

ASL 1120 - American Sign Language 2

Summer A 2024

Course 14305 Section YARY

GENERAL INFORMATION

Contact Information

Instructor: Zulma “Yary” Santiago Zayas
Office: HPNP, 2nd Floor, Room 2126
Email Contact: zsantiagoozayas@ufl.edu (preferred)
Phone Contact: 352-505-7471 VP relay
Office Hours: Virtual email appointment.

Basic Course Information

Monday & Tuesday	Wednesday
Period 3 & 4 9:30 AM – 12:15 PM	Period 3 9:30 AM – 10:45 AM Review

Section Campus: M,T,W | COMMUNICORE-003

COURSE DESCRIPTION:

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

COURSE OUTLINE:

- Unit 5: Scheduling
- Unit 6: Good Times
- Unit 7: It’s All About Food!
- Unit 8: People Among Us

REQUIRED TEXTS/MATERIALS:

Bryant, Purple Moontower. (2021). *TRUE+WAY ASL Student eWorkbook Units 5-8* (3rd ed.).

**Purchase the eworkbooks on Canvas. UF bookstore doesn’t have them.*

COURSE RATIONALE/OBJECTIVES:

This course helps you develop the study skills needed to learn a language and to review and practice what you are learning in your language class. This may include lectures, small group activities, use of electronic media, going to ASL Lab, and Deaf events. You will be encouraged to practice your receptive and expressive skills so that you can have a positive experience with your language course. Students are expected to come to class well prepared to participate in daily discussions. The grammatical structures will be discussed in class and students must work in pairs and small groups. Active participation in group work is required for the class's success.

ASL 2: STUDENT LEARNING OUTCOMES

Course Level Outcomes:

At the end of this course the students should be able to do the following:

- A. Vocabulary Development**
 1. Recognize and produce vocabulary words in each unit.
 2. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items and videos
- B. Grammatical Features**
 1. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL
 2. Demonstrate the ability to recognize and produce complex ASL sentence structures.
- C. Conversational and Communication Skills**
 1. Demonstrate comprehension and conversation facilitating behaviors
 2. Demonstrate comprehension and production of regulating behaviors (i.e. attention-getting techniques, turn-taking signals, and others)
 3. DeComprehend short narratives and stories in ASL signed by the professor, Deaf ASL speakers, or ASL videos added by the professor.
 4. Demonstrate the ability to create, conduct and terminate a short content-specific conversation.
- D. Cultural Awareness**
 1. Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.
 2. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures

ACADEMIC REQUIREMENTS AND COURSE GRADING SYSTEM:

Your comprehension and production skills will be evaluated regularly throughout the course in separate ways as listed below:

Conversation Starter Discussions 5%

Watch all conversation starters. Pick a question to answer and type your response in the discussion board by the due date. Once you type your response, you will be able to see your classmates'

responses. Feel free to post additional questions and comments to better understand the conversation starters. Points will be deducted for late submission.

Peer Observation Assignment (POA) 5%

At the end of each unit, you will be watching videos of proficient Deaf ASL signers signing something incorrectly. Try to identify the error by answering the questions by the due date.

Worksheets 5%

Worksheets are designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by assigned due dates. **(You will have 2 attempts.)**

Self-Observation Assessment Review (SOAR) 15%

At the end of each unit, you will sign the sentences using appropriate ASL grammar structures. In this assignment, there are videos with proficient Deaf ASL signers for you to watch, practice, and identify areas you can improve and areas that you are doing well before recording yourself. Submit your video by the due date. **DO NOT** copy-sign or you will receive a zero grade. Complete these assignments by the due date. Points will be deducted for late submission.

Quizzes 10%

Quizzes are designed to cover content previously learned to ensure you are on the right pace in learning the material. Complete the assigned quizzes by the due dates. There will be *no make-up* for the quiz except under the circumstances I deem to be extreme or unique. **You are allowed only one attempt.**

Video Reflection Summary Assignments/Deaf Community Event 10%

You are to write 250 words or more on your work via Canvas and submit your assignments by the due date. Points will be deducted for late submission.

You will be expected to attend one Deaf Community Event during the semester (please do not wait until the last minute to attend). The events will be posted on the Signing Gator Facebook page and in the announcement on Canvas.

Unit Comprehension Test 5%

The test will cover material presented up to this point in the course. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes. There will be *no make-up* for the test except under the circumstances I deem to be extreme or unique. **You will complete this test in class, and you must bring your tablet/laptop.**

Unit Story Comprehension Test 5%

At the end of each unit, you will watch a story and answer questions about the story by the due date. There will be *no make-up* for the test except under the circumstances I deem to be extreme or unique. **You will complete this test in class, and you must bring your tablet/laptop.**

Unit Production Test 40%

The test will cover material presented up to this point in the course. You will translate the English sentences into ASL. Practice your signing before recording yourself and submit your video before the due date. **DO NOT** copy-sign or you will receive a zero grade. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes. There will be *no make-up* for the test except under the circumstances I deem to be extreme or unique. **You will complete this test outside of the class.** Please follow the protocol for media production.

Exercises from the TWA (True+Way ASL) student ebooks will be assigned each week. Students will be prepared to demonstrate their receptive and expressive sign skills during the class and video assignments.

Two points will be deducted for any late submissions. Any late submissions will not be accepted after **Sunday, April 7th**.

PROTOCOL FOR PRODUCTION OF MEDIA

When producing visual material, by signing or interpreting, the student must be aware of the procedures that will **enhance** the production:

- **Backgrounds** should be a **solid** color that contrasts with a student's skin color. **NO lights, ceiling fans, and/or window behind you.**
- **Color of clothes** should be a **solid** color that contrasts with a student's skin color.
- Light skinned students wear darker **solid** color tops.
- Darker-skinned students wear lighter **solid** color tops.
- Tops should have sleeves; midriff should not be showing, low cut or sleeveless tops not permitted.
- Tops should not have distractions: buttons, emblems, and graphics.

Distractions

- Hair should be out of the face. Do not wear a hat.
- Do **NOT** sign into the **BEDROOM/BATHROOM**. Please record yourself in a room with a neat background. Also, do not involve children or someone that is not involved or pets in the video assignment.
- Jewelry should not be distracting dangling earrings, shiny necklaces, and sparkly pins.
- Gum chewing is not permitted.

Make sure you follow the instructions for each video project on Canvas.

DO NOT copy-sign! The purpose of the video assignments is for you to show your signing skills. Practice first before you record yourself.

If students do not follow the protocol, this will result in points being deducted from the final grade of the material produced.

Course Grading System

ASSIGNMENT	POSSIBLE PERCENT
Conversation Starter Discussions	5%
Peer Observation Assignment (POA)	5%
Worksheet Assignments	5%
Self-Observation Assessment Review (SOAR) video assignments	15%
Quizzes	10%
Video Reflection Summary (3) Deaf Community Presentation (1)	10%
Unit Story Comprehension Test	5%
Unit Comprehension Test	5%
Unit Production Test	40%
Total	100%

GRADING SCALE:

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
# of pts	558-600	540-557	522-539	498-521	480-497	462-479	402-461	378-401	360-377	300-314	Below 360
Letter grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

***No S/U for this course, only letter grade.**

***No grades will be rounded off. No extra credit will be given.**

More information on UF grading policy may be found at:

[UF Grading Policies](#)

[SLHS Undergraduate Courses Catalog](#)

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Class Policy

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.

Full participation is expected from the beginning to the end of the session, including paying attention visually and actively always signing.

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

The ASL class is a visual modality environment; therefore, please dress appropriately (Tank tops and midriffs are not permitted) for easy sign viewing (solid contrasting tops, muted makeup, jewelry, etc.) for any lesson. And everyone must follow the basic ASL cultural rules of *eye contact* and *always signing* in the classroom and around any Deaf signers.

If any of the requests are not followed, you will be asked to leave the class.

Policy Related to Make up Exams or Other Work

Any requests for make-up due to technical issues **MUST** be accompanied by the UF Computing help desk: [Computing Help Desk](#) . You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request make-up.

Policy Related to Required Class Attendance

Attendance for this class is not required and is **NOT** graded, but highly encouraged. The class may cover information that is not found on Canvas. Your attendance will be tracked in class on Monday-Wednesday (Thursday is optional as it is a review day, unless noted otherwise). The purpose of the attendance tracking is that it will help me decide to write a letter of recommendation for you if requested.

Requirements for class attendance and make-up exams and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair, or their designee (e.g., instructors) may grant a student permission to bring a guest(s) for two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Students are responsible for course material regardless of attendance.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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 by abiding by the Honor Code”.

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: [Click here to read the Student Conduct Code](#)

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office within the first week of class or as soon as you believe you might be eligible for accommodation. The Dean of Students' Office will provide documentation of accommodation for you, which you must then give to me as the instructor of the course to receive accommodation. 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 to providing reasonable accommodation to assist students with their coursework. More information can be found here: [Disability Resource Center](#)

Student Health and Wellness

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services. The center offers a variety of support services such as psychological assessment, intervention, and assistance for math and test anxiety. Online and in person assistance is available.

U Matter We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room/Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, [GatorWell website](#) or call 352-273-4450.

Crisis Center-Alachua County: Call 352-264-6789 or [visit Crisis Center-Alachua County website](#)

Do not wait until you reach a crisis to come in and talk with them. They have helped many students through stressful situations impacting their academic performance. You are not alone so please do not be afraid to ask for assistance.

Academic Resources

E-learning technical support: Visit the [UF Computing Help Desk](#) or call 352-392-4357 or via email at helpdesk@ufl.edu

[Career Connections Center](#) : Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage](#) for more information.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding 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 the educational experiences we provide our students with 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 with respect to 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 the inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Course Calendar Summer 2024

**Instructor reserves the right to make changes to the syllabus and assignment due dates.

General Course Schedule*

Week	Units
1	Syllabus / Unit 5 / Unit 5.1 to 5.3 Snapshots, Discussions & Worksheets and Quiz
2	Unit 5.4 & 5.6 Snapshots, Discussions & Worksheets, and Quiz Unit 5 Review: POA, SOAR, and Video Reflection Summary
3	Unit 5 Tests on Monday Unit 6 / Unit 6.1 to 6.5 Snapshots, Discussion & Worksheets, and Quiz Unit 6 Review: POA, SOAR, and Video Reflection Summary
4	Unit 6 Tests on Monday Unit 7 Unit 7.1 to 7.5 Snapshots, Discussion & Worksheet, and Quiz Unit 7 Review: POA, SOAR, and Video Reflection Summary
5	Unit 7 Tests on Monday Unit 8 Unit 8.1 to 8.4 Snapshots, Discussions & Worksheets, and Quiz Unit 8 Review: POA, and SOAR
6	Unit 8 Tests on Monday