

Department Name and Number _____	
Current SCNS Course Identification Prefix ____ ____ ____    Level ____    Course Number ____ ____ ____    Lab Code ____ Course Title _____	
Effective Term and Year _____	Terminate Current Course <input type="checkbox"/> Other Changes (specify below) <input type="checkbox"/>

Change Course Identification to:

Prefix \_\_\_\_ \_\_\_\_ \_\_\_\_    Level \_\_\_\_    Course Number \_\_\_\_ \_\_\_\_ \_\_\_\_    Lab Code \_\_\_\_

Full Course Title \_\_\_\_\_

Transcript Title (please limit to 21 characters) \_\_\_\_\_

Credit Hours: From ____ To ____	Contact Hours: <input type="checkbox"/> Base or <input type="checkbox"/> Headcount From ____ To ____
Rotating Topic: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no	S/U Only: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no
Variable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no If yes, ____ minimum and ____ maximum credits/semester	Repeatable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no If yes, ____ total repeatable credit allowed

Prerequisites	Co-requisites
From _____ To _____	From _____ To _____

Course Description (50 words or less; if requesting a change, please attach a syllabus)

From _____	To _____
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Rationale /Place in Curriculum/Impact on Program

\_\_\_\_\_

Department Contact	Name _____	Phone _____	Email _____
College Contact	Name _____	Phone _____	Email _____

## Rationale for Course Changes

Department Speech, Language & Hearing

Submitted by L. Altmann March 3, 2014

Courses: ASL 1110 & 1120

Change: from 3 credits to 4 credits

Rationale: ASL is recognized as a foreign language by UF. The first two semesters of all other foreign languages on campus are 4 credits. The foreign language requirement in those colleges that have them is for 8 credits; thus, students have to take 2 semesters in a language to meet their foreign language requirement. Currently, the first 2 semesters of ASL are 3 credits. Thus, to fulfill the foreign language requirement, students have to take 3 semesters instead of the 2 for other languages. This change will make ASL commensurate with other first year foreign language courses. It will also allow a more in depth examination of ASL Literature Genres.

Actual Syllabus changes

Lessons on understanding, producing and analyzing various literature genres in ASL have been added throughout both ASL 1110 and ASL 1120.

All UCC1 forms and each UCC2 form that proposes a change in the course description or credit hours must include this checklist in addition to a complete syllabus. Check the box if the attached syllabus includes the indicated information.

**Syllabus MUST contain the following information:**

Instructor contact information (and TA if applicable)

Course objectives and/or goals

A weekly course schedule of topics and assignments

Required and recommended textbooks

Methods by which students will be evaluated and their grades determined

A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

A statement related to accommodations for students with disabilities such as: "Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation."

Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A statement informing students of the online course evaluation process such as: "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

**It is recommended that syllabi contain the following information:**

1. Critical dates for exams and other work
2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)
3. UF's honesty policy regarding cheating, plagiarism, etc. Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
4. Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>  
University Police Department: 392-1111 or 9-1-1 for emergencies.

**The University's complete Syllabus Policy can be found at: [http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)**

# ASL 1110 - American Sign Language 1

## Syllabus

### GENERAL INFORMATION

#### Contact Information

Instructor: Dr. Glenna Ashton  
Office: 360 Dauer Hall  
Email Contact: [grashton@phhp.ufl.edu](mailto:grashton@phhp.ufl.edu) (preferred)  
Phone Contact: 352-642-8632 VP relay  
Office Hours: Wednesdays 11:00 AM – 4:00 PM

#### Basic Course Information

Tuesday 2 periods, Thursday 2 periods

4 credits

Class Location: Little Hall xxx

### COURSE DESCRIPTION

This is the first in a series of courses based on American Sign Language concepts and principles. This beginning course introduces receptive and expressive skills in structured and spontaneous interactions. Signs, fingerspelling, numbers, and classifiers are practiced in conversational and storytelling contexts. ASL literature and cultural information will be introduced.

### COURSE OBJECTIVES/GOAL

1. Demonstrate expressive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions: (a) ask and answer questions, (b) exchange personal information, (c) discuss their jobs, (d) discuss their families, (e) discuss where they are from, (f) make appointments, (g) talk about when activities occur, (h) make requests, (i) **telling or retelling stories from different literature genres**. Expressive skills include production of linguistically appropriate and accurate expressions; presentational, interpersonal, and interpretative applications, and culturally appropriate behaviors. When presented with language prompts eliciting the above functions students will generate accurate language samples as required which satisfies the function(s) embedded in the prompt.
2. Demonstrate receptive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions: (a) ask and answer questions, (b) exchange personal information, (c) discuss their jobs, (d) discuss their families, (e) discuss where they are from, (f) make appointments, (g) talk about when activities occur, (h) make requests, (i) **identify literary devices and cultural references used in literature genres**. Receptive skills include comprehension of ASL discourse, narratives, and literature genres, presentational, interpersonal, and interpretative applications, and culturally appropriate behaviors. When presented with fluent narration in ASL presented by the instructor or via video of the above functions, students will respond appropriately to comprehension questions and/or respond in ASL appropriately.
3. When presented with fluent conversational interchanges between two native signers, individual narratives or literature genres via video students will demonstrate understanding by answering questions

designed to focus students' attention on specific grammatical and cultural aspects embedded in the signing.

4. When presented with fluent conversational interchanges between two native signers, individual narratives **or literature genres** via video, students will practice expressively copying the signing being demonstrated including the specific vocabulary, grammar, and embedded cultural behaviors being demonstrated in the dialogue.

5. When presented with narrative prompts demonstrate ability to express self-generated narration of 4 or more sentences using accurate grammar, vocabulary, and language functions using ASL discourse structure. Narrative topics include (a) ask and answer questions, (b) exchange personal information, (c) discuss their jobs, (d) discuss their families, (e) discuss where they are from, (f) make appointments, (g) talk about when activities occur, (h) make requests, **and (i) literature genres.**

6. Effectively engage in one-to-one conversation and present narratives, demonstrating his/her ability to generate questions and responses while incorporating appropriate grammatical features and conversational behaviors in ASL.

7. Demonstrate knowledge of American Sign Language literature and cultural information in relation to the history and culture of the Deaf community. **Demonstrate understanding of the artistic process in creating original works in ASL.**

## **MATERIALS**

Newell, Sanders, B. Holcomb, S. Holcomb, Caccamise, Peterson (2010). *ASL at Work*. San Diego, CA: DawnSignPress - ISBN: 978-1-58121-081-1 (required)

Check Sakai regularly for course materials, assignments, deadlines, postings, announcements, emails, schedule changes, etc.

FREE registration (2 levels) with Described and Captioned Media Program at [www.dcmp.org](http://www.dcmp.org) required by this weekend to allow time for enrollment.

## **GRADED ASSIGNMENTS/PROJECTS**

A variety of expressive and receptive activities are provided in and out of class for skills development. Assignments are completed by individuals, pairs, or groups. Videos are viewed outside of class for fuller explanations and enrichment. At no time should anyone have identical or similar work presented since it will be considered cheating. This applies to all forms of communication: written, spoken, signed, gestural, etc. through any media/medium. This includes 'interpreting' to help a student or copy-signing. There will be a tentative schedule for the assignments, which is subject to change with or without notice.

## **GRADING POLICY**

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage or	93-	90-	87-	83-	80-	77-	72-	70-	69-	63-	60-	<60

points earned in class	100	92	89	86	82	79	76	71	67	66	62	
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.5	1.0	0.67	0.0

### **CLASSROOM COURTESY**

No cell phones should ring, vibrate, or otherwise signal from the moment you enter the classroom, they should be turned off. Other personal electronic devices such as laptops, iPads, iPods should also be turned off. If this request is not followed, you will be asked to leave for the session which will be counted as an absence.

Complete and full participation is expected from the beginning to the end of session including paying attention visually and actively signing at all times. Inappropriate behavior will result in losing participation points or being asked to leave the class.

Please dress appropriately for easy sign viewing (solid contrasting tops, muted makeup, jewelry, etc.).

**\*\*All must follow the basic ASL cultural rules of eye contact, silence, and signing at all times in the classroom and around any Deaf signers.\*\***

### **COURSE EVALUATION**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

Occasionally the teacher may conduct informal surveys to evaluate progress of the class. This does not substitute for the formal online evaluations which must still be done.

### **ACADEMIC HONESTY POLICY**

Academic dishonesty in any form will not be tolerated. Students suspected of violating the University's policies on academic honesty will be dealt with in accordance with procedures outlined by the Office of Student Judicial Affairs. If you have not done so already, please familiarize yourself with the [University's policy on academic dishonesty](#). **NOTE: This applies to all forms of communication: written, spoken, signed, gestural, etc. through any media/medium. This includes 'interpreting' to help a student or copy-signing.**

**Cheating.** The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

**Plagiarism.** The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials

without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

**Bribery.** The offering, giving, receiving, or soliciting any materials, items or services of value to gain academic advantage for yourself or another.

**Misrepresentation.** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

**Conspiracy.** The planning or acting with one or more persons to commit any form of academic dishonesty.

**Fabrication.** The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

### **SPECIAL NEEDS AND COUNSELING SERVICES**

The University of Florida, under the guidelines of ADA and 504 federal legislation, is required to make reasonable accommodations to the known physical and mental limitations of otherwise qualified individuals with disabilities. To help provide the best possible service to students, staff, faculty and visitors, the University of Florida has an Americans with Disabilities Act Office with a coordinator responsible for access for persons with disabilities. The ADA coordinator assists anyone with questions about access. See <http://www.ada.ufl.edu/office/ada.htm> for more information.

Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. *This information must be given to the instructor by the second class session of the term.*

#### **Other resources:**

- ❑ [Disability Resource Center](#) (Reid Hall, 392-8570)
- ❑ [Student Health Center](#) (The Infirmary, 392-1161).
- ❑ [Crisis & Emergency Resource Center](#) (CERC; Peabody Hall, 392-1575, ask for the CERC receptionist). Emergency walk-in crisis stabilization
- ❑ [Counseling & Wellness Center](#) (3190 Radio Road, 392-1575)
  1. Individual, Group, & Couples Counseling
  2. Psychiatric Consultation
- ❑ [University of Florida Office of Victims Services](#) (392-5648), sexual assault counseling.
- ❑ [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling

University Police Department – 392-1111 or 9-1-1 for emergencies

Course Expectations Contract  
American Sign Language  
Dr. G. Ashton

This covers:

Attendance

Participation

Honor Code

Silent Meals

Deaf Community Hours

Make-Ups and Review Quizzes

Grade Recording

**Attendance:** Students are responsible for satisfying all academic requirements. Absences count from the first class meeting. In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Bring documentation to the instructor. Please let instructor know ahead of time of known absences by email.

Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be pre-approved to be excused. Other reasons also may be approved.

Students who do not attend at least one of the first two class meetings and who have not contacted the department to indicate their intent can be dropped from the course. Students must not assume that they will be dropped if they fail to attend the first few days of class. I will notify students dropped from courses by email. Students can request reinstatement on a space-available basis if documented evidence is presented.

*The university recognizes a professor's right to make attendance mandatory.* University of Florida policy states that after due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences (including tardies and leaving classes early).

**Participation:** Using cell phones, texting, doing computer work, not being attentive in class, not being involved in all activities, going out to get food, talking, etc. will be considered as a lack of participation and will have 1-2 points taken off for each incidence. Daily participation earns 2 points which will be deducted for each unexcused missed session. Inappropriate behavior can be cause to being asked leave the class immediately.

**Honor Code:** In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Violations of the honor code will be addressed.

For example, you have not kept secure your paper and a classmate copied it. Both papers may be subject to a zero grade. This applies to all forms of communication: written, spoken, signed, gestural, etc. through any media/medium. This includes 'interpreting' to help a student or copy-signing.

**The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.**

On all work submitted for credit, the following pledge is implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**



**Assignments:** All assignments must be submitted on time in class. Workbook pages must be filled out with your answers on time to count as completed work. Narratives must be prepared ahead of time and ready for in class performance. Videos must be posted properly and on time. Sakai must be checked regularly for course materials, assignments, deadlines, postings, announcements, emails, schedule changes, etc.

**Silent Meals:** At least **seven** silent meals are **required** for this course. Two silent meals must be attended each month, 2-3 in January, 2-3 in February, 2-3 in March, and 2-3 in April. **Meals not completed each month cannot be made up.** The posted silent meal sign-in log must be presented to the TA at the silent meal to be signed with the times in and out. It is highly recommended that you get in the habit of attending one silent meal every two weeks. **No sign-in log, no silent meal credit. Forms must be turned in the last week of each month, and again at the end of the semester.**

**Community Hours:** At least **five** community participation hours are **required** for this course. The best Deaf events are those events where there are more Deaf signers than hearing signers or non-signers. The supplied community participation hour log must be signed by a contact person (such as a supervising teacher, the sign language interpreter, or a Deaf person at an event). If you attend a seminar, workshop, or performance, in lieu of or in addition to a signature, you may attach a receipt, handout, or program from the event.

Volunteer hours that are outside of the Deaf community, i.e. signing with hearing children, count as .5 hour, thus 2 hours must be completed to get one hour credit.

ASL movies screened monthly counts as .5 hour, thus 2 hours must be completed to get one hour credit. Use the Video reaction paper guide for this activity.

The hours will not count unless a separate sheet is attached to the log with at least 5-8 sentence descriptive paragraph or paragraphs per hour. Generally, an event that is 2 hours or more should be at least one full page Do not write simple sentences such as “I attended a performance. There were three deaf people there. The interpreter was good.” Instead, **describe in detail** how sign language was used ... for example, how the interpreter set up space, used appropriate mouth morphemes, deaf culture issues observed, information-sharing, etc. Of particular interest is your own efforts and observations of cultural behaviors, linguistics in action, communication with Deaf people (or interpreters). Community hours and papers are to be turned in at the end of the semester. There will be frequent announcements of possible Deaf events to attend locally and around the state of Florida.

**Make-Ups and Review Quizzes:** Any unexcused absences during review quizzes will result in an automatic zero and the review quiz cannot be made up.

All regularly scheduled tests, if missed, will be made up during a Reading Day at the end of the semester or an earlier announced day. The make-up tests will include not only the material covered by the regularly scheduled test but what has been covered in class since. Missed make-up tests will result in a zero.

**Grade Recording:** When assignments are turned in, narratives are completed, review quizzes and scheduled tests are graded, etc. then grades will be posted online. Check your recorded grade and inform your section’s TA of any discrepancies by bringing your original graded paper no later than the 2nd class day after the grades were posted. Corrections will not be made after the 2nd class day. Check your recorded silent meals, and if incorrect, contact your section’s TAs no later than the first week of the following month or corrections will not be made.

I, \_\_\_\_\_ (printed name) have read this course expectation sheet and clearly understand the expectations of this class.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Spring 2014 *Tentative* Schedule

ASL 1110 – Section 01F3 – Ashton (red is for a 4 credit course - ASL Lit additions)

**SUBJECT TO CHANGE WITH OR WITHOUT NOTICE!**

Date	Classwork	Homework	Due Dates
<b>Week 1</b> T	Syllabus, CAB American Deaf Culture Quiz <b>Intro to ASL Lit</b>	Register at <a href="http://www.dcmp.org">www.dcmp.org</a> Get textbook – ASL at Work	1/9
<b>Week 1</b> R	U. 1 Introducing Ourselves Numbers, fingerspelling, names, greetings, visual activities	Practice signs, fingerspelling & numbers, read pgs. 6-8, <b>answer questions pg. 18, preview and practice dialogue and prompts</b>	1/14
<b>Week 2</b> T	<b>Homework check</b> U. 1 group activity, visual activities <b>U 1 dialogue</b> , expressive prompts <b>Pantomime technique activities</b>	Practice signs, fingerspelling & numbers, read pg. 25, <b>view video dialogues and answer questions pgs. 14-16</b>	1/16
<b>Week 2</b> R (TA)	<b>Homework check</b> <b>Review Quiz</b> U. 2 Learning ASL Pronouns, plurals pronouns, fingerspelling, visual activities	Practice signs, fingerspelling & numbers, read pgs. 34-41, 44-45, <b>answer questions pg. 52, preview and practice dialogue and prompts</b>	1/21
<b>Week 3</b> T	<b>Homework check</b> U. 2 Questions, fingerspelling, <b>U 2 dialogue</b> , expressive prompts <b>Visual Vernacular activities</b>	Practice signs, fingerspelling & numbers, <b>view video dialogues and answer questions pgs. 48-50</b> , practice the dialogues	1/23
<b>Week 3</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 3 People at Work Numbers, people, pronouns, places, fingerspelling, group activity, visual activities	Practice signs, fingerspelling & numbers, read pgs. 662-71, 74-76, <b>answer questions pgs. 84-85, preview and practice dialogue and prompts, review Units 1 &amp; 2 signs and information</b>	1/28
<b>Week 4</b> T	<b>Homework check</b> <b>U. 1 &amp; 2 Test</b> U. 3 People, places, expressive prompts <b>Personification activities</b>	Practice signs, fingerspelling & numbers, <b>view video dialogues and answer questions pgs. 78-81,</b>	1/30
<b>Week 4</b> R	<b>Homework check</b> <b>Review Quiz</b> <b>U 3 dialogue</b> U. 4 Making Appointments Time, calendar, numbers, situations, visual activities	Practice signs, fingerspelling & numbers, read pgs. 100-103, 106-110, <b>answer questions pg. 118, preview and practice dialogue and prompts , practice pantomime, Visual Vernacular, and personification for impromptu TPRS</b>	2/4
<b>Week 5</b> T	<b>Homework check</b> U. 4 Situations, classifiers, expressive prompts <b>TPRS storytelling activities (graded)</b>	Practice signs, fingerspelling & numbers, practice situations, <b>view video dialogues and answer questions pgs. 112-115, preview and practice the dialogue and prompts</b>	2/6
<b>Week 5</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 4 Group activity, situations, visual activities <b>U 4 dialogue</b>	Practice signs, fingerspelling & numbers, <b>review Units 3 &amp;4 signs and information,</b>	2/11
<b>Week 6</b> T	<b>Homework check</b> <b>U. 3 &amp; 4 Test</b>	Practice signs, fingerspelling & numbers, read pgs. 134-139, 142-143, <b>answer questions pg.</b>	2/13

	U. 5 Work Duties Fingerspelling, gestures, duties, colors <b>Rhythm Songs</b>	<b>153, DCMP paper – Laurent Clerc biography</b>	
<b>Week 6</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 5 Opinion, topic/comment, survey activity, objects	Practice signs, fingerspelling, numbers, classifiers, <b>preview and practice dialogue and prompts, create a rhythm song</b>	2/18
<b>Week 7</b> T	<b>Homework check</b> U. 5 Fingerspelling, expressive prompts <b>Rhythm Songs (graded)</b>	Practice signs, fingerspelling, numbers, classifiers, <b>preview and practice dialogue and prompts, DCMP paper - Deaf President Now (Deaf Mosaic)</b>	2/20
<b>Week 7</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 5 group activities, visual activities, <b>U 5 dialogue</b>	Practice signs, fingerspelling, numbers, classifiers <b>view video dialogues and answer questions pgs. 146-151</b>	2/25
<b>Week 8</b> T	<b>Homework check</b> U. 6 Fingerspelling, age, numbers, number incorporation <b>1 handshape stories</b>	Practice signs, fingerspelling, numbers, classifiers, <b>DCMP paper – For a Deaf Son</b>	2/27
<b>Week 8</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 6 Sharing Personal Information relationships, compound signs, family, listing,	Practice signs, fingerspelling, numbers, classifiers Read pgs. 166-170, 172-177, <b>answer questions pg. 185 preview and practice dialogue and prompts</b>	3/11
<b>Week 9</b> T	<b>Homework check</b> U. 6 Survey, group activity <b>U 6 Dialogue</b> , expressive prompts <b>1 handshape stories</b>	Practice signs, fingerspelling, numbers, classifiers, <b>DCMP paper – Peter Cook – From a Gator Ride to the Dentist’s Office</b>	3/13
<b>Week 9</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 6 <b>Present family story</b> <b>See What I Mean CD (SWIM)</b>	Practice signs, fingerspelling, numbers, classifiers <b>Create family story, view video dialogues and answer questions pgs. 180-183, review Units 5 &amp; 6 signs and information, create a 1 handshape story</b>	3/18
<b>Week 10</b> T	<b>Homework check</b> <b>U. 5 &amp; 6 Test</b> <b>See What I Mean CD (SWIM)</b> <b>1 handshape stories (graded)</b>	Practice signs, fingerspelling, numbers, classifiers, <b>SWIM paper</b>	3/20
<b>Week 10</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 7 Where People Live Math, fingerspelling, housing, cities	Practice signs, fingerspelling, numbers, classifiers Read pgs. 196-200, 202-206, <b>answer questions pg. 214, preview dialogue and prompts</b>	3/25
<b>Week 11</b> T (TA)	<b>Homework check</b> U. 7 Locations, transportation, classifiers, survey, <b>U 7 dialogue</b> , expressive prompts <b>ABC stories</b>	Practice signs, fingerspelling, numbers, classifiers <b>view video dialogues and answer questions pgs. 208-211, practice the dialogues</b>	3/27
<b>Week 11</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 8 Time and Activities	Practice signs, fingerspelling, numbers, dialogues, prompts Read pgs. 226-231, 234-236, <b>answer</b>	4/1

	Calendar, time, fingerspelling, dates, activities	<b>questions pg. 245</b> , prepare schedule worksheet, <b>preview and practice dialogue and prompts</b>	
<b>Week 12</b> T	<b>Homework check</b> U. 8 Schedule activity, seasons, weekend activities, <b>U 8 dialogue</b> <b>ABC stories</b>	Practice signs, fingerspelling, numbers, dialogues, prompts <b>view video dialogues and answer questions pgs. 238-242, create a weekend activities story, preview and practice dialogue &amp; prompts</b>	4/3
<b>Week 12</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 8 Survey, expressive prompts , U 9 fingerspelling <b>Present weekend activities story</b>	Practice signs, fingerspelling, numbers, dialogues, prompts, <b>Deaf Space paper (articles and links below)</b> , <b>create an ABC story</b>	4/8
<b>Week 13</b> T	<b>Homework check</b> <b>U. 7 &amp; 8 Test</b> U. 9 Asking for Assistance Noun/verb pairs, classifiers, requests <b>ABC stories (graded)</b>	Practice signs, fingerspelling, numbers, dialogues, prompts Read pgs. 258-261, 264-267, <b>answer questions pg. 277, preview and practice dialogue and prompts, create seasons story</b>	4/10
<b>Week 13</b> R	<b>Homework check</b> <b>Review Quiz</b> U. 9 <b>Present season story</b> Verbs, classifiers, numbers, expressive prompts	Practice signs, fingerspelling, numbers, dialogues, prompts <b>view video dialogues and answer questions pgs. 270-274, preview and practice dialogue and prompts</b>	4/15
<b>Week 14</b> T (TA)	<b>Homework check</b> U. 9 Fingerspelling, requests, verbs, <b>U 9 dialogue</b> <b>Humor stories, jokes</b>	Practice signs, fingerspelling, numbers, dialogues, prompts, <b>create final story</b>	4/17
<b>Week 14</b> R	<b>Homework check</b> <b>U. 9 Test</b> <b>Final Story presentations</b>	Practice signs, fingerspelling, numbers, dialogues, prompts Review Units 1 – 9	4/22
<b>Week 15</b> T	Units 1 – 9 activities <b>Humor stories, jokes</b> <b>Final Story presentations</b>	See you in ASL 1120!	PAH!

Culturally Appropriate Behaviors (CAB) Rules for daily participation and signing

**EYE CONTACT** – always watch the signer(s) in any location or media, remember to watch the face and use the signing space/frame

**SILENCE** – always have voice/English off in the classroom, at silent meals, around Deaf signers, try not to mouth either

**SIGNING** – always sign in the classroom, at silent meals, around Deaf signers

Demonstrate respect for diversity in the classroom for people of different backgrounds, learning styles and pace.

Be aware of “Deaf-friendly” practices.

Dress for easy viewing – solid contrasting color covered tops, less “loud” jewelry, nails, hair off face, etc.

## Deaf Space articles and videos – due 4/8

[http://www.gallaudet.edu/communications\\_and\\_public\\_relations/gallaudet\\_today\\_magazine/deaf\\_space\\_spring\\_2007.html](http://www.gallaudet.edu/communications_and_public_relations/gallaudet_today_magazine/deaf_space_spring_2007.html) article

<http://www.youtube.com/watch?v=ihFt4tCUgKs> ASL and English with captions

[http://www.youtube.com/watch?feature=player\\_embedded&v=MJjVDqhOqkw](http://www.youtube.com/watch?feature=player_embedded&v=MJjVDqhOqkw) English with captions

<http://www.hbhmarchitecture.com/index.php?/ongoing/deaf-space-design-guide/> design models

## ASL 1110

### Grading – Points system

Assignment	Points	Due Date
Daily participation (2 pts. each)	60	Every class
25 Workbook completions (3 pts. each)	75	Every class
10 Review Rec. Quizzes (5 pts. each)	50	In classes
5 Unit Tests (20 pts. each)	100	End of all Units
9 Exp. Dialogues (5 pts. each)	45	End of all Units
3 Expressive stories (20 pts. each)	60	End of Units 6,8,9
4 ASL Lit creations (15 pts. each)	60	Varied times
5 hours of Deaf events (10 pts. each)	50	Varied times
7 hours of Silent Meals (10 pts. each)	70	Varied times
DCMP reaction paper-Clerc	10	2/13
DCMP reaction paper-DPN	10	2/20
DCMP reaction paper-Deaf Son	10	2/17
DCMP reaction paper-Cook	10	3/13
See What I Mean reaction paper	10	3/20
Deaf Space reaction paper	10	4/8
Final Story presentation	30	4/17
<b>Total points</b>	<b>660</b>	

A combination of extra credits can be earned for extra hours in silent meals, Deaf community events, or volunteer hours for a maximum of 20 points – each activity is a maximum of 5 points. A reaction paper must be attached for each Deaf community or volunteer event (at least one typed full page). One volunteer hour is equal to .5 Deaf community hour. One ASL movie hour is equal to .5 Deaf community hour.

At least two (2) Silent Meal hours must be completed each month (Jan - April) to be counted.

There will be assignment directions and rubrics posted and/or explained before they are due.

# ASL 1110 - American Sign Language 1

Syllabus Spring 2014

## **GENERAL INFORMATION**

### Contact Information

Instructor: Dr. Glenna Ashton  
Office: 360 Dauer Hall  
Email Contact: [grashton@pnhp.ufl.edu](mailto:grashton@pnhp.ufl.edu) (preferred)  
Phone Contact: 352-642-8632 VP relay  
Office Hours: Wednesdays 11:00 AM – 4:00 PM

### Basic Course Information

Section 01F3 – Tues. pd. 7 (1:55 – 2:45 PM), Thurs. pds. 7-8 (1:55 – 3:50PM)

3 credits

Class Location: Little Hall 113

## **COURSE DESCRIPTION**

This course includes basic vocabulary, syntax of ASL and an introduction to Deaf Culture. In this class, you will be able to sign a paragraph in ASL to your classmates. Contact hours and silent meals hours are required. (catalog)

This is the first in a series of courses based on American Sign Language concepts and principles. This beginning 1course will introduce receptive and expressive skills in discourse and narratives. Components of ASL such as signs, fingerspelling, numbers, and classifiers are practiced as part of conversational and storytelling practice. American Sign Language literature and cultural information will be introduced. (Ashton)

## **COURSE OBJECTIVES/GOAL**

1. Demonstrate expressive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions: (a) ask and answer questions, (b) exchange personal information, (c) discuss their jobs, (d) discuss their families, (e) discuss where they are from, (f) make appointments, (g) talk about when activities occur, and (h) make requests. Expressive skills include production of linguistically appropriate and accurate expressions, presentational, interpersonal, and interpretative applications, and culturally appropriate behaviors. When presented with language prompts eliciting the above functions students will generate accurate language samples as required which satisfies the function(s) embedded in the prompt.

2. Demonstrate receptive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions: (a) ask and answer questions, (b) exchange personal information, (c) discuss their jobs, (d) discuss their families, (e) discuss where they are from, (f) make appointments, (g) talk about when activities occur, and (h) make requests. Receptive skills include comprehension of discourse and narratives, presentational, interpersonal, and interpretative applications, and culturally appropriate behaviors. When presented with fluent narration in ASL presented by the

instructor or via video of the above functions students will respond appropriately to comprehension questions and/or respond in ASL appropriately.

3. When presented with fluent conversational interchanges between two native signers or narratives via video students will demonstrate understanding by answering questions designed to focus students' attention on specific grammatical and cultural aspects embedded in the signing.

4. When presented with fluent conversational interchanges between two native signers or narratives via video students will practice expressively copying the signing being demonstrated including the specific vocabulary, grammar, and embedded cultural behaviors being demonstrated in the dialogue.

5. When presented with narrative prompts demonstrate ability to express self-generated narration of 4 or more sentences using accurate grammar, vocabulary, and language functions using ASL discourse structure. Narrative topics include (a) ask and answer questions, (b) exchange personal information, (c) discuss their jobs, (d) discuss their families, (e) discuss where they are from, (f) make appointments, (g) talk about when activities occur, and (h) make requests.

6. Effectively engage in one-to-one conversation and present narratives, demonstrating his/her ability to generate questions and responses while incorporating appropriate grammatical features and conversational behaviors in ASL.

7. Demonstrate knowledge of American Sign Language literature and cultural information in relation to the history and culture of the Deaf community.

### **MATERIALS**

Newell, Sanders, B. Holcomb, S. Holcomb, Caccamise, Peterson (2010). *ASL at Work*. San Diego, CA: DawnSignPress - ISBN: 978-1-58121-081-1 (required)

Check Sakai regularly for course materials, assignments, deadlines, postings, announcements, emails, schedule changes, etc.

FREE registration (2 levels) with Described and Captioned Media Program at [www.dcmp.org](http://www.dcmp.org) required by this weekend to allow time for enrollment.

### **GRADED ASSIGNMENTS/PROJECTS**

A variety of expressive and receptive activities are provided in and out of class for skills development. Assignments are completed by individuals, pairs, or groups. Videos are viewed outside of class for fuller explanations and enrichment. At no time should anyone have identical or similar work presented since it will be considered cheating. This applies to all forms of communication: written, spoken, signed, gestural, etc. through any media/medium. This includes 'interpreting' to help a student or copy-signing. There will be a tentative schedule for the assignments, which is subject to change with or without notice.

### **GRADING POLICY**

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Grading Scale – Ashton

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage or points earned in class	93-100	90-92	87-89	83-86	80-82	77-79	72-76	70-71	69-67	63-66	60-62	<60
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.5	1.0	0.67	0.0

### **CLASSROOM COURTESY**

No cell phones should ring, vibrate, or otherwise signal from the moment you enter the classroom, they should be turned off. Other personal electronic devices such as laptops, iPads, iPods should also be turned off. If this request is not followed, you will be asked to leave for the session which will be counted as an absence.

Complete and full participation is expected from the beginning to the end of session including paying attention visually and actively signing at all times. Inappropriate behavior will result in losing participation points or being asked to leave the class.

Please dress appropriately for easy sign viewing (solid contrasting tops, muted makeup, jewelry, etc.).

**\*\*All must follow the basic ASL cultural rules of eye contact, silence, and signing at all times in the classroom and around any Deaf signers.\*\***

### **COURSE EVALUATION**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

Occasionally the teacher may conduct informal surveys to evaluate progress of the class. This does not substitute for the formal online evaluations which must still be done.

### **ACADEMIC HONESTY POLICY**

Academic dishonesty in any form will not be tolerated. Students suspected of violating the University's policies on academic honesty will be dealt with in accordance with procedures outlined by the Office of Student Judicial Affairs. If you have not done so already, please familiarize yourself with the [University's policy on academic dishonesty](#). **NOTE: This applies to all forms of communication: written, spoken, signed, gestural, etc. through any media/medium. This includes 'interpreting' to help a student or copy-signing.**

**Cheating.** The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by



the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

**Plagiarism.** The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

**Bribery.** The offering, giving, receiving, or soliciting any materials, items or services of value to gain academic advantage for yourself or another.

**Misrepresentation.** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

**Conspiracy.** The planning or acting with one or more persons to commit any form of academic dishonesty.

**Fabrication.** The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

## **SPECIAL NEEDS AND COUNSELING SERVICES**

The University of Florida, under the guidelines of ADA and 504 federal legislation, is required to make reasonable accommodations to the known physical and mental limitations of otherwise qualified individuals with disabilities. To help provide the best possible service to students, staff, faculty and visitors, the University of Florida has an Americans with Disabilities Act Office with a coordinator responsible for access for persons with disabilities. The ADA coordinator assists anyone with questions about access. See <http://www.ada.ufl.edu/office/ada.htm> for more information.

Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. *This information must be given to the instructor by the second class session of the term.*

### **Other resources:**

- ❑ [Disability Resource Center](#) (Reid Hall, 392-8570)
- ❑ [Student Health Center](#) (The Infirmary, 392-1161).

- ❑ [Crisis & Emergency Resource Center](#) (CERC; Peabody Hall, 392-1575, ask for the CERC receptionist). Emergency walk-in crisis stabilization
- ❑ [Counseling & Wellness Center](#) (3190 Radio Road, 392-1575)
  1. Individual, Group, & Couples Counseling
  2. Psychiatric Consultation
- ❑ [University of Florida Office of Victims Services](#) (392-5648), sexual assault counseling. [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling

University Police Department – 392-1111 or 9-1-1 for emergencies

This covers  
Attendance  
Participation  
Honor Code  
Silent Meals  
Deaf Community Hours  
Make-Ups and Review Quizzes  
Grade Recording

**Attendance:** Students are responsible for satisfying all academic requirements. Absences count from the first class meeting. In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Bring documentation to the instructor. Please let instructor know ahead of time of known absences by email.

Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be pre-approved to be excused. Other reasons also may be approved.

Students who do not attend at least one of the first two class meetings and who have not contacted the department to indicate their intent can be dropped from the course. Students must not assume that they will be dropped if they fail to attend the first few days of class. I will notify students dropped from courses by email. Students can request reinstatement on a space-available basis if documented evidence is presented.

*The university recognizes a professor's right to make attendance mandatory.* University of Florida policy states that after due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences (including tardies and leaving classes early).

**Participation:** Using cell phones, texting, doing computer work, not being attentive in class, not being involved in all activities, going out to get food, talking, etc. will be considered as a lack of participation and will have 1-2 points taken off for each incidence. Daily participation are 2 points and will be deducted for each unexcused session missed. Inappropriate behavior can be cause to being asked leave the class immediately.

**Honor Code:** In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Violations of the honor code will be addressed.

For example, you have not kept secure your paper and a classmate copied it. Both papers may be subject to a zero grade. This applies to all forms of communication: written, spoken, signed, gestural, etc. through any media/medium. This includes 'interpreting' to help a student or copy-signing.

**The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.**

On all work submitted for credit, the following pledge is implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

**Assignments:** All assignments must be submitted on time in class. Workbook pages must be filled out with your answers on time to count as completed work. Narratives must be prepared ahead of time and ready for in class performance. Videos must be posted properly and on time. Sakai must be

checked regularly for course materials, assignments, deadlines, postings, announcements, emails, schedule changes, etc.

**Silent Meals:** At least **seven** silent meals are **required** for this course. Two silent meals must be attended each month, 2-3 in January, 2-3 in February, 2-3 in March, and 2-3 in April. **Meals not completed each month cannot be made up.** The posted silent meal sign-in log must be presented to the TA at the silent meal to be signed with the times in and out. It is highly recommended that you get in the habit of attending one silent meal every two weeks. **No sign-in log, no silent meal credit. Forms must be turned in the last week of each month, and again at the end of the semester.**

**Community Hours:** At least **five** community participation hours are **required** for this course. The best Deaf events are those events where there are more Deaf signers than hearing signers or non-signers. The supplied community participation hour log must be signed by a contact person (such as a supervising teacher, the sign language interpreter, or a Deaf person at an event). If you attend a seminar, workshop, or performance, in lieu of or in addition to a signature, you may attach a receipt, handout, or program from the event.

Volunteer hours that are outside of the Deaf community, i.e. signing with hearing children, count as .5 hour, thus 2 hours must be completed to get one hour credit.

ASL movies screened monthly counts as .5 hour, thus 2 hours must be completed to get one hour credit. Use the Video reaction paper guide for this activity.

The hours will not count unless a separate sheet is attached to the log with at least 5-8 sentence descriptive paragraph or paragraphs per hour. Generally, an event that is 2 hours or more should be at least one full page. Do not write simple sentences such as “I attended a performance. There were three deaf people there. The interpreter was good.” Instead, **describe in detail** how sign language was used ... for example, how the interpreter set up space, used appropriate mouth morphemes, deaf culture issues observed, information-sharing, etc. Of particular interest is your own efforts and observations of cultural behaviors, linguistics in action, communication with Deaf people (or interpreters).. Community hours and papers are to be turned in at the end of the semester. There will be frequent announcements of possible Deaf events to attend locally and around the state of Florida.

**Make-Ups and Review Quizzes:** Any excused or unexcused absences during review quizzes will result in an automatic zero and the review quiz cannot be made up.

All regularly scheduled tests, if missed, will be made up during a Reading Day at the end of the semester or an earlier announced day. The make-up tests will include not only the material covered by the regularly scheduled test but what has been covered in class since. Missed make-up tests will result in a zero.

**Grade Recording:** When assignments are turned in, narratives are completed, review quizzes and scheduled tests are graded, etc. then grades will be posted online. Check your recorded grade and inform your section’s TA of any discrepancies by bringing your original graded paper no later than the 2nd class day after the grades were posted. Corrections will not be made after the 2nd class day. Check your recorded silent meals, and if incorrect, contact your section’s TAs no later than the first week of the following month or corrections will not be made.

I, \_\_\_\_\_ (printed name) have read this course expectation sheet and clearly understand the expectations of this class.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**SUBJECT TO CHANGE WITH OR WITHOUT NOTICE!**

Date	Classwork	Homework	Due Dates
1/7 T	Syllabus, CAB American Deaf Culture Quiz	Register at <a href="http://www.dcmp.org">www.dcmp.org</a> Get textbook – ASL at Work	1/9
1/9 R	U. 1 Introducing Ourselves Numbers, fingerspelling, names, greetings, visual activities	Practice signs, fingerspelling & numbers, read pgs. 6-8, <b>answer questions pg. 18, preview and practice dialogue and prompts</b>	1/14
1/14 T	<b>Homework check</b> U. 1 group activity, visual activities <b>U 1 dialogue</b> , expressive prompts	Practice signs, fingerspelling & numbers, read pg. 25, <b>view video dialogues and answer questions pgs. 14-16</b>	1/16
1/16 R (TA)	<b>Homework check</b> <b>Review Quiz</b> U. 2 Learning ASL Pronouns, plurals pronouns, fingerspelling, visual activities	Practice signs, fingerspelling & numbers, read pgs. 34-41, 44-45, <b>answer questions pg. 52, preview and practice dialogue and prompts</b>	1/21
1/21 T	<b>Homework check</b> U. 2 Questions, fingerspelling, <b>U 2 dialogue</b> , expressive prompts	Practice signs, fingerspelling & numbers, <b>view video dialogues and answer questions pgs. 48- 50</b> , practice the dialogues	1/23
1/23 R	<b>Homework check</b> <b>Review Quiz</b> U. 3 People at Work Numbers, people, pronouns, places, fingerspelling, group activity, visual activities	Practice signs, fingerspelling & numbers, read pgs. 662-71, 74-76, <b>answer questions pgs. 84- 85, preview and practice dialogue and prompts, review Units 1 &amp; 2 signs and information</b>	1/28
1/28 T	<b>Homework check</b> <b>U. 1 &amp; 2 Test</b> U. 3 People, places, expressive prompts	Practice signs, fingerspelling & numbers, <b>view video dialogues and answer questions pgs. 78-81,</b>	1/30
1/30 R	<b>Homework check</b> <b>Review Quiz</b> <b>U 3 dialogue</b> U. 4 Making Appointments Time, calendar, numbers, situations, visual activities	Practice signs, fingerspelling & numbers, read pgs. 100-103, 106-110, <b>answer questions pg. 118, preview and practice dialogue and prompts</b>	2/4
2/4 T	<b>Homework check</b> U. 4 Situations, classifiers, expressive prompts	Practice signs, fingerspelling & numbers, practice situations, <b>view video dialogues and answer questions pgs. 112-115, preview and practice the dialogue and prompts</b>	2/6
2/6 R	<b>Homework check</b> <b>Review Quiz</b> U. 4 Group activity, situations, visual activities <b>U 4 dialogue</b>	Practice signs, fingerspelling & numbers, <b>review Units 3 &amp; 4 signs and information,</b>	2/11
2/11 T	<b>Homework check</b> <b>U. 3 &amp; 4 Test</b> U. 5 Work Duties Fingerspelling, gestures, duties, colors	Practice signs, fingerspelling & numbers, read pgs. 134-139, 142-143, <b>answer questions pg. 153, DCMP paper – Laurent Clerc biography</b>	2/13
2/13 R	<b>Homework check</b> <b>Review Quiz</b>	Practice signs, fingerspelling, numbers, classifiers, <b>preview and practice dialogue and</b>	2/18

	U. 5 Opinion, topic/comment, survey activity, objects	<b>prompts</b>	
2/18 T	<b>Homework check</b> U. 5 Fingerspelling, expressive prompts	Practice signs, fingerspelling, numbers, classifiers, <b>preview and practice dialogue and prompts, DCMP paper - Deaf President Now (Deaf Mosaic)</b>	2/20
2/20 R	<b>Homework check</b> <b>Review Quiz</b> U. 5 group activities, visual activities, <b>U 5 dialogue</b>	Practice signs, fingerspelling, numbers, classifiers <b>view video dialogues and answer questions pgs. 146-151</b>	2/25
2/25 T	<b>Homework check</b> U. 6 Fingerspelling, age, numbers, number incorporation	Practice signs, fingerspelling, numbers, classifiers, <b>DCMP paper – For a Deaf Son</b>	2/27
2/27 R	<b>Homework check</b> <b>Review Quiz</b> U. 6 Sharing Personal Information relationships, compound signs, family, listing,	Practice signs, fingerspelling, numbers, classifiers Read pgs. 166-170, 172-177, <b>answer questions pg. 185 preview and practice dialogue and prompts</b>	3/11
3/11 T	<b>Homework check</b> U. 6 Survey, group activity <b>U 6 Dialogue</b> , expressive prompts	Practice signs, fingerspelling, numbers, classifiers, <b>DCMP paper – Peter Cook – From a Gator Ride to the Dentist’s Office</b>	3/13
3/13 R	<b>Homework check</b> <b>Review Quiz</b> U. 6 <b>Present family story</b> <b>See What I Mean CD (SWIM)</b>	Practice signs, fingerspelling, numbers, classifiers <b>Create family story, view video dialogues and answer questions pgs. 180-183, review Units 5 &amp; 6 signs and information</b>	3/18
3/18 T	<b>Homework check</b> <b>U. 5 &amp; 6 Test</b> <b>See What I Mean CD (SWIM)</b>	Practice signs, fingerspelling, numbers, classifiers, <b>SWIM paper</b>	3/20
3/20 R	<b>Homework check</b> <b>Review Quiz</b> U. 7 Where People Live Math, fingerspelling, housing, cities	Practice signs, fingerspelling, numbers, classifiers Read pgs. 196-200, 202-206, <b>answer questions pg. 214, preview dialogue and prompts</b>	3/25
3/25 T (TA)	<b>Homework check</b> U. 7 Locations, transportation, classifiers, survey, <b>U 7 dialogue</b> , expressive prompts	Practice signs, fingerspelling, numbers, classifiers <b>view video dialogues and answer questions pgs. 208-211, practice the dialogues</b>	3/27
3/27 R	<b>Homework check</b> <b>Review Quiz</b> U. 8 Time and Activities Calendar, time, fingerspelling, dates, activities	Practice signs, fingerspelling, numbers, dialogues, prompts Read pgs. 226-231, 234-236, <b>answer questions pg. 245, prepare schedule worksheet, preview and practice dialogue and prompts</b>	4/1
4/1 T	<b>Homework check</b> U. 8 Schedule activity, seasons, weekend activities, <b>U 8 dialogue</b>	Practice signs, fingerspelling, numbers, dialogues, prompts <b>view video dialogues and answer questions pgs. 238-242, create a weekend activities story, preview and practice dialogue &amp; prompts</b>	4/3
4/3 R	<b>Homework check</b> <b>Review Quiz</b> U. 8	Practice signs, fingerspelling, numbers, dialogues, prompts, <b>Deaf Space paper (articles and links below)</b>	4/8

	Survey, expressive prompts , U 9 fingerspelling <b>Present weekend activities story</b>		
4/8 T	<b>Homework check</b> <b>U. 7 &amp; 8 Test</b> U. 9 Asking for Assistance Noun/verb pairs, classifiers, requests	Practice signs, fingerspelling, numbers, dialogues, prompts Read pgs. 258-261, 264-267, <b>answer questions</b> <b>pg. 277, preview and practice dialogue and</b> <b>prompts, create seasons story</b>	4/10
4/10 R	<b>Homework check</b> <b>Review Quiz</b> U. 9 <b>Present season story</b> Verbs, classifiers, numbers, expressive prompts	Practice signs, fingerspelling, numbers, dialogues, prompts <b>view video dialogues and answer questions</b> <b>pgs. 270-274, preview and practice dialogue</b> <b>and prompts</b>	4/15
4/15 T (TA)	<b>Homework check</b> U. 9 Fingerspelling, requests, verbs, <b>U 9</b> <b>dialogue</b>	Practice signs, fingerspelling, numbers, dialogues, prompts, <b>create final story</b>	4/17
4/17 R	<b>Homework check</b> <b>U. 9 Test</b> <b>Final Story presentations</b>	Practice signs, fingerspelling, numbers, dialogues, prompts Review Units 1 – 9	4/22
4/22 T	Units 1 – 9 activities <b>Final Story presentations</b>	See you in ASL 1120!	PAH!

Culturally Appropriate Behaviors (CAB) Rules for daily participation and signing

**EYE CONTACT** – always watch the signer(s) in any location or media, remember to watch the face and use the signing space/frame

**SILENCE** – always have voice/English off in the classroom, at silent meals, around Deaf signers, try not to mouth either

**SIGNING** – always sign in the classroom, at silent meals, around Deaf signers

Demonstrate respect for diversity in the classroom for people of different backgrounds, learning styles and pace.

Be aware of “Deaf-friendly” practices.

Dress for easy viewing – solid contrasting color covered tops, less “loud” jewelry, nails, hair off face, etc.

**Deaf Space articles and videos** – due 4/8

[http://www.gallaudet.edu/communications\\_and\\_public\\_relations/gallaudet\\_today\\_magazine/deaf\\_space\\_spring\\_2007.html](http://www.gallaudet.edu/communications_and_public_relations/gallaudet_today_magazine/deaf_space_spring_2007.html) article

<http://www.youtube.com/watch?v=ihFt4tCUgKs> ASL and English with captions

[http://www.youtube.com/watch?feature=player\\_embedded&v=MJjVDqhOqkw](http://www.youtube.com/watch?feature=player_embedded&v=MJjVDqhOqkw) English with captions

<http://www.hbhmarchitecture.com/index.php?/ongoing/deaf-space-design-guide/> design models

ASL 1110

Grading – Points system

Assignment	Points	Due Date
Daily participation (2 pts. each)	60	Every class
25 Workbook completions (3 pts. each)	75	Every class
10 Review Rec. Quizzes (5 pts. each)	50	In classes
5 Unit Tests (20 pts. each)	100	End of all Units
9 Exp. Dialogues (5 pts. each)	45	End of all Units
3 Expressive stories (20 pts. each)	60	End of Units 6,8,9
5 hours of Deaf events (10 pts. each)	50	Varied times
7 hours of Silent Meals (10 pts. each)	70	Varied times
DCMP reaction paper-Clerc	10	2/13
DCMP reaction paper-DPN	10	2/20
DCMP reaction paper-Deaf Son	10	2/17
DCMP reaction paper-Cook	10	3/13
See What I Mean reaction paper	10	3/20
Deaf Space reaction paper	10	4/8
Final Story presentation	30	4/17
<b>Total points</b>	<b>600</b>	

A combination of extra credits can be earned for extra hours in silent meals, Deaf community events, or volunteer hours for a maximum of 20 points – each activity is a maximum of 5 points. A reaction paper must be attached for each Deaf community or volunteer event (at least one typed full page). One volunteer hour is equal to .5 Deaf community hour. One ASL movie hour is equal to .5 Deaf community hour.

At least two (2) Silent Meal hours must be completed each month (Jan - April) to be counted.

There will be assignment directions and rubrics posted and/or explained before they are due.