

Course Information



Beginning ASL I

ASL 1010 [REDACTED]

Summer 2024

Course Section Information

Professor: [REDACTED]

Class location: [REDACTED]

Class days & times: [REDACTED]

Course time zone: [REDACTED]

Email: [REDACTED]

[REDACTED]

Course Language:

American Sign Language (with some English supporting documents & readings)

Course Policy:

To protect all parties involved in this course, you are required to use your educational institution's assigned e-mail account to communicate with your professor and classmates. Please also use your institutional e-mail account to create accounts with, and log in to your courses. This ensures we all are in compliance with the Federal Educational Rights and Privacy Act (FERPA).

Course Level Outcomes:

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

1. Vocabulary Development
 2. Recognize and produce vocabulary items in each unit.
 3. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lectures, and videos.
 4. Grammatical Features
 5. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
 6. Identify grammatical features within short dialogues in ASL directed by the professor.
 7. Conversational and Communication Skills
 8. Demonstrate comprehension and conversation facilitating behaviors.
 9. Demonstrate comprehension and production of regulating behaviors (i.e. attention-getting techniques, turn-taking signals, and others)
 10. Comprehend short narratives and stories in ASL signed by the professor, Deaf ASL speakers, or ASL videos added by the professor.
 11. Demonstrate the ability to create, conduct and terminate a short content-specific conversation.
4. Cultural Awareness
 5. Analyze and critique competing perspectives of diverse Deaf Communities in

the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.

1. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

Course Grading System

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

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, you will be able to see your classmates' responses. Feel free to post additional questions and comments to better understand the conversation starters.

Quizzes 20%

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.

Unit Comprehension Test/ Unit Production Test 40%

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.

Unit Production Test

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.

Assignment 40%

ALL assignments include quizzes, start discussions, etc. Will be open on Monday 11AM and it will be due on Saturday midnight. Other assignments not from TWA, for instance challenge assignments, book assignments, Deaf events, and journals will include.

six deaf events- social with deaf people (any age) must more than two deaf people for at least one hour. Take a selfie picture. Will have questions each activity. Attend any religion are not encourage due to not actually social (example have a conversation)

Beginning ASL I

ASL1010 402

Course Description

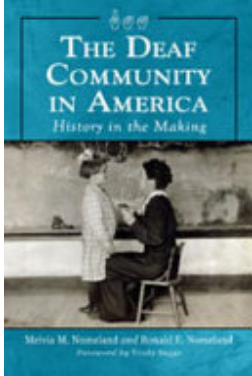
First in a series of four courses that focus on expressive and receptive skills in American Sign Language and an introduction to American Deaf culture. The main objective of the first year is to develop functional language ability in the Deaf community.

Semester(s): All

This course is an introduction to intermediate skills in developing production and comprehension skills in American Sign Language (ASL). Students will learn ASL vocabulary, structure, and grammar. Course content also includes the manual alphabet and numbers. Students will develop and refine intermediate conversational abilities, culturally appropriate behaviors, and learn about the culture and history of Deaf communities.

Textbooks, Readings, and Course Materials

Authors: Melvia M. Nomeland, Ronald E. Nomeland



Publication Date: 2011-12-22
Title: The Deaf Community in America
ISBN: 9780786488544
Publisher: McFarland

*image
not
available*

Authors: Ken Mikos, Cheri Smith, Ella Mae Lentz
Publication Date: 2001-01-01
Title: Signing Naturally Unit 1-6
ISBN: 892559854X
Publisher: Ingram

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.

Grading Scale

Final Grade Distribution

<i>Grade:</i>	A	A-	B+	B	B-	C+
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	C	C-	D+	D	D-	E
<i>Percent:</i>	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Grading Criteria/Rubrics: [REDACTED]

Grading Turnaround Time: [REDACTED]
[REDACTED]

Late Submissions: [REDACTED]

Class Schedule

Due Date	Assignment Name	Assignment Type	Points
	Exam 3	Assignment	50
	Exam 3	Quiz	0
	Roll Call Attendance	Assignment	100
	Unit 1	Assignment	50
	Unit 2	Assignment	40
6/1	SN 1.1	Assignment	100
6/1	SN 1.1+ (submit your response)	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
6/1	SN 1.2	Assignment	100
6/1	SN- Introduction	Assignment	
6/8	American Deaf Culture Quiz	Quiz	0
6/8	SN 1.3	Assignment	100
6/8	SN 1.4	Assignment	100
6/8	SN 1.5	Assignment	100
6/8	SN 1.5 + (Introduce your name)	Discussion	4
6/15	SN 1.10	Assignment	100
6/15	SN 1.11	Assignment	100
6/15	SN 1.12	Assignment	100
6/15	SN 1.7	Assignment	100
6/15	SN 1.8	Assignment	100
6/22	DCA Quiz 1	Quiz	10
6/22	DCA Quiz 2	Quiz	10
6/22	SN 2.1	Assignment	100
6/22	SN 2.1+a - More about Gallaudet University	Assignment	10
6/22	SN 2.2	Assignment	100
6/22	SN 2.3	Assignment	100
6/22	SN 2.4	Assignment	100
6/29	DCA Quiz 3	Quiz	10

Due Date	Assignment Name	Assignment Type	Points
6/29	DCA Quiz 4	Quiz	10
6/29	SN 2.5	Assignment	100
7/6	SN 2.10	Assignment	100
7/6	SN 2.11	Assignment	100
7/6	SN 2.12	Assignment	100
7/6	SN 2.6	Assignment	100
7/6	SN 2.7	Assignment	100
7/6	SN 2.8	Assignment	100
7/6	SN 2.9	Assignment	100
7/13	DCA Quiz 5	Quiz	10
7/13	SN 3.1	Assignment	100
7/13	SN 3.2	Assignment	100
7/13	SN 3.3	Assignment	100
7/13	SN 3.4	Assignment	100
7/13	SN 3.5	Assignment	100
7/20	DCA Quiz 6	Quiz	10
7/20	SN 3.10	Assignment	100
7/20	SN 3.6	Assignment	100
7/20	SN 3.7	Assignment	100
7/20	SN 3.8	Assignment	100
7/20	SN 3.9	Assignment	100
7/27	SN 3.13	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
7/27	SN 3.16	Assignment	100
8/3	Event #1	Assignment	20
8/3	Event #2	Assignment	20
8/3	Event #3	Assignment	20
8/3	SN 4.2	Assignment	100
8/3	SN 4.8	Assignment	100

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.

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.

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>

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](#)

Additional Policies

ASL ZONE POLICY:

This is an immersion classroom. When a student step into the classroom s/he is required not to use his/her first language. That sounds difficult to some students, but it is the best way to learn ASL. It is similar to other foreign classes that do not allow spoken English. Please respect this policy and use ASL to communicate with everyone, even with his/her classmate sitting next to him/her. The student will respond and ask questions in ASL whenever possible and use other manual means (pantomime, gestures, etc.) when necessary. Please understand that it is extremely rude and culturally inappropriate to use voice in class.

ATTENDANCE AND PARTICIPATION POLICY:

Daily points will be awarded for attendance and in-class participation. To earn all points, you must arrive on time, be prepared with readings/materials, and actively participate in classroom activities. Respect should be shown at all times to other classmates, instructors and guests. In addition, adherence to the ASL Zone policy is required. Unexcused absences and repeated tardiness will have a negative impact on your grade. It is the student's responsibility to notify the instructor when s/he will be absent. A student is responsible for contacting his/her classmates to make up the assignment or follow up. Work turned in after an absence will be marked late unless arrangements are made. Consistent attendance and participation are essential to the learning of any language.

Class Absences policy:

You are allowed to **miss class up to four times.** Your grade letter will drop down from A to A- when you **missed more than Five times.** Grade will go from A to B when you missed **more than Eight times.**

Late assignments policy:

all assignments and quizzes should never close after due. Turn in late will dropping 30% on assignments per day. 2% is lowest grade you will get after 4 days turn in. **There is no make-up or extra credit**