



**SPA6581: American Sign Language for Audiologists**  
 Fall 2022  
 Section 1E97

**GENERAL INFORMATION**

Contact Information

Instructor Name: Zulma “Yary” Santiago  
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 Office Hours: By appointment only in person or zoom

Basic Course Information

Section 1E97: Th Period 6 and 7 (1:55 PM to 3:50 PM)

**COURSE DESCRIPTION:**

This course will provide students with an overview of American Sign Language concepts and principles in the context of the Health Care setting. 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. Students will learn how to make effective use of interpreters and to work with professionals in an interdisciplinary manner to optimize treatment of patients with hearing loss who use American Sign Language as a primary communication mode.

**RELATION TO PROGRAM OUTCOMES:**

The content of this course is designed to help you meet the following CCC-A Standard IV: Knowledge and Skills. Content will be learned from assigned readings, lectures, and class discussion.

IV-a17	American Sign Language and other visual communication systems
IV-a27	Use of interpreters and translators for both spoken and visual communication
IV-c11	Referring to other professions, agencies, and/or consumer organizations

IV-e1	Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
IV-e2	Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
IV-e3	Identifying underserved populations and promoting access to care

### **INSTRUCTIONAL METHOD:**

#### **In-Person Sessions**

**Our class will meet in person for the first five weeks.** You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals for the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall knowledge of the course objectives.

#### **Online Synchronous Sessions**

**After the fifth week, you will continue with the course online.** Our class sessions may be visually recorded for students in the class to refer to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing 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. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows 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 is prohibited.

### **COURSE RATIONALE/OBJECTIVES:**

By the end of the course students should be able to:

**Define** American Sign Language structure.

**Discuss** production of linguistically and culturally appropriate and accurate expressions, in American Sign Language.

**Critically analyze** historical, institutional, cultural, and educational barriers that impede customary language efforts in Deaf and Hard-of-Hearing populations who uses American Sign Language as a primary communication mode.

**Identify** solutions to language barriers targeting Deaf and Hard-of-Hearing populations.

**Synthesize** research articles in the context of Deaf and Hard-of-Hearing topics.

**Develop** cultural competencies in working with Deaf and Hard-of-Hearing individuals.

**Illustrate** the ability to access and use key journal and electronic resources to obtain updated information regarding American Sign Language and Deaf Culture.

**Summarize** research articles and their applicability to Deaf and Hard-of-Hearing Instructional Methods to enhance learning.

## **ASL 1: STUDENT LEARNING OUTCOMES**

At the end of this course, the students will be able to:

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

### **C. Conversational and Communication Skills**

1. Demonstrate receptive competence for relatively short narratives, stories, and so forth in ASL that are signed by the professor and/or by Deaf users of ASL and fellow 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 ASL.
4. Demonstrate the ability to communicate effectively by participating in social/ cultural Deaf events and then submitting video presentations based on those events.

### **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.

## **COURSE OUTLINE:**

### **True+Way ASL:**

Unit 1: Welcome to the Deaf World

Unit 11: Wellness and Fitness

**Deaf Culture: Exploring Deaf Communities in the United States 2<sup>rd</sup> edition book** (Chapter 2, 6, and 12-scanned and can be found in the files in your canvas)

## **REQUIRED TEXTS/MATERIALS:**

1. Purple Moontower. (2022). *TRUE+WAY ASL Student eWorkbook Units 1 and 11* (3rd ed.). You will pay via your course in Canvas.

## **COURSE GRADING SYSTEM**

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

### **Conversation Starter Discussions 5%**

Watch the conversation starters. Pick a question to answer and type your response in the discussion board by the due date. Once you type your response in **sentences**, 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 assignments.

### **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.

### **Self-Observation Assessment Review (SOAR) 5%**

At the end of each unit, you are to sign sentences in ASL. You are to record your work and submit your video by the due date. Complete the rubric by comparing your video with the proficient Deaf ASL signer, identifying areas you can improve and areas that you are doing well. **You will use Flipgrid for this assignment.**

### **Presentation Reflection Summary Assignments 5%**

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

**Deaf Culture Quiz 5%**

You are to take quizzes from Chapter 2, 6 and 12 on canvas.

**Story Comprehension 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** of the quiz except under circumstances I deem to be extreme or unique.

**Worksheets 15%**

Worksheets are designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by assigned due dates. Points will be deducted for late assignments. **You will be given 2 attempts to complete this assignment, the highest point will be graded.**

**Quizzes 15%**

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

**Unit Production Test 15%**

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** of the quiz except under circumstances I deem to be extreme or unique. **You will complete this test at home using Flipgrid.**

**Unit Comprehension Test 20%**

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** of the quiz except under circumstances I deem to be extreme or unique. **You will complete this test in class and be sure to bring your tablet/laptop.**

\*One point will be deducted for any late submissions.

\*\*Two points will be deducted for any late submissions after a week from the due date.

\*\*\*Any late submissions will not be accepted after **Friday, November 18, 2022.**

## Course Grading System

ASSIGNMENT	POSSIBLE PERCENT
Conversation Starter Discussions	5%
Peer Observation Assignment (POA)	5%
Self-Observation Assessment Review (SOAR) video assignments	5%
Presentation Reflection Summary (4)	5%
Deaf Culture Chapter 2, 6 and 12 quizzes	5%
Story Comprehension	10%
Worksheet assignments	15%
Quizzes	15%
Unit Production Test	15%
Unit Comprehension Test	20%
<b>Total</b>	<b>100%</b>

### GRADES ASSIGNMENTS/PROJECTS:

A variety of expressive and receptive activities are provided in and out of class for skill 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:**

% 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.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>  
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

**PROTOCOL FOR PRODUCTION OF MEDIA**

You will use Flipgrid on Canvas for any video assignments.

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

- **Backgrounds** should be a solid color that contrasts with a student's skin color
- **Color of clothes** should be a solid color that contrasts with a student's skin
- 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
- Hair should be out of the face. Do not wear a hat.
- Do NOT sign in the BEDROOM/BATHROOM/LIVING ROOM. It is preferable in a professional 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 such as: dangling earrings, shiny necklaces, and/or sparkly pins.
- Gum chewing is NOT permitted.

If students do not follow protocol, it will result in points being deducted from the final grade of the material produced. Exercises from the TWA student eBooks will be assigned each week. Students will be prepared to demonstrate their receptive and expressive signing skills during the zoom class.

**NOTE:** All must follow the basic ASL cultural rules of *eye contact* and *always signing* in the classroom/zoom 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> (Links to an external site.)Links to an external site. 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> (Links to an external site.)Links to an external site.

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

## Exam Policy

### Policy Related to Make up Exams or Other Work

Please note: Any requests for make-up due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### 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.”**



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:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

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/>.

### **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 his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance.

For additional information, please review the classroom

Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

## SUPPORT SERVICES

### Accommodation 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 <http://www.dso.ufl.edu> 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 in their coursework.

### Counseling and Student Health

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.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- U Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

- 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.

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

### **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 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 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](http://www.multicultural.ufl.edu)

**\*\*\*Tentative Schedule for Fall 2022**

**\*\*\*Subject to change**

<b>WEEK</b>	<b>UNIT</b>
1	Syllabus – Parameters of ASL – Visual Sign Gesture (VSG) (Review ABC, Numbers, etc.)
2	Presentation 1 (TBA) /Reflection Summary Assignment/ Chapter 2 Causes of Being Deaf and the Auditory Field /Quiz
3	Presentation 2 (TBA) /Reflection Summary Assignment /Chapter 6 Deaf Identities /Quiz
4	Presentation 3 (TBA) /Reflection Summary Assignment /Chapter 12 Advocating and Career Opportunities/Quiz
5	Last presentation 4 (TBA) /Reflection Summary Assignment and wrap up before begins ASL online.
6	Unit 1: Welcome to the Deaf World! Unit 1.1 Snapshots, Discussion & Worksheet, and Quiz
7	Unit 1.2 & 1.3 Snapshots, Discussion & Worksheet, and Quiz
8	Unit 1.4 & 1.5 Snapshots, Discussion & Worksheet, and Quiz
9	Unit 1 Review: POA, Story Comprehension & SOAR and Tests
10	Unit 11 Unit 11.1 Discussions & Worksheets and Quiz
11	Unit 11.2 & 11.3 Discussions & Worksheets
12	Unit 11.4 & 11.5 Discussions & Worksheets and Quiz
13	Thanksgiving Week
14	Unit 11 Review: POA, Story Comprehension & SOAR and Tests