

## **American Sign Language Level 2 (ASL 1120)**

### **Syllabus**

Spring Semester 2021

Instructor: Stephen J. Hardy, II Email: [sjhardy@phhp.ufl.edu](mailto:sjhardy@phhp.ufl.edu)

Class format: Online (100%)

Zoom Meets

Office hours: Via Zoom and appointments only

Online Synchronous Sessions:

Our class sessions may be visually recorded for students in the class to refer back and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. Suppose you are not willing to consent to have your voice recorded during course. In that case, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, allowing students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

### **Course Description:**

This course is the second in a series of courses designed to further develop comprehension and production abilities in American Sign Language (ASL). Lessons are designed around recognition and demonstration of more sophisticated grammatical features of ASL, focusing on increasing fluency and accuracy. Cultural awareness of the Deaf communities of the world is also instilled.

### **Course Outline:**

Unit 4 — Residences and Communities

Unit 5 – Scheduling

Unit 6 – Good Times

### **Required Texts/Materials:**

1. Gelineau, , Shannon, T., Harris, R., Bryant, R., & Marbury, N. (2019). *TRUE+WAY ASL: Unit 7-12 student e-workbook*. Austin, TX: Purple Moontower. <http://truewayasl.com>
2. [GoReact](#)

## **Required Readings and Course Content**

All required readings will be made available through Canvas and posted in the modules at least one week in advance of the due date on which they are covered. The Instructor will also post PowerPoint slides of each class at least 24 hours before that class. Class resources, announcements, updates, and assignments will also be made available through Canvas. So, please check this site frequently: <http://lss.at.ufl.edu>

### **Course Rationale/Objectives:**

This course aims to help you develop the study skills you need to learn a language and review and practice what you are learning in your language class. This may include lectures, small group activities, electronic media use, going to ASL Lab, and Deaf events. You will be encouraged to practice your receptive and expressive skills to have a positive experience with your language course. Students are expected to come to class well prepared to participate in daily discussions. The grammatical explanations will be kept to a minimum, and students will be required to work in pairs and small groups. Active participation in group work is necessary for the success of the class.

### **ASL 2: Student Learning Outcomes**

#### **Vocabulary Development**

1. Recognize and produce vocabulary items in each
2. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items and

#### **Grammatical Features**

1.
  1. Grammatical features of ASL will be utilized in all conversational exchanges and class. The student is encouraged not to think in ENGLISH.
  2. Demonstrate expressive mastery of dialogues and short sentences, narratives and stories were utilizing ASL grammatical features.
3. Demonstrate the ability to recognize and produce complex ASL sentence structures.

#### **Conversational and Communication Skills**

1.
  1. Demonstrate receptive competence for relatively short narratives, stories, and so forth in ASL signed by the professor or by Deaf users of ASL and classmates.

2. Demonstrate the ability to initiate, conduct, and terminate context-specific conversations of medium length with Deaf users of ASL other than the professor.
3. Demonstrate the ability to express self-generated short stories, short narratives, and others in
4. Demonstrate the ability to communicate effectively by participating in social/cultural Deaf events and then submitting video presentations based on those events.

#### **Cultural Awareness**

1. Analyze and critique diverse Deaf communities' competing perspectives in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its
2. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures

#### **Course Grading System:**

Your comprehension and production skills will be evaluated regularly. You will also be assessed on your preparation for class activities and your assignments outside of the class.

##### **1. TRUE+WAY ASL (TWA) e-Workbook assignments 10%**

This workbook is designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by designated due dates announced in the class. Late charges will not be accepted.

##### **2. TWA "SOAR" video assignments 10%**

The Self-Observation Assessment Review (SOAR) videos at the end of each unit in the *TRUE+WAY ASL* e-Workbook website. You are to record your work via GoReact.com and submit your video by the due date. Late assignments will not be accepted.

##### **3. Quizzes 20%**

Some quizzes will be announced in class, and some will be "pop" quizzes. You may not make up any quizzes you miss – if you miss the quiz, you will get a zero. The examinations will be based mainly on the ability to comprehend ASL and cultural information. Questions may also be drawn from the reading/viewing of the *TRUE+WAY ASL* e-workbook/video, video assignments, vocabulary, and class discussions.

##### **4. Unit Tests: Comprehension & Production 30%**

Unit tests will cover all material presented to that point of the class. They will include information from quizzes, *TRUE+WAY ASL*, class notes, handouts, lectures, vocabulary

videos, as well as your comprehension and production skills. There will be **no make-up** of the tests except under circumstances I deem to be extreme or unique.

### **5. Final Exam: Production 30%**

This expressive final will include comprehension and production, information from the workbook, videos shown in and out of class, vocabulary videos, class assignments, and discussions. There will be **no make-up** of the final exam except under circumstances I deem to be extreme or unique.

**ASL Zone:** This classroom is ASL Zone; avoid voicing or English mouthing during class time. Once the professor enters the classroom, please silence yourself and sign with your class peers. Talking without signing in Deaf professor or any Deaf person is considered rude in Deaf culture. Write notes to each other if you must or SIGN! This NO VOICE rule will be enforced from the beginning until the end of the class. Disruptive students will be asked to leave the level.

### **Tentative Course Schedule\***

<i>Week</i>	<i>Unit</i>
1 & 2	Unit 4: Residences and Communities (4.1 - 4.3)
3 & 4	Unit 4.4   Unit 4 SOAR
5 & 6	Unit 3 & 4 Review   Unit 3 & 4 Test
7 & 8	Unit 5: Scheduling (5.1 & 5.2)
9 & 10	Unit 5.3-5.6   Unit 5 SOAR
11 & 12	Unit 6: Good Times (6.1 - 6.3)
13 & 14	Unit 6.4 & 6.5   Unit 5 & 6 Review   Unit 6 SOAR   Unit 5 & 6 Test

*\* varies depending on several factors such as whether your campus has ASL Lab (hours and tutors), the class format, a total of contact hours, and technology accessibility/availability.*

No one is permitted in the classroom except the Instructor and students.

In particular, children are not permitted in the classroom.

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## **GRADING POLICY**

### Grading Scale – Hardy

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

**Inclusive Learning Environment, Public health, and health professions** are based on human dignity and respect for the individual. As we share our ideas inside or outside of the classroom, we always understand that we value and respect the diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of our students' educational experiences and enhances our own personal and professional relationships.

**We embrace The University of Florida's Non-Discrimination Policy**, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination concerning race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

If you have questions or concerns about your rights and responsibilities for an inclusive learning environment, please see your Instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

**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 disabilities.

The ADA coordinator assists anyone with questions about access. See 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.

**Accommodations for Students with Disabilities** If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center will provide documentation of accommodations to you, which you must then give to me as the Instructor of the course to receive accommodations.

Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed, 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) Individual, Group, & Couples Counseling 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

**Attendance:** Students are responsible for satisfying all academic requirements. Absences count from the first class meeting. In general, acceptable reasons for lack from class include illness, serious family emergencies, special curricular needs (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 the 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 class days. 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 delay 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 is 2 points and will be deducted for each unexcused session missed. Inappropriate behavior can be cause by being asked to immediately leave the class 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 honor code's high standard of honor.

Violations of the honor code will be addressed. For example, you have not kept your paper secure, and a classmate copied it. Both documents may be subject to a zero grade.

This applies to all communication forms: 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 correctly and on time.

Canvas must be checked regularly for course materials, assignments, deadlines, postings, announcements, emails, schedule changes, etc. Language Lab Hours: At least eight hours are required for this course. The hours are not completed each month cannot be made up. The posted language lab hour's sign-in log must be presented to the language lab supervisor at the language lab hour to be signed with the times in and out. It is highly recommended that you get in the habit of attending two language lab hours each month.

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. Extra credit hours can be used instead. 10 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. Missed make-up tests will result in a zero. Signed assignments such as dialogues and stories are to be made up upon return to the next class. Grade Recording: When assignments are turned in, narratives are completed, review quizzes and scheduled tests are graded, etc., then grades will be posted online via Canvas. Check your

recorded grade and inform your Instructor 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 community hours, language lab, and if incorrect,

contact your Instructor no later than the first week of the following month, or corrections will not be made.