

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) _____	
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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 _____

Rationale /Place in Curriculum/Impact on Program
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Department Contact	Name _____	Phone _____	Email _____
College Contact	Name _____	Phone _____	Email _____

MEMO to Curriculum Committee

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

ASL 1120 - American Sign Language 2

Syllabus

GENERAL INFORMATION

Contact Information

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

Basic Course Information

Sections: 2763

Class Meeting Times: **Tuesdays 2 Periods, Thursdays 2 Periods**

Credits: 4

Class Location: Little Hall **xxx**

Prerequisite: ASL 1110 or permission of the instructor

COURSE DESCRIPTION

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

COURSE OBJECTIVES/GOAL

1. Demonstrate expressive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions: (a) discussing weather, (b) schedules and events, (c) discussing health, (d) locating objects, (e) hobbies and interests, (f) spending money, and (g) explaining procedures, **(h) telling or retelling of works 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) discussing weather, (b) schedules and events, (c) discussing health, (d) locating objects, (e) hobbies and interests, (f) spending money, and (g) explaining procedures, **(h) analyzing works from different literature genres**. 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, 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.

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) discussing weather, (b) schedules and events, (c) discussing health, (d) locating objects, (e) hobbies and interests, (f) spending money, and (g) explaining procedures, **(h) 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. **Explore different genres of ASL folklore including creation of basic ASL literature forms. View and analyze two ASL literature classic tales.**

8. Demonstrate ability to critically evaluate self and classmates' ASL skills. When viewing live demonstration of classmates' ASL narration, students will provide supportive feedback. When viewing videoed samples of student's own signed narratives, student will self-evaluate providing substantive analysis of strengths and areas needing improvement based on student's own developing sense of correctness for ASL expression.

MATERIALS

Newell, Sanders, B. Holcomb, S. Holcomb, Caccamise, Peterson (2010). *ASL at Work*. San Diego, CA: DawnSignPress - ISBN: 978-1-58121-081-1
(required, should already have from ASL 1110)

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 required by this weekend to allow time for enrollment. Ensure that your registration is still valid and accessible from last semester.

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 Scale (<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 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](#). You are obliged to report any condition that facilitates academic misconduct to appropriate personal. If you have any questions or concerns, please consult with the professor or TAs in this class.

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 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 end of 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 longer 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

Tentative Schedule

ASL 1120 – Ashton (red is for 4 credit version – ASL Lit additions)

SUBJECT TO CHANGE WITH OR WITHOUT NOTICE!

Date	Classwork	Homework	Due Dates
1/7 T	Syllabus, CAB Review Units 1- 9 U. 10 Weather Numbers, seasons, elements, frequency	Review ASLW DVD Units 1-9, Practice signs, fingerspelling, numbers & classifiers, bring a city weather forecast outside of Florida	1/9
1/9 R	Homework check U. 10 Activity, forecasts, states, narratives Additional Handshape & ABC stories	Practice signs, fingerspelling, numbers & classifiers, read pgs. 288-297, 300, answer questions pg. 309, preview and practice dialogue and prompts pg.307-308	1/14
1/14 T	Homework check Review Quiz U. 10 Regions, dialogue , prompts	Practice signs, fingerspelling, numbers & classifiers, view video dialogues and answer questions pgs. 302-306 , practice the dialogues, Develop a narrative	1/16
1/16 R (TA)	Homework check U 10 Test Narratives, Number stories	Practice signs, fingerspelling, numbers & classifiers View assigned video (DCMP or YouTube)	1/21
1/21 T	Homework check Review Quiz U. 11 Schedules & Events Time signs, regular activities	Practice signs, fingerspelling, numbers & classifiers, read pgs. 322-325, 328-332 answer questions pg. 341	1/23
1/23 R	Homework check U. 11 fingerspelling, numbers, narratives Number stories	Practice signs, fingerspelling, numbers & classifiers, view video dialogues and answer questions pgs. 334-338, preview and practice dialogue and prompts pgs.339-340,	1/28
1/28 T	Homework check Review Quiz U. 11 dialogue , expressive prompts	Practice signs, fingerspelling, numbers & classifiers, develop narrative, create a number story	1/30
1/30 R	Homework check U. 11 Test Narratives, Number story (graded)	Practice signs, fingerspelling, numbers & classifiers, view assigned video (DCMP or YouTube)	2/4
2/4 T	Homework check Review Quiz U. 12 Health Health signs, fingerspelling, dialogue	Practice signs, fingerspelling , numbers & classifiers, read pgs. 352-354, 356-358, answer questions pg. 369, preview and practice dialogue and prompts pgs.367-368	2/6
2/6 R	Homework check U. 12 Narratives, scenarios Dialogue , prompts, Humor stories, jokes	Practice signs, fingerspelling, numbers & classifiers, view video dialogues and answer questions pgs. 360-366, , develop a narrative	2/11
2/11 T	Homework check activities U. 12 Test narratives	Practice signs, fingerspelling, numbers & classifiers, view assigned video (DCMP or YouTube)	2/13
2/13 R	Homework check U. 13 Locating Objects Object signs, classifiers, Humor story, jokes	Practice signs, fingerspelling, numbers, & classifiers, read pgs. 382-388, 390, answer questions pg. 396 , draw an office floor plan	2/18
2/18 T	Homework check Review Quiz	Practice signs, fingerspelling, numbers, & classifiers, view video dialogues and answer questions pgs.	2/20

	U 13 Numbers, locations, activities	392-394, preview and practice dialogue and prompts, practice a humor story or joke	
2/20 R	Homework check U. 13 Activities, expressive prompts, dialogue Retell a humor story or joke (graded)	Practice signs, fingerspelling, numbers, & classifiers, develop a narrative	2/25
2/25 T	Homework check activities U. 13 Test narratives	Practice signs, fingerspelling, numbers, & classifiers, view assigned video (DCMP or YouTube)	2/27
2/27 R	Homework check U 14 Hobbies & Interests Fingerspelling, leisure signs, Personal anecdotes	Practice signs, fingerspelling, numbers, & classifiers, read pgs. 406-409, 412-415, answer questions pg. 425	3/11
3/11 T	Homework check Review Quiz U 14 Numbers, time signs, dialogue	Practice signs, fingerspelling, numbers, & classifiers, view video dialogues and answer questions pgs. 418-423, preview and practice dialogue and prompts pg. 424	3/13
3/13 R	Homework check U. 14 Activity, dialogue , prompts Bird of a Different Feather video	Practice signs, fingerspelling, numbers, & classifiers, develop a narrative	3/18
3/18 T	Homework check activities U. 14 Test narratives	Practice signs, fingerspelling, numbers, & classifiers, view assigned video (DCMP or YouTube)	3/20
3/20 R	Homework check U. 15 Money fingerspelling, money signs Bird of a Different Feather video	Practice signs, fingerspelling, numbers, & classifiers, read pgs. 436-441, 444-445, answer questions pgs. 456-457	3/25
3/25 T (TA)	Homework check Review Quiz U. 15 Fingerspelling, numbers, spending, classifiers	Practice signs, fingerspelling, numbers, & classifiers, view video dialogues and answer questions pgs. 448-453, preview and practice dialogue and prompts pg. 454-455	3/27
3/27 R	Homework check U 15 Narratives, scenarios, activities, dialogue , prompts, Retell Bird of a Different Feather section (graded)	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts Develop a narrative	4/1
4/1 T	Homework check activities U. 15 Test narratives	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts View an assigned video (DCMP or YouTube)	4/3
4/3 R	Homework check U. 16 Procedures Fingerspelling, numbers, sequencing, scenarios, Eyeth video	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts Read pgs. 468-473, 476-478, answer questions pg. 489	4/8
4/8 T	Homework check Review Quiz U. 16 Numbers, scenarios, directionality	Practice signs, fingerspelling, numbers, classifiers, view video dialogues and answer questions pgs. 480-486, preview and practice dialogue and prompts pgs. 487-488	4/10
4/10 R	Homework check U. 16 Dialogue , prompts	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts Develop a narrative	4/15

	Eyeth video		
4/15 T	Homework check activities U. 16 Test Narratives National Anthem & Alma mater	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts View assigned video (DCMP or YouTube)	4/17
4/17 R	Homework check U. 10-16 Review Interpreted Songs (D-PAN) Final Story presentations	Practice signs, fingerspelling, numbers, dialogues, prompts Review Units 10-16	4/22
4/22 T	Final Story presentations	See you in ASL 1130!	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.

Grading – Points system

Assignment	Points	Due Date
Daily participation (2 pts. each)	60	Every class
14 Workbook completions (5 pts. each)	70	Every Unit
8 Review Rec. Quizzes (5 pts. each)	40	In classes
7 Unit Rec. Tests (20 pts. each)	140	End of Units
7 Exp. Dialogues (5 pts. each)	35	End of Units
7 Expressive narratives (15 pts. each)	105	End of Units
3 ASL Lit exp. Assignments (10 pts. each)	30	Varied times
7 silent meals	70	2+ each month
5 hours of Deaf events	50	Varied times
Final Story presentation	40	End of Course
Total points	650	

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 (January-April) to be counted.

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

ASL 1120 - American Sign Language 2

Syllabus Spring 2014

GENERAL INFORMATION

Contact Information

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

Basic Course Information

Sections: 2763 Tuesdays pds. 5-6 (11:45 AM – 1:40 PM), Thursdays pd. 6 (12:50 – 1:40 PM)

6198 Tuesdays pds. 8-9 (3:00 – 4:55 PM). Thursdays pd. 9 (4:05 - 4:55 PM)

Credits: 3

Class Location: Little Hall 113

COURSE DESCRIPTION

Your ASL structure will include advanced components such as rhetorical, conditionals, rank order indexing. You will work with a group and do a song project complete with props and costumes. Contact hours and silent meal hours (total of ten) required. (catalog)

This is the second in a series of courses based on American Sign Language concepts and principles. This beginning 2 course 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) discussing weather, (b) schedules and events, (c) discussing health, (d) locating objects, (e) hobbies and interests, (f) spending money, and (g) explaining procedures. 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) discussing weather, (b) schedules and events, (c) discussing health, (d) locating objects, (e) hobbies and interests, (f) spending money, and (g) explaining procedures. 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) discussing weather, (b) schedules and events, (c) discussing health, (d) locating objects, (e) hobbies and interests, (f) spending money, and (g) explaining procedures.
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.
8. Demonstrate ability to critically evaluate self and classmates' ASL skills. When viewing live demonstration of classmates' ASL narration, students will provide supportive feedback. When viewing videoed samples of student's own signed narratives, student will self-evaluate providing substantive analysis of strengths and areas needing improvement based on student's own developing sense of correctness for ASL expression.

MATERIALS

Newell, Sanders, B. Holcomb, S. Holcomb, Caccamise, Peterson (2010). *ASL at Work*. San Diego, CA: DawnSignPress - ISBN: 978-1-58121-081-1
(required, should already have from ASL 1110)

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 required by this weekend to allow time for enrollment. Ensure that your registration is still valid and accessible from last semester.

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	Percentage
A	93 - 100
A-	88 – 92.99
B+	85 – 87.99
B	81 – 84.99
B-	78 – 80.99
C+	75 – 77.99
C	71 – 74.99
C-	68 – 70.99
D+	65 – 67.99
D	61 – 64.99
D -	58 – 60.99
E	0 – 57.99

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](#). 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 professor or TAs in this class.

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 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 end of 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 longer 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 excuse 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

Spring 2014 Tentative Schedule

ASL 1120 – Ashton

SUBJECT TO CHANGE WITH OR WITHOUT NOTICE!

Date	Classwork	Homework	Due Dates
1/7 T	Syllabus, CAB Review Units 1- 9 U. 10 Weather Numbers, seasons, elements, frequency	Review ASLW DVD Units 1-9, Practice signs, fingerspelling, numbers & classifiers, bring a city weather forecast outside of Florida	1/9
1/9 R	Homework check U. 10 Activity, forecasts, states, narratives	Practice signs, fingerspelling, numbers & classifiers, read pgs. 288-297, 300, answer questions pg. 309, preview and practice dialogue and prompts pg.307-308	1/14
1/14 T	Homework check Review Quiz U. 10 Regions, dialogue , prompts	Practice signs, fingerspelling, numbers & classifiers, view video dialogues and answer questions pgs. 302-306 , practice the dialogues, Develop a narrative	1/16
1/16 R (TA)	Homework check U 10 Test narratives	Practice signs, fingerspelling, numbers & classifiers View assigned video (DCMP or YouTube)	1/21
1/21 T	Homework check Review Quiz U. 11 Schedules & Events Time signs, regular activities	Practice signs, fingerspelling, numbers & classifiers, read pgs. 322-325, 328-332 answer questions pg. 341	1/23
1/23 R	Homework check U. 11 fingerspelling, numbers, narratives	Practice signs, fingerspelling, numbers & classifiers, view video dialogues and answer questions pgs. 334-338, preview and practice dialogue and prompts pgs.339-340,	1/28
1/28 T	Homework check Review Quiz U. 11 dialogue , expressive prompts	Practice signs, fingerspelling, numbers & classifiers, develop narrative	1/30
1/30 R	Homework check U. 11 Test narratives	Practice signs, fingerspelling, numbers & classifiers, view assigned video (DCMP or YouTube)	2/4
2/4 T	Homework check Review Quiz U. 12 Health Health signs, fingerspelling, dialogue	Practice signs, fingerspelling , numbers & classifiers, read pgs. 352-354, 356-358, answer questions pg. 369, preview and practice dialogue and prompts pgs.367-368	2/6
2/6 R	Homework check U. 12 Narratives, scenarios Dialogue , prompts	Practice signs, fingerspelling, numbers & classifiers, view video dialogues and answer questions pgs. 360-366, , develop a narrative	2/11
2/11 T	Homework check activities U. 12 Test narratives	Practice signs, fingerspelling, numbers & classifiers, view assigned video (DCMP or YouTube)	2/13
2/13 R	Homework check U. 13 Locating Objects Object signs, classifiers	Practice signs, fingerspelling, numbers, & classifiers, read pgs. 382-388, 390, answer questions pg. 396 , draw an office floor plan	2/18
2/18 T	Homework check Review Quiz	Practice signs, fingerspelling, numbers, & classifiers, view video dialogues and answer	2/20

	U 13 Numbers, locations, activities	questions pgs. 392-394, preview and practice dialogue and prompts	
2/20 R	Homework check U. 13 Activities, expressive prompts, dialogue	Practice signs, fingerspelling, numbers, & classifiers, develop a narrative	2/25
2/25 T	Homework check activities U. 13 Test narratives	Practice signs, fingerspelling, numbers, & classifiers, view assigned video (DCMP or YouTube)	2/27
2/27 R	Homework check U 14 Hobbies & Interests Fingerspelling, leisure signs	Practice signs, fingerspelling, numbers, & classifiers, read pgs. 406-409, 412-415, answer questions pg. 425	3/11
3/11 T	Homework check Review Quiz U 14 Numbers, time signs, dialogue	Practice signs, fingerspelling, numbers, & classifiers, view video dialogues and answer questions pgs. 418-423, preview and practice dialogue and prompts pg. 424	3/13
3/13 R	Homework check U. 14 Activity, dialogue , prompts	Practice signs, fingerspelling, numbers, & classifiers, develop a narrative	3/18
3/18 T	Homework check activities U. 14 Test narratives	Practice signs, fingerspelling, numbers, & classifiers, view assigned video (DCMP or YouTube)	3/20
3/20 R	Homework check U. 15 Money fingerspelling, money signs	Practice signs, fingerspelling, numbers, & classifiers, read pgs. 436-441, 444-445, answer questions pgs. 456-457	3/25
3/25 T (TA)	Homework check Review Quiz U. 15 Fingerspelling, numbers, spending, classifiers	Practice signs, fingerspelling, numbers, & classifiers, view video dialogues and answer questions pgs. 448-453, preview and practice dialogue and prompts pg. 454-455	3/27
3/27 R	Homework check U 15 Narratives, scenarios, activities, dialogue , prompts	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts Develop a narrative	4/1
4/1 T	Homework check activities U. 15 Test narratives	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts View an assigned video (DCMP or YouTube)	4/3
4/3 R	Homework check U. 16 Procedures Fingerspelling, numbers, sequencing, scenarios	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts Read pgs. 468-473, 476-478, answer questions pg. 489	4/8
4/8 T	Homework check Review Quiz U. 16 Numbers, scenarios, directionality	Practice signs, fingerspelling, numbers, classifiers, view video dialogues and answer questions pgs. 480-486, preview and practice dialogue and prompts pgs. 487-488	4/10
4/10 R	Homework check U. 16 Dialogue , prompts	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts Develop a narrative	4/15
4/15 T	Homework check activities U. 16 Test Narratives National Anthem & Alma mater	Practice signs, fingerspelling, numbers, classifiers, dialogues, & prompts View assigned video (DCMP or YouTube)	4/17

4/17 R	Homework check U. 10-16 Review Final Story presentations	Practice signs, fingerspelling, numbers, dialogues, prompts Review Units 10-16	4/22
4/22 T	Final Story presentations	See you in ASL 1130!	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.

Grading – Points system

Assignment	Unit(s)	Points	Due Date
Daily participation (2 pts. each)		60	Every class
14 Workbook completions (5 pts. each)		70	Every Unit
8 Review Rec. Quizzes (5 pts. each)		40	In classes
7 Unit Rec. Tests (20 pts. each)		140	End of Units
7 Exp. Dialogues (5 pts. each)		35	End of Units
7 Expressive narratives (15 pts. each)		105	End of Units
7 silent meals		70	2+ each month
5 hours of Deaf events		50	Varied times
Final Story presentation		40	End of Course
Total points		620	

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 (January-April) to be counted.

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