

Course Information



Beginning ASL I

ASL 1010 [REDACTED]

Fall 2024

Course Description

First in a series of four courses that focus on expressive and receptive skills in American Sign Language and an introduction to American Deaf culture. The main objective of the first year is to develop functional language ability in the Deaf community.

Semester(s): All

First course with focus on expressive and receptive skills in American Sign Language and an introduction to American Deaf culture. Major objective of the first year is to develop functional language ability in the Deaf community.

At the completion of this course, students will be able to incorporate basic ASL grammar and vocabulary for rudimentary ASL communications, which include:

- Introducing themselves
- Exchanging personal information
- Discussing physical surroundings
- Telling where they live, attend school and/or work
- Giving simple directions
- Describing various activities
- Identifying and describing others
- Making requests and asking for clarification
- Talking about family and occupations
- Attributing qualities to others
- Talking about routines and solving conflicts
- Using correct pronouns, numbers sentence structures, spatial relationships, and other features unique to ASL.
- Demonstrating social conversation etiquette required when using ASL.
- Obtaining a basic understanding of the Deaf culture and issues.

Course Section Information

Meeting Days: [REDACTED]

Meeting Times: [REDACTED]

Classroom: [REDACTED]

Campus: [REDACTED]

Meeting Dates:

Textbooks, Readings, and Course Materials

Authors: Smith, C., Mikos, K., & Lentz, E.M.

Publication Date: 2008

Title: Signing Naturally: Student Workbook, Units 1-6

Edition: (on Canvas)

Publisher: DawnSignPress

Link: <https://dawnsign.com/products/details/interactive-online-student-materials-for-signing-naturally-units-1-6>

ISBN: 978-1-58121-210-5

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Students will communicate in ASL.
- Students will gain knowledge and understanding of Deaf culture.
- Students will make connections with other disciplines by acquiring information about those disciplines through the use of ASL and an understanding of Deaf culture.
- Students will develop insights into the nature of language and culture through comparisons of ASL and Deaf culture and their own culture.

- Students will participate in the Deaf community through the use of ASL and with knowledge of Deaf culture.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	DCA 8	Assignment	10
	Introduce Yourself	Discussion	0
	Unit 5 Quiz	Quiz	58
8/21	SN- Introduction	Assignment	
8/21	1.1 + SN (submit your response).	Assignment	5
8/21	1.1 SN	Assignment	100
8/21	1.2 SN	Assignment	100
8/21	1.3 SN	Assignment	100
8/23	1.4 More about Andrew Foster	Assignment	
8/23	1.4 SN	Assignment	100
8/23	1.5 + SN	Assignment	
8/23	1.5 DG+ (Introduce your name).	Discussion	4
8/23	1.5 SN	Assignment	100
8/23	1.6 SN	Assignment	100
8/28	1.7 SN	Assignment	100
8/28	1.8 SN	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
8/28	SN 1.9	Assignment	100
8/30	SN 1.10	Assignment	100
8/30	SN 1.11	Assignment	100
8/30	SN 1.12	Assignment	100
9/4	SN Unit 1 Review	Assignment	100
9/4	SN Unit 1 Self Assessment	Assignment	1
9/6	SN 2.3	Assignment	100
9/6	SN 2.1	Assignment	100
9/6	SN 2.1+ - More about Gallaudet University	Assignment	
9/6	SN 2.2	Assignment	100
9/11	SN 2.4	Assignment	100
9/11	SN 2.4+: Prepare to narrate your classmate's language background	Assignment	
9/11	SN 2.5	Assignment	100
9/11	SN 2.6	Assignment	100
9/13	SN 2.7	Assignment	100
9/13	SN 2.8	Assignment	100
9/13	SN 2.9	Assignment	100
9/18	SN 2.10	Assignment	100
9/18	SN 2.11	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
9/18	SN 2.12	Assignment	100
9/20	SN Unit 2 Review	Assignment	100
9/20	SN Unit 2 Self Assessment	Assignment	100
9/25	DCA 1	Assignment	10
9/25	SN 3.1	Assignment	100
9/25	SN 3.3	Assignment	100
9/25	SN 3.2	Assignment	100
9/27	SN 3.4	Assignment	100
9/27	SN 3.5	Assignment	100
9/27	SN 3.6	Assignment	100
10/2	DCA 2	Assignment	10
10/2	SN 3.9	Assignment	100
10/2	SN 3.7	Assignment	100
10/2	SN 3.8	Assignment	100
10/4	SN 3.10	Assignment	100
10/4	SN 3.11	Assignment	100
10/4	SN 3.12	Assignment	100
10/9	DCA 3	Assignment	10
10/9	SN 3.13	Assignment	100
10/9	SN 3.14	Assignment	100
10/9	SN 3.15	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
10/9	SN 3.16	Assignment	100
10/11	SN Unit 3 Review	Assignment	100
10/11	SN Unit 3 Self-Assessment	Assignment	100
10/23	DCA 4	Assignment	10
10/23	SN 4.1	Assignment	100
10/23	SN 4.2	Assignment	100
10/23	SN 4.3	Assignment	100
10/25	SN 4.4	Assignment	100
10/25	SN 4.5	Assignment	100
10/25	SN 4.6	Assignment	100
10/30	DCA 5	Assignment	10
10/30	SN 4.7	Assignment	100
10/30	SN 4.8	Assignment	100
10/30	SN 4.9	Assignment	100
11/1	SN 4:11	Assignment	100
11/1	SN 4.10	Assignment	100
11/6	DCA 6	Assignment	10
11/6	SN 4.12	Assignment	100
11/6	SN 4.13	Assignment	100
11/8	SN 4.14	Assignment	100
11/13	DCA 7	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
11/13	SN 4.15	Assignment	100
11/15	SN Unit 4 Review	Assignment	100
11/15	SN Unit 4 Self-Assessment	Assignment	100
11/20	DCA 8	Assignment	20
11/20	SN 5.1	Assignment	100
11/20	SN 5.2	Assignment	100
11/21	Expressive Project 1	Assignment	100
11/22	SN 5.3	Assignment	100
11/22	SN 5.4	Assignment	100
11/22	SN 5.9	Assignment	100
11/27	SN 5.5	Assignment	100
11/27	SN 5.6	Assignment	100
11/27	SN 5.7	Assignment	100
11/29	SN 5.8	Assignment	100
12/4	SN Unit 5 Review	Assignment	100
12/4	SN Unit 5 Self-Assessment	Assignment	100

Course Prerequisites/Co-requisites

Smith, C., Mikos, K., & Lentz, E.M. (2008). Signing Naturally: Student Workbook, Units 1-6 (on Canvas) San Diego, CA: DawnSignPress. ISBN: 978-1-58121-210-5

Nomeland, M. M., & Nomeland, R. E. (2012). The deaf community in America: history in the making. Jefferson, N.C.: McFarland.

ISBN: 978-0-78646-397-8

Grading Scale

Final Grade Distribution

<i>Grade:</i>	A	A-	B+	B	B-	C+
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 86%	≥ 83%	≥ 80%	≥ 76%

<i>Grade:</i>	C	C-	D+	D	D-	E
<i>Percent:</i>	≥ 73%	≥ 70%	≥ 66%	≥ 63%	≥ 60%	< 60%

Communication Plan

Example language:

- I will respond to email within a day or so. I will offer feedback on major assignments within a day or so.
- The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.
- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.
- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

How to Succeed in the Course

No Voice Policy: This course is designed to promote functional use of American Sign Language. It can be achieved by using only ASL in the classroom. Therefore, there is a "no-voice" policy for this class. When you step into the classroom, you are required to NOT use your voice. Please respect this policy and use ASL to communicate with everyone; this includes your classmates sitting next to you.

If you don't know ASL yet, please use other manual means (pantomime, gestures, etc.) when necessary. Using your voice during class is not only disrespect the instructor but also reduces your ability to learn from class and disturbs other students who strive to immerse themselves into learning ASL. It is expected that other students in the class will inform me when students are using their voices inappropriately.

Electronics Policy: Gadgets such as pagers, cell phones, iPads, gaming boxes and others are not allowed to be used in class. Laptops also are not to be used. You are going to learn visually and your eyes need to be on the teacher and other students in class rather than on the gadgets.

Classroom Attendance and Participation

Daily points will be awarded for attendance. Unexcused absences and repeated tardiness will have a negative impact on your grade. It is your responsibility to notify instructor when you will be absent. You are responsible to contact your classmates to make up the assignment or follow up what you have missed. Work turned in after an absence will be marked late unless arrangements are made. Excess unexcused absences will also reduce your participation points as well. Please keep up with your attendance in this class where you can continue to learn ASL.

Attendance, participation and a good attitude are essential to the learning of any language. If you are not here, you are not learning or improving. If you must miss, you are responsible for all information distributed during class, including any changes in the class schedule, so make a friend.



Participation/ Attitude: What is your overall attitude towards class and learning? Did you come to class ready to participate, having read required materials and did you actively participate? Did you show respect to your instructor, classmates and invited guests? Were you respectful of the ASL course policy? Did you participate in discussion on Canvas as well? Your participation and motivation will help you learn more.

ASL Resource available:

ASL Lab tutoring:

The ASL Program has a requirement that all ASL 1010 and 1020 students must meet with an ASL tutor at least three times for a minimum of 30-minutes per session during the semester to practice expressive and receptive ASL skills, as well as improve ASL grammar. Students are encouraged to complete one appointment per month. A student may invite up to 5 other students to join in the ASL tutoring appointment. Note: A one-hour appointment does not count as two 30-minute appointments.

A session can be either in-person tutoring at AAB 227 or an online tutoring session via Microsoft Teams. Students can use the time to review ASL vocabulary, study for tests and exams, discuss ASL syntax, converse in ASL with classmates and tutors, develop ASL abilities, play online games, and complete assignments. Students can also work on their videos, in which they film themselves and then interact with a tutor, sharing and receiving comments. Note: Tutors can only help students with their assignments once they have completed one try on their own.

Students are encouraged to be proactive and not wait to schedule a session. Sessions may fill up quickly, especially toward the conclusion of the semester. Students are also encouraged to visit the ASL/ITP lab often Monday – Friday 12pm to 5pm to relax and practice ASL with those in the room.

<https://www.slcc.edu/asl/asl-program/lab.aspx>

Signing Naturally Level I Assignments:

You will be assigned workbook pages to complete from your student workbook on Canvas. It is imperative that you complete all assignments in timely manner to earn points. Doing the workbook assignments will help you learn ASL. For your benefit, please do what you are assigned to do in the workbook regularly. If you have some struggles/questions from the workbook assignments, the instructor will be happy to discuss more in or out the classroom. Feel free to ask questions at any time!

The Deaf Community in America (DCA):

After you have read each chapter, you will type your well thought out one-page analysis, reaction, opinion and comments of each chapter. Student is required to read the assigned chapter and completing page in Canvas before coming to class.

Remember, this is a college level course and it is expected that you will write on a college level and if necessary, get help from the English writing lab, as you will be docked for poorly written papers.

I will NOT accept hand written papers. The content from the reading will have a discussion activity in classroom. Please read in advance and give yourselves time to write a well thought out paper.

Deaf Community Activities:

Student is required to attend three Deaf activities sponsored by the Deaf Community, either on or off campus. The purpose of the Deaf activity is to observe and interact with Deaf people and to learn more about Deaf culture and American Sign Language. Meetings and activities conducted in ASL allow student to socialize with Deaf ASL users which provides the richest opportunity for student to use ASL and experience Deaf culture.

You must submit a paper that summarizes your experience at the activity. You can include what you learned from each activity, either positive or negative, and ask any comments or questions you may have and anything you would like to add on your report. (See box)

Student must also submit her/his reflection on minimum one full-page paper on Canvas. Student need to demonstrate critical thinking by describing what s/he have learned from each activity. Share her/his observation about the language, the comparison and contrast between the Deaf and student's (hearing) culture that will verify what s/he have learned from the book or discussions in the classroom.

The report should include:

- Which event you attended
- Describe what you did at the event

- Share and describe at least two of the following questions:
- How am I becoming a better connected to the Deaf community?
 - o What proof do I have?
- What from my community experiences confirms the things I have learned about ASL and Deaf culture?
 - o What was the connection and how it was confirmed?
- What similarities and differences do I see in my life with Deaf individuals?
- What have I learned from the Deaf community other than language and culture?
- Did you enjoy this experience and would you do it again?
 - o Why or why not?
- What do you think you can improve (interaction or/and language skills) before going to the next activity?

NOTE: Attendance at Deaf worship meetings (church) will not count. Talking with deaf people at work will not count although it can have a positive impact. Hanging out with your Deaf friends or family will also not count though it is encouraged. Finally, attending an Open Captioned movie will not count.

To find more information about the Deaf activities, look up the activities listed on the bulletin board near to IAB 237 AT, in the ASL Lab, www.uad.org, or other websites.

Quizzes, Exams, Final:

Quizzes will be given periodically. Quizzes will be from classroom discussions, Units 1-6 or vocabulary students learned in class. Quizzes may be given periodically, usually after each unit. Some quizzes may be announced and some not announced. The quiz may contain questions on grammar, language, and culture notes. The quiz also could be either receptive, expressive or both.

Unit Exams: There will be five exams from each unit (Unit 1-5). Exams date are on the schedule. For receptive skills, the instructor will sign or show video clips of vocabulary,

sentences, shapes, and/or stories in ASL. The student will answer comprehension questions. The exam format will be multiple choices, true/false and fill in the blank.

Final Exam: The comprehensive/production final exam (standardized on Canvas for 1010) will be based on the principles you have learned from the class lectures, discussions and from the textbook through the learning outcomes requirement. It will be from the Units you learned in class along with what you learned in the classroom and from the 'Deaf Community in America' book. It may be essay, multiple choice, short answers, matching answers, and true/false answers. The instructor will sign or show video clips of sentences and/or stories in ASL. It test your receptive/expressive skills as well as Deaf culture knowledge. The final exam will be on Tuesday from 8 to 10 pm. (The instructor will confirm the exact date of the final exam following the college's final exam schedule for this class.)

Expressive Project:

The final individual video presentation will be about yourself and your family members near the end of semester. The Instructor will expect more details and precision on your final presentation. The Instructor will give you more instruction about the presentation at the end of semester and the detailed information will be on Canvas as well.

Communication Policy:

ASL will be used at all times in the classroom. In consideration of this policy, before making a comment, ensure you are visually accessible to all classroom students. I encourage you to communicate with me and to work out difficult questions or problems. I am always approachable, so please do not feel or assume that I am "too busy" to talk with you. Let me know if you are going to miss a class or if you are having trouble completing an assignment. I am available by e-mail, before or after class.

Institutional Syllabus:

You are expected to follow the code of student rights and responsibilities. Please read the Institutional Syllabus found on the Canvas for the further information about the college policies, student code of conduct, learning support/ tutoring services and advising/ counseling support services.

ASL and Interpreter Training Program (ITP) Majors:

To meet foreign language requirements for an Associate in Arts degree, Student's ASL course grade needs to be a C or better BUT for the ITP, s/he must earn a B- or better in ASL classes to be eligible to apply for the Interpreter Training Program. For information regarding additional requirements and prerequisites for the ITP check out the ASL/Interpreting Department website www.slcc.edu/asl [REDACTED] .

Academic Integrity:

Cheating in any form will not be tolerated. Students caught cheating will be rewarded with a failing grade. There will be no warning!

Additional Class Policies

The tentative schedule is as follows:

Tuesday		Thursday	
Aug 20	Homework 1.1 , 1.2, 1.3 ASL Lab	Aug 22	Homework 1.4, 1.5, 1.6,
27	Homework 1.7, 1.8, 1.9	29	Homework 1.10, 1.11, 1.12
Sept 3	Homework Vocabulary Review page 37-44 Unit 1 Review & <i>Self Assessment</i>	Sept 5	<u>Exam Unit 1</u> Homework 2.1 , 2.2, 2.3
10	Homework 2.4, 2.5, 2.6	12	Homework 2.7, 2.8, 2.9
17	Homework 2.10, 2.11, 2.12	19	Vocabulary Review p.92-105 Unit 2 Review & <i>Self Assessment</i>
24	<u>Exam Unit 2</u> Homework 3.1 , 3.2, 3.3	26	DCA Chapter 1 Due Homework 3.4, 3.5, 3.6
Oct 1	Homework 3.7, 3.8, 3.9	Oct 3	DCA Chapter 2 Due Homework 3.10, 3.11, 3.12
8	Homework 3.13, 3.14, 3.15, 3.16	10	DCA Chapter 3 Due Vocabulary Review pg 156-174

15	<u>Exam Unit 3</u> Homework 4.1, 4.2, 4.3	17	Fall Break
22	Homework 4.4 4.5, 4.6,	24	Homework 4.7,4.8, 4.9 DCA Chapter 4 Due
29	Homework 4.10, 4.11,	31	Homework 4.12, 4.13, DCA Chapter 5 Due
Nov 5	Homework 4.14, Preview for 4.14: (April 2) Bring Family Picture	Nov 7	Homework 4.15, Bring Family Picture DCA Chapter 6 Due
12	Unit 4 Review & Self Assessment	14	<u>Exam Unit 4</u> Homework 5.1 , 5.2 DCA Chapter 7 Due
19	Homework 5.3, 5.4	21	Homework 5.5, 5.6., 5.7 DCA Chapter 8 Due
26	Homework 5.8, 5.9	28	
Dec 3	Unit 5 Review & Self Assessment DCA Chapter 9 Due	Dec 5	<u>Exam Unit 5</u> Cumulative Review Last Class
Dec 10	FINAL on Tuesday, Dec 10		

The tentative schedule is as follows:

	Tuesday	Thursday
Aug 20	Homework 1:1, 1.2, 1.3 ASL Lab	Aug 22 Homework 1.4, 1.5, 1.6,
27	Homework 1.7, 1.8, 1.9 Homework	29 Homework 1.10, 1.11, 1.12
Sept 3	Vocabulary Review page 37-44 Unit 1 Review & Self Assessment	Sept 5 Exam Unit 1 Homework 2.1, 2.2, 2.3
10	Homework 2.4, 2.5, 2.6	12 Homework 2.7, 2.8, 2.9 Vocabulary Review p.92-105
17	Homework 2.10, 2.11, 2.12	19 Unit 2 Review & Self Assessment
24	Exam Unit 2 Homework 3.1, 3.2, 3.3	26 DCA Chapter 1 Due Homework 3.4, 3.5, 3.6
Oct 1	Homework 3.7, 3.8, 3.9	Oct 3 DCA Chapter 2 Due

			Homework 3.10, 3.11, 3.12 DCA Chapter 3 Due
8	Homework 3.13, 3.14, 3.15, 3.16	10	Vocabulary Review pg 156-174 Unit 3 Review & Self Assessment
	Exam Unit 3		
15	Homework 4.1, 4.2, 4.3	17	Fall Break
22	Homework 4.4 4.5, 4.6,	24	Homework 4.7,4.8, 4.9 DCA Chapter 4 Due
29	Homework 4.10, 4.11,	31	Homework 4.12, 4.13, DCA Chapter 5 Due
Nov	Homework 4.14,	Nov	Homework 4.15,
5	Preview for 4.14: (April 2) Bring Family Picture	7	Bring Family Picture DCA Chapter 6 Due Exam Unit 4
12	Unit 4 Review & Self Assessment	14	Homework 5.1, 5.2 DCA Chapter 7 Due Homework 5.5, 5.6,, 5.7
19	Homework 5.3, 5.4	21	DCA Chapter 8 Due
26	Homework 5.8, 5.9	28	
Dec 3	Unit 5 Review & Self Assessment DCA Chapter 9 Due	Dec 5	Exam Unit 5 Cumulative Review Last Class
Dec	FINAL on Tuesday, Dec 10		
10	8:00 to 10:00 p.m.		

The schedule may change depending on the pace of the class.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

