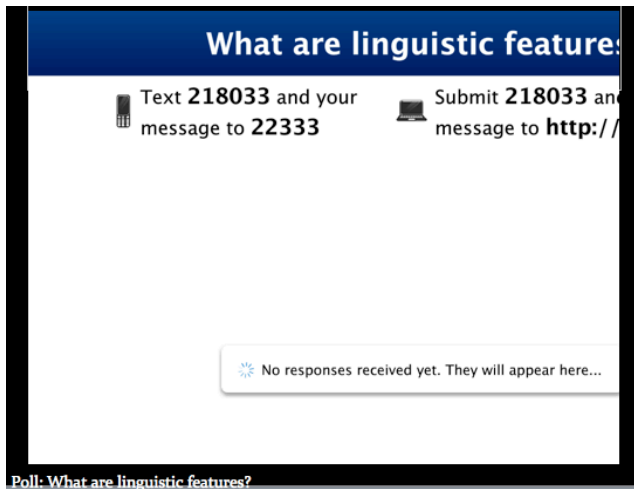
**Materials needed:**

- PowerPoint – in PDF Format (attached)
- Video Resources:
  - ASL resource: ASLIZED.org - Black ASL  
[http://www.youtube.com/watch?feature=player\\_embedded&v=y7ooYqdEdUY](http://www.youtube.com/watch?feature=player_embedded&v=y7ooYqdEdUY) (Black ASL, Dr. Joseph Hill)
  - YouTube: <http://www.youtube.com/watch?v=Pb6xT5XnvXY>
    - (Variations of Black ASL examples)

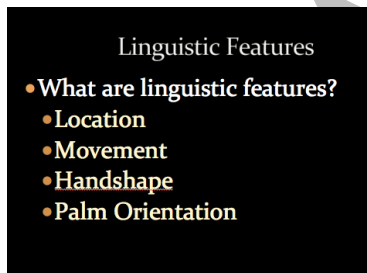
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Lesson Sequence

1. Sign the paper for Roll Call (Documentation Purpose) – (1 MIN)
2. Review of Precious class – Ask students if they have any questions regarding to last class' discussion. (3 MIN)
3. Plan for today – Discuss about Variations in ASL
4. Create the question on Polleverywhere.com (5 MIN)
  - a) Additional description and PPT attached



5. PowerPoint Lecture – slide (attached)
  - a) Teacher will ask the students varied questions.
    - i) What is Linguistic Features in ASL? (5 MIN)



Provide examples if necessary

- Ask students what are the examples of signs for location, movement, handshape, and palm orientation.

**Location** - If the students cannot think of examples – ask the students what is the difference between location (MOTHER vs. FATHER) answer: Forehead and chin (different location)

**Movement** – what is the difference between this sign – DRY vs. DRYER? Answer: repetition of the sign itself

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**Handshape** – sign for CAT – answer: hand shape of F vs. < handshape.

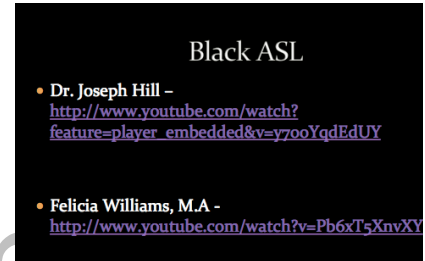
**Palm Orientation** – CHILDREN VS. THING -palm face down for children while it does the opposite for thing.

6. Show PPT – slide 2 – (see attached) (15 MIN)

Black ASL Video

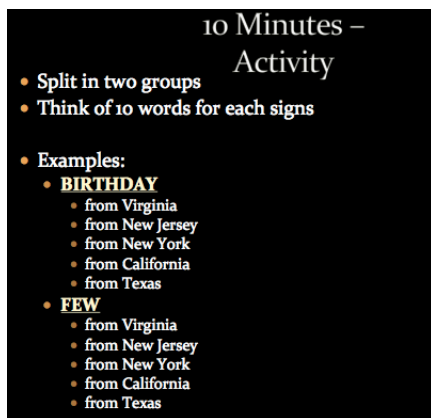
Discuss about what they notice in the signs as they look through the video

What signs did they notice?



7. 10 Minutes – Activity (Interactive Learning & Student-Centered Instruction)

- a) Allow the students to have discussion.
- b) When the activity ends, please be sure the student share with the class of the signs.



**Wrap – up**

Ask students what they have learned today related to variations in ASL.

Why is it important to understand the variations in ASL?

Review PPT for clarification if necessary.

**Assignment**

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Give the assignment – it's on the PowerPoint (Video Assignment – Instruction) and uploads it to Mythread

**Assignment description:**

1. Think of five words/concepts (ice cream, chicken, whatever...)
  - Go out and ask around the community, the goal being to find as many variations of these five signs as you can.

Example: BIRTHDAY

1. from Virginia
2. from New Jersey
3. From New York
4. from California
5. from Texas

Example: TOWEL

1. from Virginia
2. from New Jersey
3. from New York
4. from California
5. from Texas

**Video Assignment**

- Think of five words/concepts
  - (ICE-CREAM, CHICKEN, FEW, BIRTHDAY...)
- Go out and ask around the community, the goal being to find as many variations of these five signs as you can.
  - **Record:**
    - Respect confidentiality of ours
    - Record the signs of yourself, not others.
  - **Suggestion:**
    - **GLOSS:** You also can choose to draw the sign or "GLOSS" it as opposed to recording people who you're asking, out of respect for them.
- Upload it on MyThread

**Due: Next Thursday, March 4, before 9am.**

2. Share the important information to the students
  - a) **Record:** While you may "record" other people's examples of variation in signs, it is generally a better practice for a written record of these signs. If you record other people and how they sign, be sure to remove it as soon as you're able to write down the signs for yourself.
  - b) **GLOSS:** You also can choose to draw the sign or "GLOSS" it as opposed to recording people who you're asking, out of respect for them. Some people may feel uncomfortable being recorded, and if that is the case, be willing to comply and write down what they are signing instead.

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**Assessment tool**

Throughout the assessing the student's performance and comprehension skills, the teacher will be using varied questions to engage student's participation to see if they are learning the information. For the activity, the activity will be split into groups to encourage the students to work together as a team, and at the same time, the students in the group should assign roles. For the academic video essay, there is rubric that is to be used to make sure that the students are following the expectations of the work itself.

**American Sign Language Video Assignment Rubric****Definition**

An ASL Video Assignment is the development and expression of ideas in American Sign Language recorded through digital means. A video assignment involves learning to work in many genres and styles. It can involve working with many different visual technologies, and mixing texts, data, and images.

|   | <b>4 (Exceptional)</b>  | <b>3</b>  | <b>2</b>  | <b>1 (Developing)</b>   |
|---|---|---|---|---|
| <b>Organization</b>   | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the video assignment cohesive.     | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the video assignment.                            | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the video assignment.  | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the video assignment.             |
| <b>Genre/Disciplinary Conventions</b><br><i>(Please see glossary)</i> | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or assignment(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or assignment(s), including organization, content, presentation, and stylistic choices.                              | Follows expectations appropriate to a specific discipline and/or assignment(s) for basic organization, content, and presentation.   | Attempts to use a consistent system for basic organization and presentation.  |
| <b>Language Use</b>   | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the video assignment. Language in video is appropriate to audience.   | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in video is appropriate to audience.  | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in video is appropriate to audience.   | Language choices are unclear and minimally support the effectiveness of the presentation. Language in video is not appropriate to audience.                                   |
| <b>Working with Sources</b>   | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the assignment.   | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the assignment.   | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the assignment.   | Demonstrates an attempt to use sources to support ideas in the assignment.  |
| <b>Formatting</b>   | Background, clothes, and jewelry are appropriate choices with no distractions. Camera placement is appropriately sized. Correct brightness of light on camera. Editing is excellent and shows a completed product.                    | Background, clothes, and jewelry are good choices with few distractions. Mildly close or far from camera; few signs are out of picture. Mildly dark or bright to see signing. Editing is adequate and acceptable. | Background, clothes, and jewelry are average choices with some distraction. Little too close or too far from camera; some signs are out of the picture. Little too dark or too bright to see signing. Editing is choppy and unfinished. | Background, clothes, and jewelry are poor choices and often distracts. Too close or too far from camera; many signs go off the screen. Too dark or too bright to see signing. |

**Note:** Some content in this rubric was acquired from the Association of American Colleges and Universities Public presentation VALUE Rubric and reformatted to satisfy expectations involving American Sign Language.