

ASL

At Work

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ASL at Work Curriculum

- Began development in 2001
- Wanted curriculum developed for persons working with Deaf and Hard of Hearing people
- Developed from the “ground up”
- Collaborative working team
- Currently used in:
 - Faculty/Staff Sign Language Education Program
 - Interpreting Education Program
 - Deaf Studies Program
 - College of Liberal Arts
 - Masters of Science in Secondary Education of the Deaf
 - Masters of Science in School Psychology – Deaf & Hard of Hearing Students

Curriculum Team

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Design Features

- Focus is on work and social communication needs of persons who work with Deaf people.
- Instructional strategies engage students in interactive, meaningful dialogue as a primary approach.
- Materials and strategies support receptive and expressive ASL skills development, beginning with short question/answer interactions and continuing toward narrative responses with increasing length and complexity.
- Emphasis is on communication, with language knowledge supporting language use.

Design Features (cont.)

- Direct, immersion language teaching method, with consistent use of ASL structures, is used for classroom instruction, with outside-of-class materials supporting cognitive learning needs.
- Grammatical principles and cultural language behaviors are demonstrated and practiced through modeling by teachers and through video support materials.
- A mastery learning model is followed.
- Receptive and expressive skills are developed from the beginning of instruction, with emphasis on mastery of receptive skills preceding mastery of expressive skills.

Design Features (cont.)

- Fingerspelling skills development is included as a natural part of ASL use.
- Cultural awareness and appropriate communication behaviors are developed as a natural part of classroom interaction and through explanations in print.
- Curriculum is student-centered and flexible to allow adaptation to differing student populations and communication needs within the structure and framework established by the units of instruction.

Design Features (cont.)

- Students are exposed to many different skilled signing models.
- All signing represented in video support materials is authentic and communicated at levels of fluency that appropriately challenge students' developing comprehension skills.

Curriculum

Curriculum includes 16 Units of Instruction for one academic year:

- Student Text
- Video Practice Materials
- Teachers Manual

Curriculum

Unit Titles

1. Introducing Ourselves
2. Learning ASL
3. People at Work
4. Making Appointments
5. Work Duties
6. Sharing Personal Information
7. Where People Live
8. Time & Activities

Curriculum

Unit Titles (cont.)

- 9. Making Requests
- 10. Discussing Weather
- 11. Schedules & Events
- 12. Discussing Health
- 13. Locating Objects
- 14. Hobbies & Interests
- 15. Spending Money
- 16. Explaining Procedures

Curriculum

In addition to 16 Instructional Units, ASL at Work includes the following additional sections:

- General Instructional Activities
- Teaching Fingerspelling
- Evaluating Students
- Index of Grammar Principles
- Index of Language, Culture, & Community Information
- Index of Sign Vocabulary Illustrations
- Appendix A – Language Learning Seminar Topic Listing
- Appendix B – ASL at Work – Level 1a, 1b, & 1c Course Syllabi
- Transparency Masters for Introducing Vocabulary & Grammar

Student Text

Student Text

Each Unit includes the following sections:

- Overview of Unit
- Grammar
- Language, Culture & Community
- Practice & Review Materials
- Sign Vocabulary Illustrations

Student Text

Each Unit includes the following sections:

✓ Overview of Unit

- Grammar
- Language, Culture & Community
- Practice & Review Materials
- Sign Vocabulary Illustrations

Student Text

Unit Overview

- Learning Outcomes
- Vocabulary List
- Grammar List
- Language, Culture & Community List
- Practice & Review Materials

Student Unit Overview

ASL at Work—Level One
Student Text

Unit Overview

Learning Outcomes

1. Ask about people you work with
2. Request and give directions to nearby locations
3. Sign numbers from 11-to-20

Vocabulary 11-to-20

<i>custodian</i>	<i>room</i>	
<i>girl</i>	<i>my</i>	<i>office</i>
<i>boy</i>	<i>your</i>	<i>door</i>
<i>woman</i>	<i>his/her/its</i>	<i>elevator</i>
<i>man</i>	<i>ours</i>	<i>classroom</i>

Grammar

1. Possessive Pronouns
2. Spatial Referencing for People, Places, & Things That Are Not Present
3. Use of Space for Contrasting & Comparing

Student Unit Overview cont.

ASL at Work—Level One
Student Text

Unit Overview

Grammar

1. Possessive Pronouns
2. Spatial Referencing for People, Places, & Things That Are Not Present
3. Use of Space for Contrasting & Comparing

Language, Culture & Community

1. Deaf President Now! (DPN)
2. Sign Variation

Practice & Review Materials

1. Video Exercises
 - Demonstration of the Expressive Practice Dialogue
 - Questions for comprehension practice of the video dialogues and/or narratives
 - Demonstration of the Expressive Practice Prompts
2. Grammar, Language, Culture, and Community Information Review Questions

Student Text

Each Unit includes the following sections:

- Overview of Unit
- ✓ Grammar Section
- Language, Culture & Community Section
- Practice & Review Materials
- Sign Vocabulary Illustrations

Grammar

Grammar

1. Possessive Pronouns

ASL uses the palm-flat handshape to indicate possessive. Figure 3.1 shows how the possessive pronoun his/her/its is used in an ASL sentence.



That teacher's boss is Ann.

Fig. 3.1

Grammar

Grammar

2. Spatial Referencing for People, Places, & Things That are Not Present

In Unit 1, *Introducing Ourselves*, spatial referencing for people, places and things which are present was discussed. In ASL, persons, places, and things that are not present can be discussed without confusion by establishing points in space to the right and left side of the signer as locations for these absent persons, places, and things. These reference points remain constant during any single....

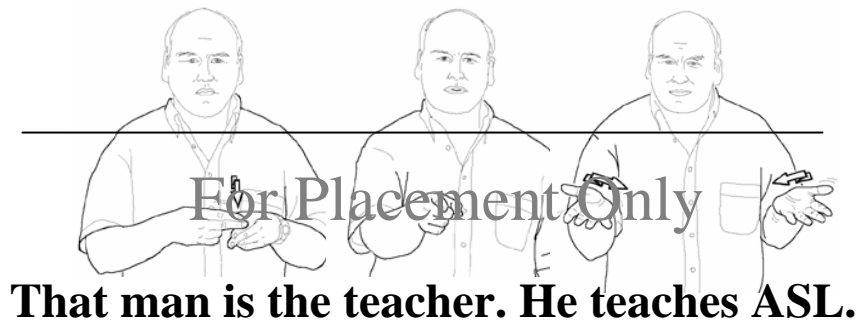


Fig. 3.1

Student Text

Each Unit includes:

- Overview of Unit
- Grammar
- ✓ Language, Culture & Community
- Practice & Review Materials
- Sign Vocabulary Illustrations

Student Text

Language, Culture, and Community Section

Give explanations of language behaviors, Culture and the Deaf community.

Language, Culture, & Community

Language, Culture, & Community

1. Deaf President Now (DPN)!

March 7–13, 1988, is an historic week in the history of Deaf people. It is The Week the World Heard Gallaudet (Gannon, 1989). On March 13th, after a week of protest and the closing down of the Gallaudet University campus in Washington, DC, Elizabeth Zinser resigned as the seventh president of the university.

What was so significant about this university president's resignation? She was a hearing person who could not sign. She had no background or experience with deaf and hard-of-hearing people. She had been selected as the seventh hearing president of Gallaudet University, the first and only university in the world for deaf and hard-of-hearing students.

Language, Culture, & Community

Language, Culture, & Community

2. Sign Variation

Signs shown in isolation in ASL dictionaries are referred to as citation form signs, and are similar to word entries in dictionaries of spoken languages. In using ASL for communication, however the exact production of a sign, similar to the exact pronunciation of a spoken word, is influenced by several factors. For signs, these factors include: the signs preceding and following a sign, the setting (for example, formal versus informal and small versus large group communication), individual signing styles, and dialectical sign variations.

As a beginning signer these sign variants may lead to some confusions and frustration for you. For example, you may ask, “Why can’t everyone produce a sign exactly as it is shown in my book or how my teacher produces it?; and. . .

Student Text

Each Unit includes:

- Overview of Unit
- Grammar
- Language, Culture & Community
- ✓ Practice & Review Materials
- Sign Vocabulary Illustrations

Student Text

Practice & Review Materials

1. Video Exercises
 - Demonstration of the Sample Dialogue
 - Questions for comprehension practice of the video dialogues and narratives
 - Demonstration of the Expressive Practice Prompts
2. Grammar, Language, Culture, and Community Review Questions

Student Text

1. Video Exercises

- Demonstration of the Sample Dialogue
- Questions for comprehension practice of the video dialogues and narratives
- Demonstration of the Expressive Practice Prompts

Student Text

Expressive Dialogue

Asking for a Location

Signer A: Gain the attention of Signer B

Signer A: Ask where the bathroom is located

Signer B: Give directions (The bathroom is located on the hallway on the right side.)

Signer A: Confirm with question (Is it on the left side?)

Signer B: Correct with “wave no” and give corrected information

Signer A: Say, “thank you”

Student Text

2. Expressive Practice Prompts (EPPs)

These EPPs are also demonstrated on the ASL at Work Practice Videotape for students to review outside of class.

Expressive Practice Prompt

Unit 3

3.10

Express that the counselor's
office is downstairs.

Expressive Practice Prompt



Expressive Practice Prompt

Unit 3

3.15

Express that the ASL classroom is upstairs on the left side of the hallway.

Expressive Practice Prompt



Student Text

2. Expressive Practice Prompts (EPPs)

These EPPs are a part of every unit and incorporated into the Lesson Overviews in each unit. They are intended to be used for class practice.

These EPPs help students know if they are learning the content of each unit and can express the language functions being taught.

Student Text

3. Comprehension Exercises

The ASL at Work videotape includes **dialogues and narratives** for practice of comprehension skills.

Each dialogue or narrative includes comprehension questions for students to answer.

Unit 3 – People At Work

Comprehension Practice #3.3

Watch the dialogue all the way through, then answer as many of the questions below as you can. If necessary, rewind the videotape and view the dialogue a second time to see if you understand more and can answer any remaining questions.

Finding a Classroom

1. How does the woman open the conversation?
2. What does the woman ask?
3. What is the answer to her question?
4. How does the woman with white hair correct information?
5. Is the classroom on the right or left side of the hallway?
6. What is the number of the classroom?
7. How does the woman confirm the information given to her?

Comprehension Practice Dialogue

Dialogue #3.3

Student Text

Review Questions for Grammar & Culture Information

1. What is the primary production difference between the personal pronoun signs *I/me, you, he/she/it* and the possessive pronoun signs *my/mine, your, his/her*?
2. When people or things are not present in the immediate area where you are signing, how can you make yourself clear about the person or thing you are referring to?
3. How do signers make use of space to compare and contrast things?

Student Text

Each Unit includes:

- Overview of Unit
- Grammar
- Language, Culture & Community
- Practice & Review Materials
- ✓ Sign Vocabulary Illustrations

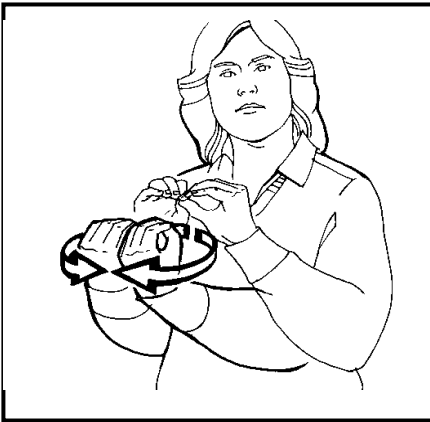
Student Text

Sign Vocabulary Illustrations

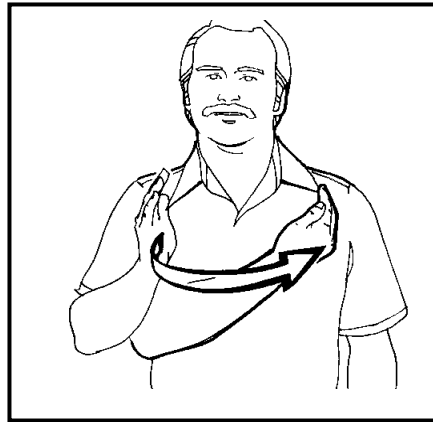
Illustrations of the sign vocabulary for each unit including English translations and synonyms.

Sign Vocabulary Illustrations

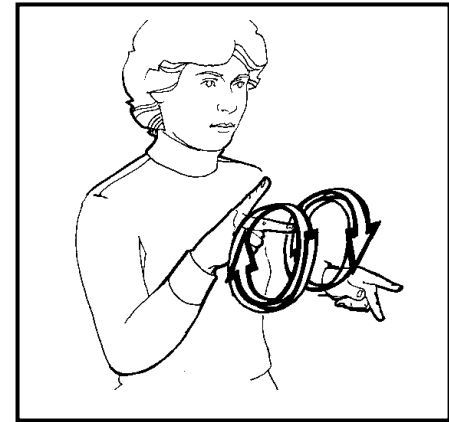
UNIT 3



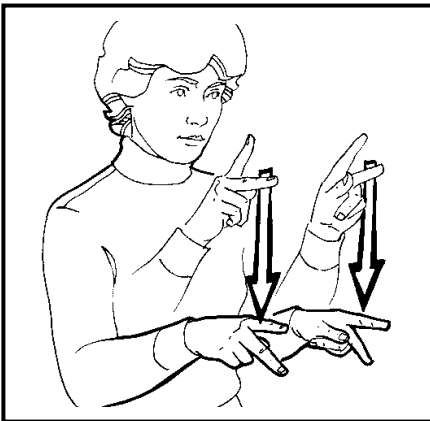
office, organization



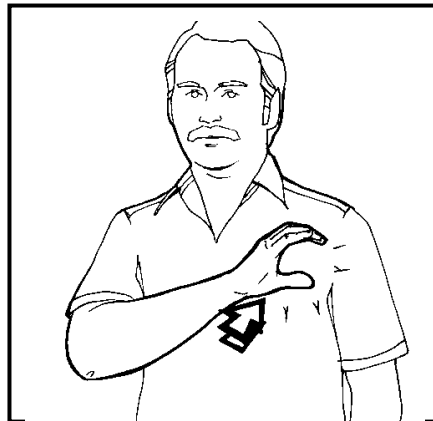
our



people



person



police



right

Teacher Manual

Teacher Manual

Each Unit includes the following sections:

- Overview of Unit
- Lesson Overviews
- Activity Descriptions

Teacher Manual

Each Unit includes the following sections:

- ✓ Overview of Unit

- Lesson Overviews
- Activity Descriptions

Teacher Unit Overview

ASL at Work–Level One
Teacher Manual

Unit Overview

- Learning Outcomes:**
1. Ask about people they work with
 2. Request and give directions to nearby locations
 3. Sign numbers from 11-to-20

Vocabulary

<i>11-to-20</i>	<i>custodian</i>	<i>room</i>
<i>girl</i>	<i>my</i>	<i>office</i>
<i>boy</i>	<i>your</i>	<i>door</i>
<i>woman</i>	<i>his/her/its</i>	<i>elevator</i>
<i>man</i>	<i>ours</i>	<i>classroom</i>

Teacher Unit Overview cont.

ASL at Work—Level One
Teacher Manual

Unit Overview

Grammar

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Teacher Manual

Each Unit includes the following sections:

- Overview of Unit
- ✓ Lesson Overviews
- Activity Descriptions

Teacher Manual

Lesson Overviews

- Class plans for “1 hour” class periods
- Step-by-step “Strategies for Teaching”
- Icons show which activities to prepare
- Icons show which overhead transparencies to use
- Reminders to teacher about “homework” to assign

Lesson Overview

Class 4

Teacher notes

- Interactive Activity: Roll Call

Ask students the work or major of other students in the class.

If they don't know the work or major of another student, ask them to ask the student and then tell you.



1

- Introduce following vocabulary:

basement, stairway, upstairs, downstairs, floor, where.



3.8

- Introduce **number**, **none**, and **not** vocabulary using conversational interaction with students.

- Dialogue Activity: Build a Dialogue

Encourage students to create a dialogue based on the ASL they have learned to date.



3.3

- Expressive Practice Activity: Expressive Practice Prompts



5



3.8



3.9

3.10

Teacher Manual

Each Unit includes the following sections:

- Overview of Unit
- Lesson Overviews
- ✓ Unit Activities

Teacher Manual

Unit Activities

Give **Purpose** of the activity and **Descriptions**
for using the activity in your classroom

(Handouts & worksheets are included.)

Activity Description

Unit Activities

ACTIVITY #3.2

Round Robin for Sign Vocabulary Review

Purpose

To support development of expressive and receptive sign vocabulary skills.

Description

1. Write on the board or announce that this activity provides a review of sign vocabulary introduced in Unit 3.
2. Students should be seated in a circular or semi-circular arrangement so that all are able to see one another.
3. Remove the Sign Vocabulary Review Round Robin Card marked “Teacher” (see Worksheet for this activity).
4. Distribute cards randomly to students.

Unit Activities

ACTIVITY #3.2 (cont.)

Worksheet

Round Robin for Sign Vocabulary — Review Cards

Signing Round Robin Cards TEACHER	Sign Vocabulary Review Round Robin Cards
You begin the activity by Signing <i>boy</i>	When someone signs <i>man</i> You sign <i>secretary</i>
Sign Vocabulary Review Round Robin Cards	Sign Vocabulary Review Round Robin Cards
When someone signs boy You sign girl	When someone signs <i>man</i> You sign <i>secretary</i>
Sign Vocabulary Review Round Robin Cards	Sign Vocabulary Review Round Robin Cards
When someone signs <i>girl</i> You sign <i>woman</i>	When someone signs vice <i>president</i> You sign <i>staff</i>



Unit Activities

ACTIVITY #3.4

Expressive Practice Prompts

Purpose:

To practice expressive skills, including grammar, sentence structures, and vocabulary.

Description

General Instructional Activity #5 provides options for use of Expressive Practice Prompts.

Unit 3 1	Unit 3 2
Ask the name of the secretary in a classmate's department.	Tell the class your boss'/department chairperson's name.
Unit 3 3	Unit 3 4
Count from 11—to -20.	Ask a classmate for the name of the secretary in his/her department.
Unit 3 5	Unit 3 6
Ask a classmate the number of the ASL classroom.	Ask a classmate if the President of this college is a man or a woman.



Teacher Manual

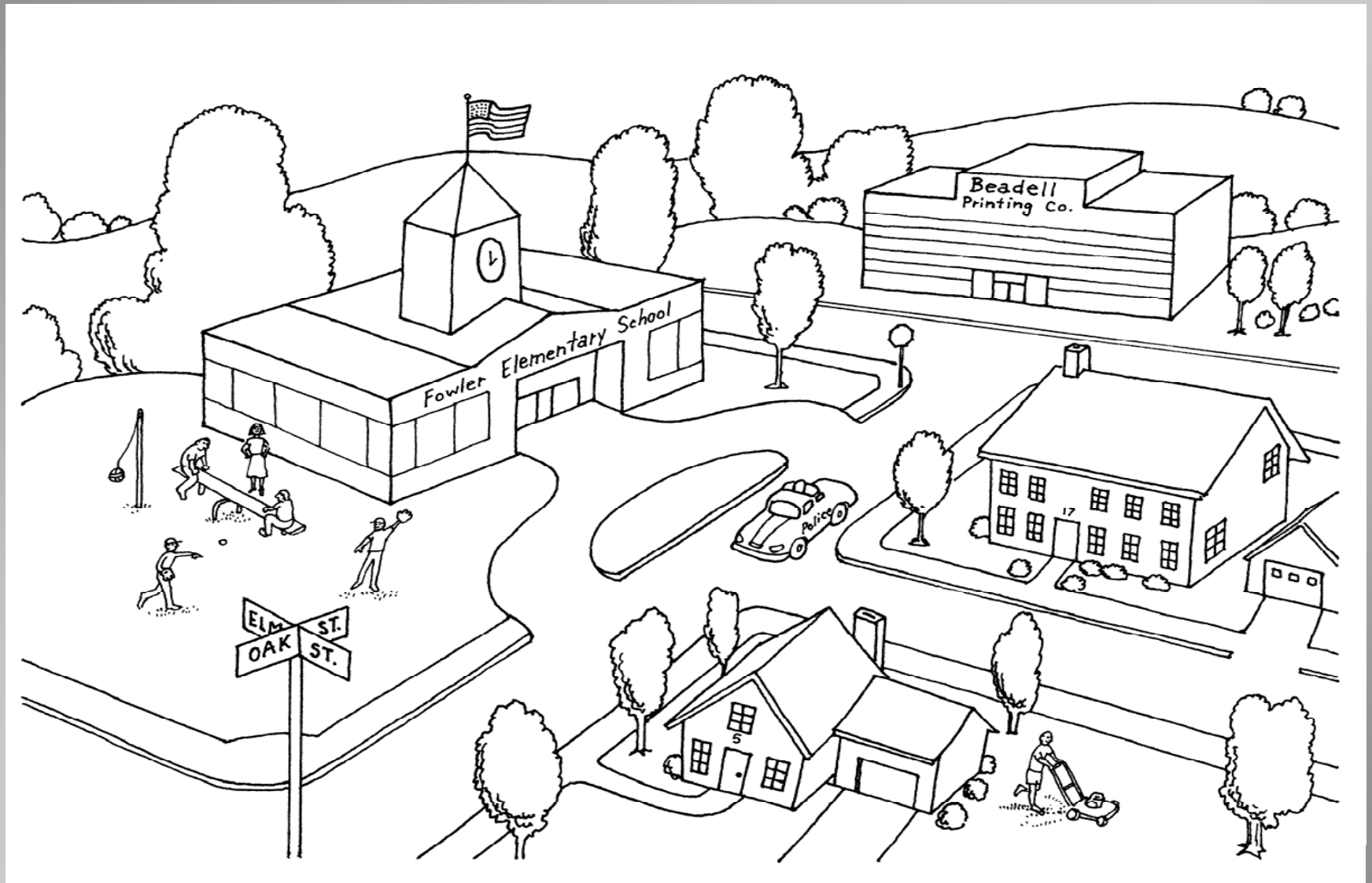
Each Unit includes:

- Overview of Unit
- Lesson Overviews
- Activity Descriptions
- ✓ Transparency Masters

Transparency Masters

Illustrations needed to introduce and practice signs or grammar being introduced in the unit.

Transparency Master Sample



Summary

Teacher Manual

- Overview of Unit
- Lesson Overviews
- Activity Descriptions
- Transparency Masters

Student Text

- Overview of Unit
- Grammar Notes
- L, C, & C Notes
- Practice & Review Materials
- Sign Vocabulary Illustrations

Closing Remarks & Questions

Curriculum is local. We expect *ASL at Work – Level One* to be adapted rather than adopted. Experienced teachers will bring to the structure provided in the curriculum their own creativity and insights into what works best for their particular class at a particular time. New teachers will find structure, support materials and activities that will help develop their confidence as teachers of ASL.