

Hands On VRS presents  
An Eye2Eye Production

# A Sign of Respect

Strategies for Effective Deaf/Hearing Interactions

## REDESIGNED STUDENT WORKBOOK

by  
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Thomas K. Holcomb and Anna Mindess

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# INTRODUCTION

Welcome and congratulations on beginning the study of a new language, American Sign Language, or ASL. As you are probably aware, languages do not exist in isolation but live, grow and change in a community of speakers/users. ASL is no exception. The community of people who use a language, their values, attitudes and behaviors can be called a culture. Our area of study is Deaf culture.

If you were studying French or Japanese, you could travel to France or Japan to immerse yourself in the language and culture of the people with whom you wish to communicate. In the case of sign languages, by contrast, there is no country you can visit for a similar language and cultural immersion. There are, however, a myriad of Deaf events in Deaf communities, large and small all over the world. That is the focus of this DVD and Workbook.

The workbook is designed to further enhance your cultural awareness of the Deaf community by providing supplementary information related to Deaf events, the Deaf community, and Deaf culture as presented in the DVD. In addition, opportunities are given for you to express your thoughts and feelings related to attending Deaf events. Activities are designed to provide you with thought-provoking exercises to compare Deaf culture to your own experiences as a hearing person.

## HOW TO USE THIS WORKBOOK

This workbook was created as a companion to the DVD, *A Sign of Respect*. Its goal is to help you become more attuned to Deaf/hearing interactions and increase your comfort in attending Deaf events. The workbook includes:

- Reading materials on the history of the Deaf community, the importance of attending Deaf events, plus expanded explanations of important cultural features portrayed in the DVD.
- Written activities designed to help you become more aware of the dynamics of Deaf/hearing interactions, practice certain key cultural behaviors and reflect on your own experiences.
- Extra exercises for more advanced students that focus on selected grammatical features of ASL.

To make it easier for you to use the workbook, five different icons are used to help guide you through its contents. They are:



## READ

Sections with this icon provide background information to help deepen your understanding of Deaf culture.



## CONSIDER

This icon highlights questions for you to think about, either individually or with your classmates. Some topics may be especially intriguing and you may want to bring them up in class for a more in-depth discussion with your instructor.



## DO

In sections with this icon, activities are provided for you to complete. You will need to print out these pages in order to complete the activities. Some assignments involve journal writing, where you have the opportunity to describe your thoughts and feelings associated with interacting with Deaf people. Other activities require you to compare and contrast Deaf culture with the customs of your family and/or cultural/ethnic group. Yet other activities are designed to help you prepare for your first Deaf event experience.

**Some of these exercises require you to watch the DVD. Make sure you print out the corresponding assignments as your instructor requires before viewing the DVD. If you need more space to write your responses, feel free to use the back of the pages.**



## TIP

When you see this icon, you will find helpful tips or additional information to help facilitate your first interactions with Deaf people.



## NOTICE

This icon alerts you that there is a special clip of moments from the DVD that highlight a certain point. These are accessible from the **WORKBOOK EXERCISES MENU**. Select the number that corresponds to the assignment you are working on.

The workbook contains seven units and a bonus section. Unit I provides information on Deaf events and their place in the Deaf community. To help make your first Deaf event experience a positive one, specific suggestions are provided on how to select the appropriate function to attend. Unit II deals with issues associated with having a Deaf instructor. Many students are having their first experience with a Deaf instructor and this unit provides them with the opportunity to share their feelings. Unit III is where you will actually view the DVD and write your answers. Unit IV provides you with opportunities to compare elements of Deaf culture with the customs of your family and/or cultural/ethnic group. Unit V allows you to document your thoughts and feelings after attending a Deaf event. Unit VI provides you with a variety of exercises designed to help you further explore certain behaviors that Deaf people consider to be culturally appropriate. Unit VII offers specific ideas on how to initiate and develop friendship with Deaf individuals. The Bonus Section allows advanced students more practice with specific features of ASL including listing, fingerspelling, repetition and back channel feedback.

When you get to Unit III, you will need either a DVD player or a computer with a DVD drive to play the DVD in order to answer the questions. After putting the DVD in the player or computer, please click the **START** button. You will see several choices on the screen. The video is presented in ASL with a voiceover in spoken English. Scenes with spoken English have open captions. If you wish to have the entire DVD captioned in English, please click the **CAPTION SETTINGS** button and follow the instructions. Otherwise, choose the **PLAY FROM BEGINNING** button and you are ready to begin Assignment #6 in Unit III. For each choice point, you will be given three possible answers and will need to choose the one you think is the best answer. If you wish to view the scene again before choosing an answer, you can click the **REPLAY CHOICES** button.

After viewing the entire DVD, you may choose to view a specific choice point or review one of the instructor's lectures or focus on one of the workbook exercises by clicking the **SCENE SELECTION** button and choosing the specific scene you would like to view again.

---

# UNIT I

## DEAF EVENTS

- A. What are Deaf events?
- B. History
- C. Why should ASL students attend Deaf events?
- D. How to choose an appropriate Deaf event



# UNIT 1 — DEAF EVENTS



## A. WHAT ARE DEAF EVENTS?

“Social events are integral to deaf communities. They provide an opportunity for deaf people to come together among themselves, relax, converse easily, exchange gossip and otherwise focus on issues of particular interest to them as a class apart. Together with residential schools and religious congregations, social events have provided the context for cultural continuity and remembrance that allow deaf people to maintain cohesion and a sense of shared self-interest in face of an often hostile hearing society.” (Van Cleve, 1993, p. 27)

History has shown that wherever a cluster of Deaf people is found, they will seek to congregate with each other, resulting in a series of what has been termed “Deaf events”. Unlike events organized by certain other groups of disabled citizens, these get-togethers are not primarily for the purpose of advocacy, but for sheer enjoyment and 100% communication access. Many gatherings are informal and hosted by individuals who seek the companionship of other Deaf people and signers, while other events are formally planned and sponsored by organizations that serve the Deaf community.

Congregation is one of the most important features of Deaf culture. It serves many purposes by providing:

- An opportunity to socialize
- A place to use sign language
- Cultural sharing
- Full acceptance and access
- A chance to meet a future spouse
- Alternative venues (for example, the Deaflympics)

(Note to international readers: Although Deaf culture is practiced throughout the world, the scenarios and information in the DVD and workbook are examples of situations and events in the United States. We encourage you to seek out Deaf events in your own communities. Just as every country has its own sign language and local dialects, each Deaf community will engage in its own variation of Deaf culture, including expectations of polite behavior and guidelines for sign language students. Please make the necessary adjustments.)

## **B. HISTORY**

“Congregated in residential schools and urban centers, deaf Americans began in the 19th century to create a bewildering array of organizations. First was the New England Gallaudet Association of Deaf-Mutes, formally begun in 1854, dozens more followed over the next 125 years. Among the more prominent were the National Association of the Deaf, state associations of the deaf, alumni associations of the residential schools and of Gallaudet College, the National Fraternal Society of the Deaf, the American Athletic Association of the deaf, the national Congress of the Jewish Deaf, and the American Professional Society of the Deaf. Additionally, deaf people in most large American cities founded literary, religious, and athletic associations exclusively for themselves. Deaf social clubs opened in even small or medium-sized cities and deaf individuals gathered together in organizations related to careers and hobbies.”

(Van Cleve & Crouch, 1989, p. 87)

With the establishment of the American School for the Deaf in 1817, Deaf people were brought together for the first time, and as a result, the American Deaf community was born. As schools for the Deaf were established throughout the country, more and more Deaf communities were formed bringing about a proliferation of “Deaf events”.

## **C. WHY SHOULD ASL STUDENTS ATTEND DEAF EVENTS?**

To fully appreciate the nuances of the language and culture of any group of people, language learners need to immerse themselves in their community. The best way to master ASL is to interact with Deaf people and use the language as much as possible. In addition, attending Deaf events provides first-hand experience in the culture of Deaf people. Furthermore, these events offer a chance to make real-life connections with Deaf people, and sow the seeds that may allow friendships to blossom.

Each Deaf community is unique, yet they all exist for one main reason, the opportunity for members to congregate with other Deaf people and use ASL. The structure of the Deaf community varies from region to region with many factors influencing the personality of specific communities. For example, the Deaf

communities in major metropolitan areas such as Chicago and Los Angeles differ from those in smaller towns in their ability to offer a wider array of events and cater to special-interest groups. However, locations where schools for the Deaf are located such as Rochester, New York, the home of the National Technical Institute for the Deaf and Austin, Texas, the home of the Texas School for the Deaf, often provide a larger assortment of Deaf events than more populated cities. Communities in states such as Arizona and Florida are rich with activities for Deaf seniors, while the presence of Deaf gays and lesbians leads to a more inclusive Deaf community in cities such as San Francisco and New York.

The center of the Deaf community also varies from region to region. In some Deaf communities, the Deaf school plays a prominent role in providing venues for Deaf events. In other communities, the Deaf club is considered the hub of Deaf social events. In yet other communities, religious organizations are considered the primary source of events for the Deaf community.

### **Sampling of Deaf events in a major metropolitan area:**

1. Events hosted by the local Deaf club
  - Poker night
  - Social night
  - State Association of the Deaf General Assembly
  - Lion's Club monthly meeting
  - Monthly Captioned Movie Night
  - Annual Banquet
2. Events sponsored by a service agency of, for, and by the Deaf
  - Quarterly Dingo (Deaf-bingo) Night
  - Annual Multicultural Open House
  - Annual Deaf Community Night
  - Monthly Pizza Night
  - Annual "Deaf Awareness Month" events, which typically include lectures, panel discussions, theatrical presentations
3. Activities sponsored by the School for the Deaf
  - Monthly story time in ASL at a local bookstore
  - Annual Spring Drama Production

- Annual Open House
  - Monthly Dingo Night
  - ASL storytelling competition
  - Annual Mr. & Miss. Jr. NAD pageant
  - Annual carnival
  - Varsity sports including homecoming, national and regional basketball, baseball, softball, volleyball and wrestling tournaments
4. Activities sponsored by the local public library
    - Deaf Culture Lecture Series
    - Deaf Culture Art Exhibitions
    - Storytelling in ASL
    - Book club in ASL
  5. Monthly Deaf Social events at local Coffee Houses in various cities
  6. Activities organized by the Deaf Studies Department at a local college
    - Annual Drama Production
    - Monthly Pizza Night
    - ASL Festival
  7. Deaf theater company's annual productions
  8. Interpreted Professional plays
  9. Events sponsored by various local Deaf Organizations
    - Monthly Deaf Senior Citizens Social
    - Monthly Deaf-Blind Social/Meeting
    - Monthly Deaf Gay/Lesbian Social
    - Fundraising events
  10. Religious Services conducted in Sign Language
  11. Open captioned movies at local theatres
  12. Bowling leagues

## **D. HOW TO CHOOSE AN APPROPRIATE DEAF EVENT**

“Deaf people are a people without a homeland. Their deaf clubs are their territory and their efforts to protect them from being taken over by hearing people are well known. Their banquets are also a kind of deaf territory. Hearing people may feel that they are on foreign soil at a deaf banquet. Surrounded by an exotic language that they may wish to speak like a native, they enjoy all the pleasures one usually feels in a foreign country—especially when invited as a guest and warmly received.”

(Van Cleve, 1992, p. 29)

While the Deaf community, as a whole, is open and welcoming, there are certain activities and events that are designed specifically for Deaf people themselves, which therefore would not be appropriate for new signers to attend without an invitation. For instance, some Deaf clubs are considered private and not open to outsiders. This setting provides a haven for Deaf people who seek a comfortable environment where language, cultural and attitudinal barriers do not exist. Other Deaf clubs may have a different philosophy and would openly encourage new signers to attend in order to immerse themselves in the language and culture of Deaf people.

In the case of Deaf athletics, some Deaf teams would not welcome hearing athletes, because their primary focus is to prepare their Deaf athletes for the regional and national tournaments and bring home the title of best Deaf team in the nation. In such tournaments, all athletes are required to be Deaf. However, fans of any hearing status and signing level are usually welcome as spectators at these tournaments. In other locations, teams may not focus on winning a national title and prefer to compete in local leagues. These teams often enjoy having hearing signers/friends on the team. For these reasons, it is important to take care in choosing appropriate Deaf events to attend. Your instructor will be able to help you in your search.

With luck, you may live in an area that offers a range of events where sign language will be used. (If not, you may have to travel a little farther in order to partake of these Deaf events. Or you may even have to help organize some yourself. See Unit VII, section C for suggestions.) However, it is important to note that these events fall into different categories. One such category is events that are organized by Deaf people themselves. These include sporting events, plays,

fundraisers, religious programs, lectures, and panel discussions. An important distinction would be between events that are organized by Deaf people for Deaf people and those that are organized by Deaf people for the general public. In addition, there are differences between interpreted events and events that are designed specifically for Deaf people. These distinctions are discussed in greater detail below.

### **Public events that are interpreted:**

At a growing number of public events, interpreters are provided for the benefit of Deaf attendees. For example, many theatrical playhouses offer one or two nights of interpreted shows in the run of each play in order to include the Deaf community in their outreach efforts. Interpreters are also often provided for political events, such as public hearings or campaign speeches, as well as public lectures offered by a local library or university. Some of these events are well attended by Deaf people while others draw almost no interest from the Deaf community. Obviously, the Deaf cultural experience at these events depends on the number of Deaf people who attend and whether or not the sponsoring organization is Deaf-run.

Going to an event where there are only one or two Deaf people present would provide a different experience than attending a gathering where 50 Deaf people are in the audience. Similarly, sitting in an auditorium and watching interpreters on stage does not provide the same experience as sitting side by side with Deaf players at a bingo hall.

The benefits of attending interpreted public events are limited. On the plus side, hearing people will be likely be in the majority and you will be sure to understand everything that is said. The downside is that the environment may not foster much interaction with Deaf people. For your class assignments, such events would usually not qualify as a "Deaf event" for the above reasons. Other events, however, even though they are interpreted, are geared more towards a Deaf audience and therefore could be characterized as "Deaf events". An example would be an interpreted lecture provided by a local legal aid organization on the topic of "Legal Rights of Deaf People".

### **Deaf Events that are interpreted:**

In contrast to public events where interpreters are provided, there are many interpreted events organized by the Deaf community itself. For example, drama productions presented by the local Deaf theatre are often interpreted for the benefit of hearing patrons. Lectures during Deaf Awareness week are typically interpreted, as well. Outreach activities offered at schools for the Deaf are often interpreted for the non-signing family members of their Deaf students.

The benefits of attending interpreted Deaf events are many. The provision of interpreters makes it clear that non-signers are welcome to attend. In addition, you will be able to observe the Deaf community take the lead role in organizing and running the event. There will be opportunities to see ASL being used by a variety of Deaf people. And it is likely that a large number of Deaf people will be in attendance, making it easier for you to interact with Deaf people and utilize your ASL skills.

### **Deaf Events that are not interpreted:**

Aside from interpreted events, many different activities are organized by Deaf people to meet their social, athletic, educational, political and religious needs. Interpreters are not provided as it is assumed that everyone in attendance will be Deaf or will know sign language. Examples of such events are: a Deaf school alumni picnic, bingo night at the local Deaf club, a prayer service at the local Deaf church, and a Deaf basketball tournament. Whether or not it is appropriate for ASL students to attend these events depends on many factors. Some Deaf communities are open to welcoming ASL students to their events as long as they demonstrate the right kind of attitude. Sometimes, however, Deaf people need a place of refuge from the predominantly hearing world and would prefer not to deal with ASL students in this environment. Again, it would be wise to consult with your ASL instructor to determine the appropriateness of any Deaf event you wish to attend.

Even if a non-interpreted Deaf event is open to ASL students, it would take more courage on the part of hearing people to show up, knowing that no interpreting services will be available. However, this kind of situation will provide more of an immersion experience and will probably allow you to see Deaf culture at its best.



### **Assignment #1: Personal Observations of Deaf People**

Write a short paper documenting your personal observations of and experiences with Deaf people prior to this course. More specifically, please address the questions below.

1. What are the unique customs you have observed among Deaf people that would differentiate them from most hearing people? (e.g., using sign language as opposed to spoken language)
2. What have your personal experiences with Deaf people been like so far? Have they been uniformly positive or negative or have they been varied? (If you haven't yet met any Deaf people, you may go on to the next question.)
3. What are some of the stereotypes that are often attributed to Deaf people? How accurate are these stereotypes based on your personal experiences with Deaf people so far?





## **Assignment #2: Past Experiences Attending Deaf Events**

Write a short paper outlining any experiences you have had attending Deaf events. More specifically, please respond to the following questions.

1. Have you attended a Deaf event in the past? If so, what was the first Deaf event you attended? Where was the event held? Who sponsored the event?
2. Why did you attend the event? Did you attend by yourself? What was your initial reaction/impression of the event?
3. Since the first event, what other Deaf events have you attended?
4. Are you comfortable about attending Deaf events? Why or why not? Is it easy for you to locate Deaf events to attend?
5. What is your impression about the local Deaf community based on the Deaf events you've attended?



### **Assignment #3: Deaf Events in Your Area**

Compile a list of Deaf organizations in your vicinity and identify Deaf events that are offered in your area. This can be accomplished by:

- Conducting an internet search
- Calling the local and/or state office that provides services to Deaf people (e.g., state commission on the deaf and hard of hearing, service agency for Deaf and hard of hearing, community resource center)
- Contacting the president of the state association of the Deaf or the local chapter of the state association of the Deaf or the local Deaf club
- Checking with the school for the Deaf outreach department
- Ask your instructor, if you need more guidance



### **Assignment #4: Your Feelings about Attending Deaf Events**

If your instructor requires you to attend several Deaf events, describe your feelings about this requirement. You can respond to the following questions.

1. Discuss your feelings about attending upcoming Deaf events. Are you excited? Are you worried? Are you nervous?
2. Do you think this is a reasonable requirement for students like yourself?
3. How do you think you will be received by the Deaf people at the event?
4. Which event will you be attending? Why did you choose this event? What cultural behaviors do you hope to see at this event?

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## UNIT II

### HAVING A DEAF INSTRUCTOR

## UNIT II — HAVING A DEAF INSTRUCTOR



### READ

Most ASL and Deaf Culture courses are taught by Deaf instructors. In addition, the classroom set-up is often different for ASL classes in order to maximize visual access for everyone in the room. For some of you, not only will it be your first experience with a Deaf instructor, but will also be your first, regular, on-going contact with a Deaf person.



### CONSIDER

For Deaf instructors working in a predominantly hearing environment, it can be a challenge to have a class full of students with little or no knowledge of ASL. Imagine for a moment what it must be like for your instructor to be teaching this class. What do you imagine might be easy or difficult for your instructor in your class and at this college?



### Assignment #5: Having a Deaf Instructor

Here are 3 sample notes that hearing students might write to their Deaf instructors to describe their feelings about having a Deaf instructor. Do any of them fit with your experience?

*Dear Ms. Johnson,*

*I love your class! Learning ASL is so much fun and you make everything so clear with your body language and facial expressions.*  
*Enthusiastic Emma*

Dear Ms. Johnson,

To be honest, I am scared to death in your class. I don't understand half of what is going on and I am terrified that you are going to call on me.

Nervous Nelly

**Dear Ms. Johnson,**

**This immersion in ASL is driving me crazy. There are so many things I want to say or ask but I don't know how to sign them yet. And too many rules, too.**

**Frustrated Fred**

Using these notes as a guide, write a note to let your instructor know how you are doing. You may describe your feelings about having a Deaf instructor and answer any or all of the following questions: What has it been like for you so far? Are there any barriers between you and your instructor? Is there anything different about your Deaf instructor compared to the instructors you have had in the past? How do you feel about the seating arrangement? Is there anything you wish your instructor would be more explicit about?

---

## UNIT III

### VIEWING THE DVD



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Assignment #6: Viewing the DVD

Press Start on the first DVD screen, then select "Play From Beginning". You will follow an ASL student, Amy, as she attends various events in the Deaf community. Throughout the DVD, there will be many instances where Amy will need to make a decision on how to best handle the situation. Three possible solutions will be shown for each scenario and you should watch all three options to decide on the best course of action for Amy.

Please do the following after watching all three options:

1. Circle your answer
2. Compare your answer with the one provided by the narrator
3. Write any reactions you have regarding the narrator's explanations
4. Finally, answer the questions at the end

Choice point #1: Good attitude

A      B      C

Correct Answer:

Your reaction?

Choice point #2: If you don't understand

A      B      C

Correct Answer:

Your Reaction:

Choice point #3: Passing through a signed conversation

A      B      C

Correct Answer:

Your Reaction:



Name: \_\_\_\_\_

**Assignment #6: Viewing the DVD (continued)**

Choice Point #4: Watching a signed conversation                      A                      B                      C

Correct Answer:

Your Reaction:

Choice Point #5: Hearing person's introduction                      A                      B                      C

Correct Answer:

Your Reaction:

Choice Point #6: Hug                      A                      B                      C

Correct Answer:

Your Reaction:

Choice Point #7: Joining a conversation in progress                      A                      B                      C

Correct Answer:

Your Reaction:

Choice Point #8: Getting the attention of a third person                      A                      B                      C

Correct Answer:

Your Reaction:

Choice Point #9: Polite way to watch a signed story                      A                      B                      C

Correct Answer:

Your Reaction:

Name: \_\_\_\_\_

## Assignment #6: Viewing the DVD (continued)

### Choice Point #10: Joining a group

A	B	C
---	---	---

**Correct Answer:**

**Your Reaction:**

### Choice Point #11: Giving directions

A	B	C
1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
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52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
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85	86	87
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91	92	93
94	95	96
97	98	99
100	101	102
103	104	105
106	107	108
109	110	111
112	113	114
115	116	117
118	119	120
121	122	123
124	125	126
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322	323	324
325	326	327
328	329	330
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334	335	336
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343	344	345
346	347	348
349	350	351
352	353	354
355	356	357
358	359	360
361	362	363
364	365	366
367	3	

Correct Answer:

**Your Reaction:**

### Choice Point #12: Carol asks for more light

A	B	C
1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
49	50	51
52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
70	71	72
73	74	75
76	77	78
79	80	81
82	83	84
85	86	87
88	89	90
91	92	93
94	95	96
97	98	99
100	101	102
103	104	105
106	107	108
109	110	111
112	113	114
115	116	117
118	119	120
121	122	123
124	125	126
127	128	129
130	131	132
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346	347	348
349	350	351
352	353	354
355	356	357
358	359	360
361	362	363
364	365	366
367	3	

**Correct Answer:**

**Your Reaction:**

### Choice Point #13: How to negotiate between Deaf and hearing friends and family

A	B	C
---	---	---

**Correct Answer:**

**Your Reaction:**

Choice Point #14: The phone rings

A	B	C
---	---	---

**Correct Answer:**

**Your Reaction:**

**Choice Point #15: No one answers the door**

A	B	C
---	---	---

**Correct Answer:**

**Your Reaction:**

Name: \_\_\_\_\_

## Assignment #6: Viewing the DVD (continued)

### Choice Point #16: Asking a personal question

A

B

C

**Correct Answer:**

### Your Reaction:

### Choice Point #17: Non-signers at the door

A

B

C

**Correct Answer:**

**Your Reaction:**

### Choice Point #18: Hearing a strange noise

A

B

C

**Correct Answer:**

### Your Reaction:

What surprised you the most in the DVD?

Did you disagree with any of the answers provided by the narrator?

Are there any scenes or points you don't quite understand or have questions regarding?

---

## UNIT IV

### COMPARING DEAF CULTURE TO YOUR OWN CULTURE

## UNIT IV — COMPARING DEAF CULTURE TO YOUR OWN CULTURE



### READ

This DVD makes several generalizations about cultures. First, it portrays customs that are common to many, but probably not all, American Deaf people. Second, Amy, the hearing student, is also depicted as a member of a culture that can be called “mainstream American culture”. Although she might not identify herself with that label, Amy knows instinctively when a Deaf person’s behavior does not match her own expectations of what is appropriate or polite. For example, in the Deaf community center, Bob asks her questions that she considers “too personal” and later Carol divulges “too much information” about her digestion problems.

Like most of us, Amy learned her assumptions about appropriate behavior from her family and peers. This can be in the form of an explicit directive, as when Amy quotes her mother’s advice, “Bathroom behavior is nobody’s business.” Other aspects of culture, however, are learned implicitly by observing the behavior of one’s family, instructors and friends.

Please take a moment to consider the customs and behavior portrayed in this DVD in light of your family’s traditions. Perhaps you identify as a member of cultural or ethnic community, such as African American, Asian, Latino or American Indian, or maybe you trace your heritage to a specific country, such as Italy, Ireland, or India. You may have another type of identity depending on the part of the country you live in, such as New Yorker, Texan or Southerner. If you don’t feel you particularly identify with a specific group, you can just answer the following questions with your family in mind.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### Assignment #7: Comparing Cultures

1. As the instructor explained in Classroom Scene #2 Introductions, in Deaf culture, making connections is of paramount importance. For this reason, detailed introductions are usually given, which may include names of schools/colleges attended, names of Deaf relatives, current and past close friends, and romantic partners, and affiliations with sports/clubs/organizations.

In your family and/or cultural/ethnic group, which of the following pieces of information would you include when introducing yourself to a new person?

- a. Names of schools/colleges attended
  - b. Names of relatives
  - c. Names of current and past close friends
  - d. Names of current and past boyfriends/girlfriends
  - e. Affiliations with sports/clubs/organizations
  - f. Your occupation
  - g. Your hobbies
  - h. Where you live
  - i. Other \_\_\_\_\_
2. In the Deaf Community Center scene, an older man named Bob, upon meeting Amy for the first time, asked her some personal questions. In your family and/or ethnic/cultural group would it be appropriate to ask people you just met about:
    - a. Their age
    - b. Marital status
    - c. How much money they make
    - d. Why they don't have children

Name: \_\_\_\_\_

**Assignment #7: Comparing Cultures (continued)**

3. In choice point #6, we saw that Deaf people often hug each other as part of greeting or leave-taking. How does this custom compare to your family and/or ethnic/cultural group?
  - a. Do you hug only family members?
  - b. Only members of the same gender as yourself?
  - c. Only someone you are romantically involved with?
  - d. Would you hug someone in a public place or is this behavior considered private?
  
4. In the theater scene, when Amy asked her neighbor why the play had not started, he explained that “Deaf Standard Time” was the reason for the delay. In your family and/or ethnic/cultural group, how important is punctuality? Do parties always start at the “announced time”?
  
  
  
  
  
  
  
  
  
  
5. Carol was rather graphic in her description of her digestive problems in the scene in her kitchen. Would this explicit description of bodily functions be acceptable in your family and/or ethnic/cultural group? Would it depend on whom you were speaking to? Do you usually discuss your personal health problems with your friends? Explain.

Name: \_\_\_\_\_

**Assignment #7: Comparing Cultures (continued)**

6. Carol said she and her husband were “thrilled” that their baby was deaf. How do you think you or members of your family and/or ethnic/cultural group would react to the news that your/their baby was deaf?
7. When Amy’s mother was talking with her in the kitchen, Carol was left out of the conversation. Have you ever been in a situation where you were left out because everyone in that environment spoke a different language? How did that feel? Do you think this experience is similar to what Carol faced in the kitchen?



Name: \_\_\_\_\_

**Assignment #7: Comparing Cultures (continued)**

8. As the narrator explained in choice point #15, in Deaf culture many people would consider it acceptable to cautiously open the door and enter a friend's house if the doorbell brought no response. In our survey, 75% of Deaf respondents agreed that Amy should enter Carol's house after ringing the doorbell several times with no response. Please note, however, that 25% of Deaf respondents disagreed with this choice and considered it unacceptable for visitors to enter a house without permission. This custom may be fading out with the increased use of new technology. In previous generations, it was fairly common for Deaf people to enter their friends' homes when no one answered the door. Nowadays, Deaf visitors can easily text/page their friends upon arrival, making it less likely that they will be left "stranded" at the front door.

How does this compare to your family and/or ethnic/cultural group? Would this be considered acceptable or not? Explain.

---

## UNIT V

### ATTENDING YOUR FIRST DEAF EVENTS

## UNIT V — ATTENDING YOUR FIRST DEAF EVENTS



### READ

Now that it may be time to attend your first few Deaf events, understand that it is normal to be nervous. Also, remember that unlike most hearing people who have limited exposure to Deaf people, Deaf people live among hearing people all their lives and interact with the non-signing public on a daily basis, at the work place, in the neighborhood, or at the shopping center. They are much more accustomed to dealing with hearing people than you probably are with Deaf people. So even though you are feeling a little anxious as you attend your first Deaf event, you will probably find that it is not as hard as you feared and you may even look forward to attending your next event. Just like Amy, you are bound to have many questions. Here is your opportunity to keep a journal to document your thoughts and feelings as you attend Deaf events. In addition, please write questions that you would like to ask your instructor about your experiences at your first few Deaf events.



## **Assignment #8: Attending Your First Deaf Events**

Please answer the following questions for each event you attend.

1. The sponsoring organization and nature of event
  - a. Any background information on the sponsoring organization? (Name, purpose, membership, etc.)
  - b. Describe the nature of the event? (Type of event, date, people involved, purpose, annual or one-time event, etc.)
  - c. How did you get the information about this particular event?
  - d. Why did you decide to attend this event?
  
2. The event
  - a. Who were the people that attended, if you know? (Hearing status, education, sign competence, affiliation with the Deaf community)
  - b. How was Deaf culture portrayed at this event?
  - c. Did the event demonstrate positive aspects of Deaf culture?
  
3. Your observations/reactions
  - a. How did you feel about attending this event? Were you comfortable or were you nervous? Why?
  - b. What were your impressions of the event? Of the Deaf people there?
  - c. Did you observe any unique behaviors of Deaf people? How did they compare to the discussions/readings in class?
  
4. Questions/overall reaction
  - a. Are there any questions you would like to ask your instructor?
  - b. What did you learn from the experience?
  - c. What would you do differently next time?

---

## UNIT VI

### PRACTICING CULTURAL BEHAVIORS

- A. A good attitude
- B. Arriving late
- C. Introductions
- D. Getting someone's attention
- E. When and how to disclose you can sign
- F. How to accept feedback
- G. “Straight talk”
- H. Giving directions



In this unit, various aspects of Deaf culture portrayed in the DVD are examined in greater detail. You will be given more explanation about the cultural significance of these behaviors as well as opportunities to discuss and practice them. The more comfortable you can become with them, the more successful will be your experiences interacting with Deaf people.

For each topic, three activities are suggested to help you deepen your understanding. The first task is called “**NOTICE**” and specific examples from the DVD are provided. You may want to review these scenes (in the Workbook Exercises section of the DVD) to closely examine how each cultural behavior is portrayed. Relevant questions are provided in the second section for you to “**CONSIDER**”. It may be worthwhile to discuss these questions in class with your instructor and classmates. The last section requires you to actively “**DO**” an exercise. Sometimes you will also find a “**TIP**” that supplies some helpful information.

## A. A GOOD ATTITUDE

A “good attitude” has been widely recognized as a key to successful participation in the deaf community. Perhaps you are still a little unsure of exactly what this refers to. The following should help clarify your understanding.



Please click the “Scene Selection” button of the DVD and go to the Workbook Exercises section of the DVD, then select Assignment #9. The clip will show some examples of a good attitude such as: taking notes at a non-interpreted meeting, getting the attention of a third person, ensuring a good visual environment, informing a Deaf person the nature of a phone call, offering to assist in communication but letting the Deaf person decide and alerting a Deaf person to a strange noise.

Can you think of any other examples of a good attitude you saw in the DVD?



## CONSIDER

How could you demonstrate a “good attitude” in class with your instructor?

Suppose you want to tell a Deaf person something but you don’t have enough ASL skills to do so? How could you handle this situation with a “good attitude”? When attending Deaf events what behaviors would show that you have a “good attitude”?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### **Assignment #9: A Good Attitude**

Which of the following would describe a hearing person with a “good attitude” in Deaf culture? Please circle your answers.

- a. Donating money to Deaf organizations.
- b. Running for the presidency of a Deaf club.
- c. Offering to help with the financial audit of the treasurer’s report.
- d. Leading a fund-raising drive for a new bus for the Deaf senior citizen center.
- e. Participating in a protest being led by the Deaf community
- f. Helping lobby for stricter guidelines for educational interpreters.
- g. Organizing a signing Boy Scout troop so that local Deaf boys can participate more fully.
- h. Encouraging everyone in the office to learn ASL so that the Deaf employee can be more involved in day-to-day business.
- i. Volunteering to interpret at a meeting to save the department money by not hiring a professional interpreter.
- j. Providing a speech therapist for a Deaf employee so that she can communicate better with her co-worker.



## B. ARRIVING LATE



Please click the “Scene Selection” button of the DVD and go to the Workbook Exercises section of the DVD, then select Assignment #10. The clip shows the instructor explaining what is expected from a student who arrives late to class.



Why is it important for Deaf people to know the reason why you are late? Why is information sharing an important element in Deaf culture?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### Assignment #10: Arriving Late

In Deaf cultural contexts, certain pieces of information are more likely to be shared when arriving late than in mainstream American culture. Please complete the exercise below.

Imagine four different situations: a Hearing class, an ASL class with a deaf instructor, a Hearing party, and a predominantly Deaf party. Suppose you arrived late, indicate with an X in the appropriate column on the right if you would share the information on the left.

	Hearing Class	Deaf Class	Hearing Party	Deaf Party
1) Were involved in a traffic accident				
2) Burned your eggs this morning				
3) Got stuck in a traffic jam				
4) Missed the bus				
5) Had car problems				
6) Had problems with your alarm clock				
7) Had a fight with your significant other				
8) Had severe menstrual cramps				
9) Had difficulties finding the classroom				
10) Bumped into a friend you had not seen in a long time				
11) Stopped by a store on the way because of a huge sale				
12) Stopped by to visit a sick aunt on the way				
13) Took a quick shower because you noticed a body odor				
14) Had problems finding a parking spot				

## C: INTRODUCTIONS



### NOTICE

Please click the “Scene Selection” button of the DVD and go to the Workbook Exercises section of the DVD, then select Assignment #11. Observe how Deaf people typically introduce themselves as compared to the way hearing Americans tend to introduce themselves.



### CONSIDER

Why do deaf people feel it necessary to give so much background information when meeting for the first time? Why is establishing a connection such an important goal for deaf people?



### DO

On the next page, please think about different ways of introducing yourself, one more appropriate when meeting a hearing person, the other more appropriate for meeting a Deaf person. What information did you add, omit or emphasize in each introduction? (Ask your instructor if he/she prefers you to write in English or ASL gloss.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### **Assignment #11: Introductions**

Try writing two different ways of introducing yourself, one more appropriate when meeting a hearing person, the other more appropriate for meeting a Deaf person.

1. Introduce yourself to a hearing person:
  
  
  
  
  
  
  
  
  
  
2. Introduce yourself to a Deaf person:
  
  
  
  
  
  
  
  
  
  
3. What types of information do you usually include when meeting a hearing person?
  
  
  
  
  
  
  
  
  
  
4. What information would be appropriate to give when meeting a Deaf person?
  
  
  
  
  
  
  
  
  
  
5. What did you add, omit or emphasize in each introduction? Why?

## **D: GETTING SOMEONE'S ATTENTION**

Hearing people usually use their voices to get the attention of other hearing people, and have a range of techniques at their disposal depending on the situation, for example, whispering in a quiet environment such as a darkened movie theater or library, or yelling someone's name to get their attention in a crowded party.

Deaf people also have a wide range of visual methods for attracting someone's attention, with different techniques used for getting one person's attention vs. a room full of people, and getting the attention of someone close-by vs. someone across the room, etc.



Please click the "Scene Selection" button of the DVD and go to the Workbook Exercises section of the DVD and select Assignment #12. Examples include the classroom instructor trying to get the attention of the class, a man trying to get the attention of someone in the theatre, and a man trying to get people's attention in the café so he can make announcements. Did you notice any other examples of attention getting in the DVD?



What are the attention getting devices used by your instructor in the classroom? How is this different from your other instructors in "hearing" classes?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Assignment #12: Getting Someone's Attention

Match the method on the left to its appropriate situation on the right.

1) Flicking the lights	a) Coming up behind someone
2) Waving both arms	b) Someone across the street
3) Small wave with one hand	c) A large audience
4) Gentle touch on the arm	d) Someone looking down
5) Ask person next to you to tap the shoulder of the desired person	e) Dinner table at deaf friend's home
6) Lightly kick someone's feet	f) Sitting next to the person
7) Bang on the table	g) When both hands are full
8) Tap on the leg	h) Seated in a large assembly

## **E: WHEN AND HOW TO DISCLOSE YOU CAN SIGN**

No matter what language they speak, all people appreciate the ability to carry on private conversations when needed. This is particularly important to Deaf signers since ASL is a visual language and conversations can be observed from a distance. A few generations ago, this was not a cause for concern, as very few hearing people knew sign language. With the recent explosion in the popularity of ASL classes, however, expectations have changed. It is now an act of politeness to inform any Deaf people who happen to be nearby that you can sign. Suppose, for example, that you were sitting next to a Deaf couple on a bus or subway and watched their conversation without revealing your ability. If they later found out that what they thought was a private interchange was “overheard” by you, they may well react with resentment.

Even though you now understand what kind of behavior is expected and appreciated, you may still find it awkward to accomplish. What is the best way to inform Deaf people in your immediate environment that you know ASL?



### **NOTICE**

At many Deaf events such as those depicted in the DVD, (the Deaf Community Center, the Deaf theatrical performance and the gathering at a local coffee shop), it is assumed that everyone in attendance knows ASL. Therefore, there is no need for ASL students “inform” others that they can sign. However, in public places, the opposite is true, because it is assumed that no one in the environment knows ASL.



### **CONSIDER**

How different is it to be able to “overhear” a spoken conversation and “oversee” a signed conversation?



Suppose two Deaf people happen to notice each other at a gathering or public place and begin a conversation. It would not be unusual if their names were the last things to be exchanged, or perhaps were never even mentioned. Many beginning signers make themselves obvious as novices when they start every encounter with a new Deaf person by slowly and laboriously spelling out their name. So, unless you are asked for your name, skip the “HI MY NAME S...T...E...P...H...A...N...I...E...” and begin with a comment about something else: the weather, the environment you are in, etc.



Name: \_\_\_\_\_

Date: \_\_\_\_\_



### **Assignment #13: Disclosing You Can Sign**

In each situation presented below, write one or more ways you could inform the Deaf person that you can sign. (Ask your instructor if he/she prefers you to write in English or ASL gloss.)

- a. Suppose you are standing in a long, slow-moving line at a movie theatre, waiting to purchase tickets. You notice two Deaf people signing in front of you. What is the best way to let them know that you know some ASL? (Hint: comment about the line or the latest movie.)
  
  
  
  
  
  
  
  
  
  
- b. Suppose you work at a department store. You notice some Deaf customers in your area. What is the best way to let them know that you know some ASL?
  
  
  
  
  
  
  
  
  
  
- c. Suppose you are taking a history class at your college and on the first day of class you notice there is a Deaf student sitting in the front row. What's the best way to let him know after class that you know some ASL?

## F: HOW TO ACCEPT FEEDBACK

Some Deaf people will assume that as a new signer, you are eager to receive feedback regarding your sign production. Sometimes the feedback provided is rather straightforward and can be easily misconstrued as being critical. Your first reaction may be to feel hurt or insulted. An important point to keep in mind is that any Deaf people who take the time to try to help you improve your signing are showing that they care and want to help you make progress.



If you react defensively it will send the wrong message, that you are not open to hearing constructive criticism. It is also not helpful to blame others for your mistakes (e.g., “My other sign language instructor told me that was the right sign for....”) Politely say “thank you” and appreciate the fact that someone saw in you the potential to become an excellent signer.



Please click the “Scene Selection” button of the DVD and go to the Workbook Exercises section of the DVD and select Assignment #14. In the scene there was some confusion from the two Deaf people sitting next to Amy regarding a sign she had made, (CURIOUS). At the end of the conversation, the Deaf woman alerted Amy that she did not sign the word correctly and provided her with the correct sign.



Why is it acceptable for Deaf people to correct hearing people’s signs while it does not demonstrate a “good attitude” for hearing people to correct Deaf people’s speech?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### **Assignment #14: Accepting Feedback**

Have you personally had the experience of a Deaf person correcting your signs?  
Write about what happened and how you felt about it.



## **G: "STRAIGHT TALK"**

Although not all Deaf people practice a form of direct communication known as "straight talk" to the same extent, it does seem to be a hallmark of Deaf culture. One of the hardest things for most hearing signers to get used to is the way that Deaf people often make clear, unequivocal comments about changes in a friend's appearance. They also often provide explicit information about topics that many hearing people are taught not to discuss, such as bodily functions, sickness, and death. Have you had the experience of a Deaf person asking you what seems like a personal question, making a comment about your personal appearance or someone else's, or casually commenting on a topic that you consider to be private?



## NOTICE

Please click the “Scene Selection” button of the DVD and go to the Workbook Exercises section of the DVD and select Assignment #15. The clip shows the scene in Carol’s kitchen when she graphically described her digestion problems.



## CONSIDER

Information sharing has been identified as a major cultural trait in the Deaf community. This has been attributed to the fact that information is difficult to come by for many Deaf people due to communication and linguistic barriers. However, a good number of cultures throughout the world also share a preference for a direct communication style, including Israeli and German cultures. Why do you think this is true?



## READ

Sometimes Deaf people feel that hearing people just supply the barest bits of information regarding a situation. Since in Deaf culture extensive details are quite often shared, hearing people’s typically brief statements leave the Deaf people wanting to know more. For example, a hearing person may get up from the dinner table and say, “Excuse me”, assuming that their (hearing) friends will figure out where they are probably headed. In addition, hearing people have the advantage of being able to overhear environmental sounds that provide more clues about where their friend has gone. A Deaf person, in a similar situation may inform their Deaf friends “Excuse me, I need to go to the bathroom”, and may even add “FYI: I might be there for a while.”

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## **Assignment #15: Straight Talk**

### **Exercise I – ADDING MORE INFORMATION**

Take the following short explanations and expand upon them as if you were in conversation with a Deaf person. (Ask your instructor if he/she prefers you to write in English or ASL gloss.)

EXAMPLE: You need to go to the bathroom.

A typical “hearing” explanation: Excuse me, I’ll be right back.

An explanation more appropriate in Deaf culture would be: Excuse me, I need to go to the bathroom. I’ll be right back.

1. You need to answer the front door as someone is knocking.

A typical “hearing” explanation: Excuse me, I’ll be right back.

An explanation more appropriate in Deaf culture would be:

2. You need to go to the kitchen because you hear the teakettle whistling.

A typical “hearing” explanation: Excuse me, I’ll be right back.

An explanation more appropriate in Deaf culture would be:

Name: \_\_\_\_\_

**Assignment #15: Exercise I (continued)**

3. You hear your husband's car pulling up and you want to greet him.  
A typical "hearing" explanation: Excuse me, I'll be right back.  
An explanation more appropriate in Deaf culture would be:
  
4. Your children are screaming profanities at each other and you need to go upstairs to stop the fighting.  
A typical "hearing" explanation: Excuse me, I'll be right back.  
An explanation more appropriate in Deaf culture would be:
  
5. You hear the toilet "running" and you want to go jiggle the handle.  
A typical "hearing" explanation: Excuse me, I'll be right back.  
An explanation more appropriate in Deaf culture would be:

Name: \_\_\_\_\_

**Assignment #15: Exercise I (continued)**

6. You had a fight with your boyfriend and are in a bad mood.  
Deaf person asks: How are you?  
A typical "hearing" answer: Oh...okay.  
An explanation more appropriate in Deaf culture would be:
7. You had the stomach flu for 3 days with non-stop vomiting; you are better now, but still weak.  
Deaf person asks: How are you?  
A typical "hearing" statement: Oh...okay.  
An explanation more appropriate in Deaf culture would be:



Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Assignment #15: Straight Talk

### Exercise 2 – RECEIVING DIRECT COMMENTS

Below are statements that are fairly common in Deaf cultural contexts; yet have a good chance of making hearing people uncomfortable. Although not all Deaf people do make this type of comment, most Deaf people are used to being on the receiving end and would respond appropriately. If you are going to get involved in the Deaf community you will need to become accustomed to being greeted with statements such as these and learn how to respond appropriately.

For each statement below, several typical responses that Deaf people might make are listed. Imagine yourself as the recipient of each instance of Straight Talk. Circle those responses that you would be comfortable using.

1. Wow, you have gained so much weight since I last saw you.
  - a. I know. It has been a challenge getting back to my old form after giving birth to three children.
  - b. Sigh. I've not been good about keeping up with my exercise. I need to get active again.
  - c. The doctor thinks there is something wrong with my thyroid. That's why I've gained so much weight. Hopefully I'll get a prescription to help with this problem.
  - d. I've been so bad during the holidays... eating sweets non-stop. I must get serious and stop eating all that chocolate.
  - e. Yes, I know.
  
2. Ugh. Your new glasses are ugly. What happened to your old ones?
  - a. Really? You don't like them. My old ones broke!
  - b. I'm trying a new look. What's wrong with them?
  - c. I know. I don't like them much, either! I think I picked the wrong style.
  - d. Sorry. I do like them, myself!
  - e. I'm sorry you don't like them.

Name: \_\_\_\_\_

**Assignment #15: Exercise 2 (continued)**

3. You look terrible. Are you sick?
  - a. Really? Is it obvious? You are the first one who noticed.
  - b. Yes, I've been trying to get better for more than a week now. I just feel so lousy.
  - c. No, I'm not sick. It's just that I've not been sleeping well all week. Lots of things running through on my mind.
  - d. Yes, I don't feel well.
  
4. I heard your father died recently. He looked awful the last time I saw him.
  - a. He really suffered at the end. I'm glad you were able to visit him at the hospice.
  - b. I know. It broke my heart that he had to suffer that way.
  - c. Yes, he passed away last week.
  - d. I know. I'm still grieving.
  
5. Gee, you look old!
  - a. I know, it has been almost ten years since I last saw you.
  - b. Unfortunately, we can't stop time.
  - c. I know I look old. It runs in my family as many of us get grey hair prematurely.
  - d. Oh well. What can I do? At least I feel young!
  - e. Yes, I know. Wish I had the money for a face-lift!
  
6. You look so tired today! There are black circles under your eyes.
  - a. I did not get much sleep last night. My husband was coughing all night long.
  - b. I had to work late last night and get up early this morning to take my son to school.
  - c. It has been a long week with a huge paper due this Friday.
  - d. Not really. It's just that my brother and I get black circles easily when we don't get a full 8 hours of sleep.

## H: GIVING DIRECTIONS

As Amy discovered, there is a characteristic way that Deaf people tend to give directions to help in finding their home or other meeting place.



Please click the “Scene Selection” button of the DVD and go to the Workbook Exercises section of the DVD and select Assignment #16. The clip shows the Instructor’s explanation about giving directions. In addition, the clips showing Amy giving directions and Carol giving directions are shown. Pay attention to how Amy provides directions to her house over the phone and how Carol gives detailed directions to her home on the webcam.



Why do you think Deaf people often prefer more detailed directions? Is it because they are visually oriented people? Or is it because ASL is a language of visual description and therefore requires more a graphic representation of the route to a location? (Note: with increasing use of technology, internet maps services such as MapQuest are also gaining favor among Deaf people.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### **Assignment #16: Giving Directions**

Write two different ways giving someone directions to your home, one the way you are used to giving to hearing people, the other more appropriate in a Deaf cultural context. (Hint: it will help for you to pick a starting place to give directions from, perhaps from the school where you are taking ASL.) What information did you add, omit or emphasize in each set of directions? (Ask your instructor if he/she prefers you to write in English or ASL gloss.)

1. How would you give a hearing person directions to your home?

2. How would you give a Deaf person directions to your home?

---

## UNIT VII

### MAKING DEAF FRIENDS

- A. Meeting Deaf people
- B. Starting a conversation
- C. Hosting an event
- D. When and how to offer help
- E. Negotiating between two languages and cultures

## UNIT VII — MAKING DEAF FRIENDS

Just like you and your hearing friends, each Deaf person is unique. Some will be eager to chat with you, while others will have no patience with novice signers. Some may enjoy developing friendships with new signers, while others may be too busy. Often, it is up to you to make the first move. Below are some tips on how to meet and develop friendships with Deaf people.

### A. MEETING DEAF PEOPLE



Take the initiative in meeting people.

1. Attend a variety of Deaf events
2. Join an organization that has ongoing meetings and events
3. Volunteer at a Deaf organization or event
4. Find people who share a common interest (ex. sports, arts, recreation, political cause)
5. Be persistent; don't give up



Please click the "Scene Selection" button of the DVD and go to the Workbook Exercises section of the DVD and select Assignment #17. Two ideas were given by the instructor for ways to meet Deaf people: offering to volunteer and making connections with Deaf people who share a common interest. Amy was successful in developing a relationship with Carol by doing the following things:

1. Announcing her skill in crocheting
2. Offering her assistance to Carol
3. Asking for Carol's phone number
4. Calling and inviting Carol to her house
5. Accepting Carol's invitation to go to her house
6. Showing respect for Deaf culture throughout their interactions

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### **Assignment #17: Meeting Deaf People**

What do you have to offer to the Deaf community? What would the reasons be for Deaf people to connect with you? List some skills you have that you might be able to offer to Deaf groups or individuals (and in the process make some connections):

- 1.
- 2.
- 3.

List some of your interests that might lead you to make connections with Deaf people who share the same interest:

- 1.
- 2.
- 3.

## B. STARTING A CONVERSATION



Learn how to start a conversation—Deaf people are people first. The art of starting a conversation is a valuable skill to develop for any group of people. Learn to relate to Deaf people on a personal level. Don't start by approaching someone and spelling your name, as it is a tip-off that you are a new student. Deaf people rarely introduce themselves or start a conversation in this way. Instead, make a generic comment on the weather, the crowd at the event, or even the clothes the other person is wearing.



Please click the "Scene Selection" button of the DVD and go to the Workbook Exercises section of the DVD and select Assignment #18. Amy is trying to ask a question to the couple seated next to her. You will notice that timing is important. If two Deaf people are in the middle of a deep conversation, it might not be the best time to jump in and introduce yourself. Instead, find people who are not busy chatting with others as they probably will be more open to conversing with you.



Name: \_\_\_\_\_

Date: \_\_\_\_\_



### **Assignment #18: Starting a Conversation**

In the following group of possible opening lines, some are definitely better choices than others. Circle the letter of the choices that would not be appropriate/successful.

- a. Have you attended this event before?
- b. Is this your first time here?
- c. You have a beautiful family. Do they all sign? All Deaf?
- d. Did you go to school here?
- e. Wow, many people are here today. Do you know a lot of them?
- f. You have good speech. I'm impressed.
- g. You must be very Deaf. You don't wear hearing aids.
- h. I'm a student at \_\_\_\_\_. It's my first time here.
- i. I heard this play was good.
- j. Can you talk? Why don't you use your speech with me?
- k. Wow, look at this line. Are Deaf people always this disorganized?

## C. HOSTING AN EVENT



### TIP

Host an event yourself!

Instead of waiting to be invited to or included in an event with Deaf people, host one yourself. Invite your new contacts to your place for dinner. Organize a coffee night at a local coffee shop for ASL students to meet with members of the Deaf community. Collaborate with a Deaf organization to set up an event that can be enjoyed by both Deaf and hearing people. Volunteer to help a Deaf organization with one of their events.



### NOTICE

Besides attending the Deaf events assigned by her instructor, Amy took a couple of steps on her own: she invited Carol over to her house and worked on crocheting items to contribute to the Deaf Arts and Crafts Fair Fundraising Event.



### CONSIDER

What are the volunteer opportunities in your area? Who are the individuals you would consider inviting to your house for coffee or dinner? What events can you consider starting that would be of interest to both Deaf people and hearing signers?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### Assignment #19: Hosting a Deaf Event

While hearing signers' interest in supporting Deaf organizations and events is welcome, there can be a fine line between enthusiastically taking the initiative and over-zealously taking over. The exercise below is designed to sensitize you to the fact that certain actions might be viewed as inappropriate.

The following instances are drawn from real-life experiences. Put a check next to those you think many Deaf people would view as inappropriately taking over.

- \_\_\_ 1. Looking in the phone book to find the phone number of your ASL instructor so that you can call and invite her to your place for dinner.
- \_\_\_ 2. Informing the president of the local Deaf club that you are setting up a social event at the local coffee shop for Deaf people to come and meet ASL students; telling her to make an announcement to the members of the Deaf club.
- \_\_\_ 3. Giving your email address to every Deaf person you meet on the street; letting them know that you are available for an e-chat.
- \_\_\_ 4. Signing up for an online Deaf dating e-list in order to date a Deaf partner.
- \_\_\_ 5. Pretending to be Deaf and joining a Deaf poker tournament.
- \_\_\_ 6. Hearing nothing back from a Deaf neighbor after three emails and two phone messages, walking over to her house to insist that she accept your invitation for a coffee together.
- \_\_\_ 7. Organizing an all-Deaf team to participate in a local softball league, appointing yourself coach, and posting a sign-up sheet at the local Deaf club for Deaf individuals to join.
- \_\_\_ 8. Insisting that you would be a great addition to an all-Deaf bowling team.

## D. WHEN AND HOW TO OFFER HELP

Generally speaking, Deaf people don't need to be "helped". If you are too ambitious in "helping those poor deaf folks", this will probably be viewed as evidence that you do not possess a "good attitude". However, you will probably encounter situations when it may be appropriate for you to offer your ears and hands to a Deaf person. For example, you are standing in line at the market and you realize that the person ahead of you is Deaf when the cashier asks him a question and he shakes his head, pointing to his ear. You can quickly ask if he wants you to sign what the cashier had said. Suppose you are at the airport and notice a Deaf couple sitting near you who seem to be waiting for the same plane. If an announcement is made regarding a delay or change in gate number and they seem not to react, it would be appropriate to quickly let the Deaf couple know that an announcement was made and inquire whether or not they want more details about the new information.



### When to Offer help — How to Offer Help

The key word here is "offer". Don't take over, and don't assume that the Deaf person will want your help. If you do offer to help, the answer may be "no, thanks". Deaf people are used to transacting business in the hearing world with people who do not sign. They do it everyday. Many Deaf people pride themselves on their independence. Notice in the Starbucks scene how the first two Deaf people found ways to make their order clear on their own.



## NOTICE

Please click the “Scene Selection” button of the DVD and go to the Workbook Exercises section of the DVD and select Assignment #20. Three scenes are shown where a hearing person “helps” a Deaf person including: ordering at Starbucks; interpreting for Carol at the door; and informing Carol of the fan noise.



## CONSIDER

Oftentimes, Deaf people are oblivious to the sounds in their environment. Sometimes they would like to be alerted to these sounds. Other times, they couldn’t care less. How do you decide whether or not draw the Deaf person’s attention to a sound?

Things to consider include whether the sounds might:

- a. Cost them money.
- b. Affect their safety.
- c. Be considered embarrassing.
- d. Be of interest to them in order to learn more about their neighbors, co-workers, etc.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



On this and the next pages, please complete the exercise to determine whether or not you should alert the Deaf person to the sounds listed.

### **Assignment #20: Offering Information**

Read the following list of sounds and if you think that many Deaf people would be interested in knowing about them, circle the letter of the appropriate reason above (a, b, c, d, e) next to the statement.

Things to consider include whether the sounds might:

- a. Cost them money
- b. Affect their safety
- c. Be considered embarrassing
- d. Be of interest to them in order to learn more about their neighbors, co-workers, etc.
- e. none of the above

If you think that knowing about the sound would not be of interest to Deaf people, circle e for "none of the above"

In addition, put an asterisk (\*) next to the statement if you think you would be too embarrassed to tell a Deaf person about the sound even though you know the sound might be of interest to many Deaf people.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Deaf person's car making funny noise       | a | b | c | d | e |
| 2. Toilet running in Deaf person's house      | a | b | c | d | e |
| 3. Mouse/rat footsteps in Deaf person's house | a | b | c | d | e |
| 4. Hearing neighbors screaming next door      | a | b | c | d | e |
| 5. Deaf person's stomach growling             | a | b | c | d | e |
| 6. A child crying in the Deaf person's yard   | a | b | c | d | e |

Name: \_\_\_\_\_

**Assignment #20: Offering Information (continued)**

- a. Cost them money
  - b. Affect their safety
  - c. Be considered embarrassing
  - d. Be of interest to them in order to learn more about their neighbors, co-workers, etc.
  - e. none of the above
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 7. Boss scolding a subordinate down the hall  | a | b | c | d | e |
| 8. Deaf person's hearing aids whistling   | a | b | c | d | e |
| 9. Deaf person's computer's repeated beeps  | a | b | c | d | e |
| 10. Moaning sounds from hotel room next door  | a | b | c | d | e |
| 11. Deaf person making noises shuffling papers during a meeting                                     | a | b | c | d | e |
| 12. Deaf person making smacking noises while eating at restaurant                                   | a | b | c | d | e |
| 13. Birds singing outside   | a | b | c | d | e |
| 14. Deaf person's sounds of flatulence coming from the office next door, even through a closed door | a | b | c | d | e |
| 15. Fire engine sirens going down the street  | a | b | c | d | e |

Note: Of course, it is very hard to generalize about people's preferences and the best advice would be to ask your Deaf friends what kinds of noises they would or wouldn't be interested in knowing about.

## **E. NEGOTIATING BETWEEN TWO LANGUAGES AND CULTURES**

As you observed in the DVD, it can be difficult to be in a situation where Deaf people and non-signers are present in the same room. What is your responsibility to the Deaf people and non-signers in your environment?



Please click the “Scene Selection” button of the DVD and go to the Workbook Exercises section of the DVD and select Assignment #21. Observe how difficult it was for Amy to deal with her mother and Carol in the same room. Notice the Deaf man’s reaction in the theatre when Amy and Lila were talking to each other without signing.



Why is it seen as impolite for hearing people (who can sign) to just speak without signing when there are Deaf people in the room?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Assignment #21: Negotiating Between Two Languages and Cultures**

Write a journal entry discussing your experience of being in a room with both Deaf people and non-signers. More specifically, respond to the following questions: Have you been in this kind of situation before? If so, how did you handle it? How do you envision handling this kind of situation in the future if you continue to get more involved in the Deaf community?

---

## WRAPPING UP

## WRAPPING UP

Now, you have completed the exercises in this workbook. We hope that they have led to some good classroom discussions and reflection on your part. Perhaps you have attended several Deaf events and felt more comfortable interacting with the Deaf people you have met there. Of course, this does not mean that you are finished learning about Deaf culture. Learning about other cultures is a lifelong journey. One by-product of continuing this quest is that you are bound to develop a deeper understanding of your own culture along the way.



### NOTICE

Please click the “Scene Selection” button of the DVD and go to the Workbook Exercises section of the DVD and select Assignment #22. Review the statements of the 5 students at the end of the DVD sharing what they have felt they learned during their Deaf culture class.



### CONSIDER

Look back at your feelings at the beginning of this class and compare them to how you feel now. Are you more confident? More nervous?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### **Assignment #22: Wrapping Up**

Write 3 or more important things you have learned in your ASL/Deaf culture class (and/or from this DVD).

1.

2.

3.

Then write a goal for yourself to further your learning about Deaf culture.  
What do you think is the next step you need to take?

---

## BONUS FEATURE

### ASL USAGE

1. Listing
2. Fingerspelling
3. Repetition of ASL signs
4. Back-channel feedback

## BONUS FEATURE — ASL USAGE

As a bonus, this additional unit is provided to give more advanced signers opportunities to examine and analyze certain features of ASL as used by various actors in the DVD. These features include listing, fingerspelling, repetition, and back channel feedback. Go to the Bonus Feature — ASL Usage section of the DVD to find the video clips associated with each exercise below. In each exercise, the clips are shown once. Pause the DVD in between each one to mark your answer. Then push Play to go on to the next clip. You can practice on your own by answering the questions below or ask your instructor for assistance in better understanding how these linguistic features play important roles in ASL.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Exercise #1: Listing

There are many ways ASL signers can organize their thoughts and list their points. Observe how the narrator Tom Holcomb, the instructor, and other Deaf people utilized several different listing features throughout the DVD. They made their points by doing the following:

- a. Using fingers to list each point
- b. Using a body shift or head tilt from side to side for each point
- c. Nodding head for each point
- d. Leaning the body forward for each point
- e. Dropping hands between points

For each example below, select the method used by the signer from the list above. **It is possible that more than one method was used to list the information so please choose accordingly.**

#### SIGNS USED

#### ANSWER

EXAMPLE 1. Panel discussion/lecture/play

(a) (b) (c) (d) (e)

(In this example, Mary Johnson used all five methods to list the three different possible events to attend (panel discussion/lecture/play. She used her fingers, body shift, head nod, body lean and hands as she went through the list.)

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. scared/worried                           | a | b | c | d | e |
| 2. watch/study/learn                        | a | b | c | d | e |
| 3. nervous/scared/confused/doubtful         | a | b | c | d | e |
| 4. miss bus/flat tire                       | a | b | c | d | e |
| 5. Deaf meeting/going to play/social events | a | b | c | d | e |
| 6. 3 choices: a/b/c                         | a | b | c | d | e |

Name: \_\_\_\_\_

**Exercise #1: Listing (continued)**

- a. Using fingers to list each point
  - b. Using a body shift or head tilt from side to side for each point
  - c. Nodding head for each point
  - d. Leaning the body forward for each point
  - e. Dropping hands between points
- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 7. show respect for Deaf people & Deaf culture/<br>develop right attitude | a | b | c | d | e |
| 8. one best answer/2 not so good or wrong answer                          | a | b | c | d | e |
| 9. if match your choice/or not  | a | b | c | d | e |
| 10. regardless of right answer/or not                                     | a | b | c | d | e |
| 11. community invents signs/not one individual                            | a | b | c | d | e |
| 12. name/where/short short  | a | b | c | d | e |
| 13. who sign teacher/why learn sign/who Deaf friends                      | a | b | c | d | e |
| 14. Deaf meeting/going to play/social events                              | a | b | c | d | e |
| 15. married/divorced/single   | a | b | c | d | e |
| 16. can hear/speak  | a | b | c | d | e |
| 17. personal issues/personal interests/political views/<br>hobbies        | a | b | c | d | e |
| 18. no pager/some no computer/no VP                                       | a | b | c | d | e |
| 19. shy/awkward/new language  | a | b | c | d | e |
| 20. hard yes/challenge yes  | a | b | c | d | e |



Name: \_\_\_\_\_

**Exercise #1: Listing (continued)**

- a. Using fingers to list each point
- b. Using a body shift or head tilt from side to side for each point
- c. Nodding head for each point
- d. Leaning the body forward for each point
- e. Dropping hands between points

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 21. jewelry/beads/knitwear/clothes/others                 | a | b | c | d | e |
| 22. too polite/too nice                                   | a | b | c | d | e |
| 23. make Deaf friends right/learn sign right              | a | b | c | d | e |
| 24. have friends/family/work/tired                        | a | b | c | d | e |
| 25. work hearing/store hearing/neighbor hearing           | a | b | c | d | e |
| 26. aggressive/motivated/determined/involved              | a | b | c | d | e |
| 27. passive/meek/awkward                                  | a | b | c | d | e |
| 28. street/address/house/plus information                 | a | b | c | d | e |
| 29. no pager/no TTY/no email                              | a | b | c | d | e |
| 30. have tty/have pager/have mail/                        | a | b | c | d | e |
| 31. hearing family friends no sign/Deaf friend sign       | a | b | c | d | e |
| 32. shared culture/identity/shared and easy communication | a | b | c | d | e |
| 33. in bathroom/in basement/in backyard/washing dishes    | a | b | c | d | e |
| 34. nap/wash dishes/watch TV                              | a | b | c | d | e |
| 35. door locked/car not in garage/curtains closed         | a | b | c | d | e |

Name: \_\_\_\_\_

**Exercise #1: Listing (continued)**

- a. Using fingers to list each point
  - b. Using a body shift or head tilt from side to side for each point
  - c. Nodding head for each point
  - d. Leaning the body forward for each point
  - e. Dropping hands between points
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 36. Deaf experience/Deaf life/Deaf culture | a | b | c | d | e |
| 37. cry/doorbell/phone                     | a | b | c | d | e |
| 38. kitchen/bedroom/dining room            | a | b | c | d | e |
| 39. nervous/scared/unsure                  | a | b | c | d | e |
| 40. confident/comfortable/involved         | a | b | c | d | e |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Exercise #2: Fingerspelling

In ASL, fingerspelling is used for several reasons. It is often used for proper nouns or to represent an English word that has no ASL equivalent. Sometimes, fingerspelling is used to emphasize an English word. In other cases, the fingerspelled word becomes a loan sign in ASL.

For the following fingerspelled words in the DVD, determine which category best describes its usage.

- a. Proper noun
- b. ASL loan sign/lexicalized fingerspelled word
- c. For emphasis
- d. For clarification or to be specific
- e. To use specific English words

### FINGERSPELLED WORDS

### ANSWER

Example 1: Tom Holcomb

☒ a   b   c   d   e

Example 2: bus

a   ☒ b   c   d   e

Example 3: fool

a   b   c   d   e

Example 4: tact

a   b   c   d   e

Example 5: wow, awesome, gee

a   b   c   d   e

1. Mary Johnson

a   b   c   d   e

2. DVD

a   b   c   d   e

3. Amy

a   b   c   d   e

Name: \_\_\_\_\_

**Exercise #2: Fingerspelling (continued)**

- a. Proper noun
  - b. ASL loan sign/lexicalized fingerspelled word
  - c. For emphasis
  - d. For clarification or to be specific
  - e. To use specific English words
- 
- |                        |   |   |   |   |   |
|------------------------|---|---|---|---|---|
| 4. social              | a | b | c | d | e |
| 5. Kelseyville         | a | b | c | d | e |
| 6. rich                | a | b | c | d | e |
| 7. rude                | a | b | c | d | e |
| 8. public              | a | b | c | d | e |
| 9. OK                  | a | b | c | d | e |
| 10. stare              | a | b | c | d | e |
| 11. all                | a | b | c | d | e |
| 12. dB                 | a | b | c | d | e |
| 13. hobbies            | a | b | c | d | e |
| 14. TTY                | a | b | c | d | e |
| 15. pagers/video       | a | b | c | d | e |
| 16. OK                 | a | b | c | d | e |
| 17. Deaf Standard Time | a | b | c | d | e |
| 18. curious            | a | b | c | d | e |

Name: \_\_\_\_\_

**Exercise #2: Fingerspelling (continued)**

- a. Proper noun
- b. ASL loan sign/lexicalized fingerspelled word
- c. For emphasis
- d. For clarification or to be specific
- e. To use specific English words

19. Lisa/Harry	a	b	c	d	e
20. Barry/Jan/Barry	a	b	c	d	e
21. Bob	a	b	c	d	e
22. Harry	a	b	c	d	e
23. ASL discourse	a	b	c	d	e
24. or	a	b	c	d	e
25. feedback	a	b	c	d	e
26. arts/crafts	a	b	c	d	e
27. MapQuest	a	b	c	d	e
28. note	a	b	c	d	e
29. but	a	b	c	d	e
30. yard	a	b	c	d	e
31. room	a	b	c	d	e
32. nap	a	b	c	d	e
33. sun	a	b	c	d	e

Name: \_\_\_\_\_

**Exercise #2: Fingerspelling (continued)**

- a. Proper noun
- b. ASL loan sign/lexicalized fingerspelled word
- c. For emphasis
- d. For clarification or to be specific
- e. To use specific English words

34. fix	a	b	c	d	e
35. diet	a	b	c	d	e
36. constipation	a	b	c	d	e
37. fruit/veg	a	b	c	d	e
38. honey	a	b	c	d	e

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exercise #3: Repetition**

In ASL, repetition of signs provides the following grammatical information:

- a. Pluralization of verb (action occurring more than once by one person)
- b. Pluralization of verb (action done by more than one person at the same time)
- c. Verb-noun agreement (verb sign repeated to agree with the plurality of noun)
- d. Temporal Aspect (adverb - frequency or duration of an action/verb)
- e. Adjective-noun agreement to indicate plurality of noun
- f. Emphasis

For each example shown, please determine which grammatical information function was demonstrated.

**ASL SIGNS BEING REPEATED****ANSWER**

EXAMPLE 1: study study

(a) b c d e f

EXAMPLE 2: discuss discuss discuss

a b c d e f

EXAMPLE 3: ask ask ask

a b c d e f

EXAMPLE 4: learn learn learn learn

a b c d e f

EXAMPLE 5: different different different

a b c d e f

EXAMPLE 6: frustrated frustrated

a b c d e f

1. Support support support help help help

a b c d e f

2. explain explain explain

a b c d e f

3. inform inform inform share share share

a b c d e f

Name: \_\_\_\_\_

**Exercise #3: Repetition (continued)**

- a. Pluralization of verb (action occurring more than once by one person)
- b. Pluralization of verb (action done by more than one person at the same time)
- c. Verb-noun agreement (verb sign repeated to agree with the plurality of noun)
- d. Temporal Aspect (adverb - frequency or duration of an action/verb)
- e. Adjective-noun agreement to indicate plurality of noun
- f. Emphasis

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 4. learn learn read read read           | a | b | c | d | e | f |
| 5. go go go                             | a | b | c | d | e | f |
| 6. attend attend attend                 | a | b | c | d | e | f |
| 7. attend attend                        | a | b | c | d | e | f |
| 8. mistake mistake mistake              | a | b | c | d | e | f |
| 9. Tend theirs, tend... tend            | a | b | c | d | e | f |
| 10. Confront confront                   | a | b | c | d | e | f |
| 11. Choice choice choice                | a | b | c | d | e | f |
| 12. Wrong wrong                         | a | b | c | d | e | f |
| 13. many many many appear appear appear | a | b | c | d | e | f |
| 14. nod nod nod                         | a | b | c | d | e | f |
| 15. polite polite polite                | a | b | c | d | e | f |
| 16. stare stare                         | a | b | c | d | e | f |
| 17. nothing nothing nothing             | a | b | c | d | e | f |



Name: \_\_\_\_\_

**Exercise #3: Repetition (continued)**

- a. Pluralization of verb (action occurring more than once by one person)
- b. Pluralization of verb (action done by more than one person at the same time)
- c. Verb-noun agreement (verb sign repeated to agree with the plurality of noun)
- d. Temporal Aspect (adverb - frequency or duration of an action/verb)
- e. Adjective-noun agreement to indicate plurality of noun
- f. Emphasis

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 18. share share share                      | a | b | c | d | e | f |
| 19. understand understand                  | a | b | c | d | e | f |
| 20. funny funny funny                      | a | b | c | d | e | f |
| 21. people look people look people look    | a | b | c | d | e | f |
| 22. back n forth back n forth back n forth | a | b | c | d | e | f |
| 23. turn taking turn taking turn taking    | a | b | c | d | e | f |
| 24. ambitious ambitious ambitious          | a | b | c | d | e | f |
| 25. paint paint paint                      | a | b | c | d | e | f |
| 26. direction direction direction          | a | b | c | d | e | f |
| 27. converse converse converse             | a | b | c | d | e | f |
| 28. interp interp interp                   | a | b | c | d | e | f |
| 29. hard hard hard                         | a | b | c | d | e | f |
| 30. feel feel feel                         | a | b | c | d | e | f |
| 31. ring doorbell, ring doorbell           | a | b | c | d | e | f |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Exercise #4: Back-channel Feedback**

In Choice Point #9, you learned how to politely watch a conversation in ASL. The linguistic term that refers to this behavior is “back-channel feedback”. It is mandatory in many of the world’s languages to provide appropriate sounds or gestures to demonstrate one’s interest in the conversation.

This exercise provides you with an opportunity to examine further how ASL conversations can be supported with appropriate back-channel feedback. There were at least four scenes in the DVD where back-channel feedback was clearly used by Deaf people:

- 1) The three men in the bookstore of the Deaf community center,
- 2) The couple introducing themselves in DCC,
- 3) Bob in DCC as he converses with Amy,
- 4) Two men sitting at the table in Starbucks.

As you watch these four scenes, please circle which actions the listeners did to provide back-channeling support to the conversation.

1. Three men in the bookstore:
  - a. Nodding head in agreement
  - b. Copying facial expressions and/or head movements of the signer
  - c. Signing words of agreement (oh-I-See, wow, yes)
  - d. Copying the signs of the signer
  - e. Interjecting supporting comments
  - f. Others?
  
2. Couple introducing themselves in DCC
  - a. Nodding head in agreement
  - b. Copying facial expressions and/or head movements of the signer
  - c. Signing words of agreement (oh-I-See, wow, yes)
  - d. Copying the signs of the signer
  - e. Interjecting supporting comments
  - f. Others?

Name: \_\_\_\_\_

**Exercise #4: Back-channel Feedback (continued)**

3. Bob in DCC as he listens to Amy
  - a. Nodding head in agreement
  - b. Copying facial expressions and/or head movements of the signer
  - c. Signing words of agreement (oh-I-See, wow, yes)
  - d. Copying the signs of the signer
  - e. Interjecting supporting comments
  - f. Others?
  
4. Two men conversing at a table in Starbucks
  - a. Nodding head in agreement
  - b. Copying facial expressions and/or head movements of the signer
  - c. Signing words of agreement (oh-I-See, wow, yes)
  - d. Copying the signs of the signer
  - e. Interjecting supporting comments
  - f. Others?

Please note: There are many other grammatical features you can observe in this DVD. You may want to consult with your instructor about focusing on such features as:

1. Grammatical information through the use of the eyes (eye gaze, eye squint, eye blinks and eyebrow movement)
2. Non-manual signals for emotion-related signs as compared to non-manual signals for grammar
3. Cohesive links providing transition from one statement to the next
4. Finger pointing for emphasis
5. Holding the last sign
6. Directionality of verb signs
7. Lexical mouthing (Mouth movement)
8. Negation