

Policy and Procedures: Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department web site). All cell phones and electronic devices must be silenced or turned off during class. In addition, in the ASL classes, if you must leave the room, do so in a manner that is least disturbing to the class. It is appropriate in the Deaf culture to explain to the class/teacher why you are leaving and when you will return.

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Disability Services (DS) coordinates support services and equipment for students with disabilities. Its goal is to help qualified students participate as fully as possible to university life. Some of the services and equipment available include registration assistance, note-taking, test accommodations, TTY, motorized scooters, adaptive computers, CCTVs, and a Braille computer.

Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18, telephone 458-4157 (TTY 458-4981), or Downtown FS 1.526, 458-2816, in order to receive support services.

Scholastic Dishonesty: Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. According to The Regents' Rules and Regulations, part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22, "Scholastic Dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

In addition to the above university policy, the American Sign Language courses are conducted **WITHOUT** the use of voice. It is expected that all students maintain "a signing atmosphere". This means that there should be no voicing, whispering, or mumbling in the classroom during the duration of the course. The instructor and the Coordinator of the ASL Program will determine consequences for violation of this requirement. During the course, there may be monitoring of the class by outside students, other faculty, and/or other hearing or Deaf people. Maintain the class' integrity by keeping all translations to yourself. Do not voice to "help" others understand.

Honor Pledge and Honor Statement: As encouraged by the Honors Alliance, students are asked to turn in a typed statement stating:

"On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself."

The above statement must be signed and turned in and will be graded. The statement is due on or before the second class meeting after the syllabus is issued or a zero will be issued on this *Participation* assignment.

In addition to the above statement, **all** turned in and graded assignments **must** include the following statement:

" I, _____ (first and last name) _____, certify that I have upheld the highest standards of academic integrity on this assignment and that all work presented here is solely my own."

You may copy and paste the above statement to your work turned in and make sure your signature is on the copy. Include it on all work. Failure to include the above statement on turned in work (Videotext worksheets, Presentation translations, and Contact hour reports) may result in a deduction of up to five (5) points on the assignment.

Attendance Policy: If you are aware that you will be absent, you must contact the instructor in some form before class time that day or a zero may be issued and averaged. *You are responsible for learning any material that you miss.* Each lesson builds on previous lessons. You will be given at least one grade per class meeting. This may include a fingerspelling/grammar quiz, *SN* workbook check, etc., or daily homework. On test and/or presentation days, there may or may not be a fingerspelling/grammar quiz or *SN* workbook check. If you contact the instructor before class time, the missed fingerspelling/grammar quiz will not be counted against your grade. If you are late, the missed fingerspelling/grammar quiz will not be averaged with the other grades in the Participation portion of this course. If you are absent on a presentation/test day, you will receive a zero for those grades. There are no make-ups on signed presentations or receptive tests. If you know in advance that you will be absent on a test day, the instructor may opt that you take **ONLY** the written portion of the test before the exam date during office hours. This is at the instructor's discretion.

Student Evaluation:

1. *Participation, Field Experiences, Signing Naturally Workbook Homework, Fingerspelling/Grammar Quizzes--20% of final grade.*

Please maintain a "signing environment"--keep translations to yourself, attempt to comment/ask questions in ASL, and be patient with yourself and others. Your participation in class is crucial for you to learn ASL. It is suggested to practice outside class for at least **one (1) hour** everyday. You may form study groups, watch the *SN* videotext/DVD, do the *SN* workbook, or interact with new Deaf friends. When practicing in groups, it is suggested that you limit talking. Have one partner fingerspell the words being worked on and the other partner sign the vocabulary word. Keep repeating the word until it is understood. In addition, another suggestion is for you prepare sentences or small stories before the study session, and then have the partner write down what was signed to them in ASL.

The *SN* workbook may be checked periodically and graded. It is your responsibility to keep up with the workbook. The *SN* workbooks and videotexts/DVD's may not be returnable to the UTSA bookstore and the completion of the *SN* workbook is crucial to you successfully doing well in the course.

GUIDELINES AND REQUIREMENTS FOR THE WORKBOOK:

LANGUAGE IN ACTION

Watch the two Conversations from your Videotext. Write or voice the conversations until you can comprehend it. Pay close attention to the “prompts” in bold font in the workbook. These are grammar models for that Unit. These conversations also coincide with the worksheet that is due (in Course pack). Some of the Conversation Practices will be done in class, but these are tools for you to practice outside of class as well.

GRAMMAR PRACTICE

Follow the instructions on your videotext and do the work in your workbook. Try not to do this in “Slow Motion” on your VCR because it defeats the purpose of “real life” signing.

CULTURE/LANGUAGE NOTES

Read and reread and take notes for you to study. If you have questions, please ask your instructor.

KEY PHRASES

These are your grammar models. It is your job to “gloss” the signs in that section. Gloss means to write what each sign is below the picture of the sign. Then, take the “gloss” and rewrite the ASL sentence or question in proper English (with punctuation). Next, write your own English sentences using the vocabulary from that Unit (and previous Units) and “gloss” them and practice signing them with proper ASL grammar.

EXAMPLE: (Pg. 5)

YOU NAME WHAT? (wh question)
What is your name?

NICE MEET YOU.
It is nice (a pleasure) to meet you.

VOCABULARY REVIEW

Write the English word that depicts the pictures shown.

You will need to interact with the Deaf community for a total of **ten (10) hours** during the semester. From time to time, the instructor will give you information about activities going on in San Antonio and surrounding areas. You need to plan and prepare to go to these activities and *interact* with the Deaf community. There is a limit of **four (4) hours** at any one activity. There are plenty to choose from and some you may enjoy more than others. Although the fall is traditionally when Deaf Awareness Week occurs, during the spring semester events are also available. During Deaf Awareness Week, there will be numerous events and activities for you to attend. These will be great opportunities to interact with the Deaf. Some of the activities will be required for you to attend and these hours will count as part of the **ten (10) hours**. At the end of the syllabus, a few regular activities are listed as well as web sites that could help you

find additional interaction events. The places listed in this syllabus are only a few of the many available for you to attend. In addition, the Web Site page attached to this syllabus has sites you may browse for study tips and information helpful in this course. A class night may be designated for a class "trip" to one (1) or more events. As much notice as possible will be given by the instructor for these trip(s) and the syllabus will be adjusted if needed. The experience will lead to greater understanding of the Deaf community and attendance may be taken. In addition, please note the tentative calendar attachment. Adjustments in the class time have been made to allow for your extra time outside class.

Please note that a "Deaf activity" is one that is planned, organized and run by the Deaf community and the majority of participants are Deaf. If you have the opportunity to interact with deaf people outside an organized activity, these hours will ONLY count as extra credit and graded in groups of **five (5)** hours. Seize the opportunity to converse with the Deaf ANY time you are able. Your education will be enhanced every time you have the chance to sign with the Deaf. The purpose of these interaction hours is to learn more about the Deaf culture and improve your signing skills. Please do not only observe, actively sign with the Deaf community members.

Reports on "field experiences/interaction hours": Your reports should be typed, double-spaced, and approximately one (1) page long on each experience. Reports should include a brief summary of the interaction, including your insights, feelings, observations, names of people you met, and any questions you may have. You must include the full names of those that you interacted with including an explanation of their sign name. Without inclusion of the deaf person's sign name and (full name), credit may not be issued for those hours. Interaction hours are often verified with others in the Deaf community. Please note the Scholastic Dishonesty policy at the beginning of the syllabus.

Reports on interaction with Deaf will be graded for content, but organize your thoughts and watch for grammatical errors. Occasional hand-corrected typographical errors are acceptable. Please include your name and the date in a heading. Make sure the amount of the interaction time for each activity is clearly visible on the top of each report. Cover pages are not needed. Reports **MUST** be turned in **during class time** or can be brought to the IDS office and asked to be put in the instructor's box. The reports **MUST** be turned in within one week of the activity or no credit will be given for those hours. **Three (3)** of these interaction hours may be turned in early for **five (5)** extra points on Test 2. While completing these interaction hours, cultural mores that you learn in class and in the *SN* workbook/videotext must be followed. Extra credit will be given for a semester total of **fifteen (15)** interaction hours. It is also a good idea to keep a track of your hours and the date you turned them in.

Grading for Interaction hours:	15 hours	110
	10 hours	100
	9 hours	90
	8 hours	80
	7 hours	70, etc.

Your Fingerspelling/Grammar quizzes average, Deaf interaction grade average and any *SN* workbook check grades are added together and averaged to give you your Participation grade.

2. *Signing Naturally Videotext Questions--10% of final grade.*

You will answer questions on a worksheet based on your comprehension of your *SN* videotext/DVD. The questions will be from the conversations on the video/DVD. There will be questions from each Unit 1-CR1-6. The worksheets are located in your course packet. The tentative dates the worksheets will be due are listed in this syllabus. No late papers will be accepted. If you are absent, a zero will be given on your videotext questions worksheet. If you cannot make it to class, the paper may be delivered to my office or brought to class by another student at or before class time.

3. *Expressive Presentations--20% of final grade.*

You will have **three (3)** expressive presentations. These will be signed in front of the class and will be recorded and timed. In addition to the practice you get with expressive signing, it is a wonderful opportunity to self-check your comprehension receptively as other students sign. You are responsible to ask questions of the signer in ASL if you do not understand what they are saying. If you fail to do this, you are not getting the practice and experience you will need to do well on the exams. Also, while others are signing in front of the room, respect them and watch their presentations. Do not do other work or sign to each other. All expressive stories **MUST** be written or typed in English, then translated into ASL. The ASL translation should be written in **pencil**. If expressive assignments are not done in this manner, you may not be able to sign your presentation and a zero may be given. **Ten (10)** points may be deducted for short stories. A short sample is included below. Practice signing your story many times so that it is memorized. No notes or outlines will be allowed while signing. Use the *SN* workbook (Key Phrases and other info.), *SN* videotext/DVD, and class notes to help you with the ASL grammar. Expressive presentations will be graded for content, expressiveness, fulfillment of the assignment, vocabulary and overall preparation. You will be videotaped. You are required to bring your own VHS videotape to the class. All three (3) presentations will be added to the same tape so that you can see your progress. If the lab is used, you will be recorded and then you can view your presentation online. If the lab is not used, you may lose up to 5 points for not bringing a tape to class. The tentative presentation content requirements are as follows:

Presentation 1:"Introduce Partner" Include descriptions from Units 1 and 2. (2 minutes)

Presentation 2:"Directions" Sign a small story including a "need" and directions you took to solve that need. Use Units 3 and 4 as a guide. (3 minutes)

Presentation 3:"Routines" Pick a day or days of the week and sign your routine or activities on that day(s). Include opinions. (3-4 minutes)

Grading Guidelines for Presentations (max. amounts):

A.	-10 points	Short/long presentations
B.	-5 points	Chewing gum
C.	-2 points	For each vocabulary word signed wrong
D.	-10 points	Incorrect facial expression
E.	-10 points	Incorrect content
F.	-5 points	Incorrect grammar

Make sure that you fill in the top portion of the "Feedback on Expressive Presentations" form and have it ready when it is your turn to sign. Hand the form and videotape to the instructor, attached with your written presentation interpretation before you sign. The instructor will add comments and a grade to the "Feedback Form" and your translation paper and give it back to you in a timely manner. These forms are in the course packets at the end of every two lessons. If your class is using the lab, no videotape is necessary. Your instructor will tell you if the lab will be used for presentations.

Sample:

English: **Hello! My name is Ann Jones.**

ASL: **HI! NAME ME A-N-N J-O-N-E-S.**

English: **I am a student at UTSA.**

ASL: **ME LEARN+AGENT UNIVERSITY NAME U-T-S-A.**

English: **I am taking English & ASL.**

ASL: **ME LEARN CLASS 2, ENGLISH, ASL.**

4. *Unit Tests--30% of final grade.*

Tests are cumulative and there will be no make-ups given on receptive tests. There will be at least **four (4)** receptive tests, **four (4)** written tests, and **one (1)** expressive test. During receptive tests, the instructor will sign sentences/short stories in ASL; you are expected to write in English what is signed to

you in ASL. They will be signed to you two (2) times. It is suggested that you say what is signed in your head, then, write it down.

Please write in ink. If you choose to write in pencil, DO NOT ERASE! You may cross out your answer but do not erase-either in pen or pencil! The expressive test consists of the instructor picking groups of 2 or 3 students. A situation is given to the students on a note card and you need to communicate effectively the information on the cards. The test over the book *A Place of Their Own* will be an objective written test over the contents of the book. Read the book throughout the semester at your own pace. Should you have questions about the book at any time, please contact the instructor. In addition, there are study questions at the back of the course pack. However, read the book for practical information as it applies to the Deaf culture. Do not put this off until the last moment. The study questions should help you get a feel for the book and the type of questions asked. Remember, the test will cover Deaf culture and cumulative information from the course. There will be no make-ups on any receptive tests. If you have a conflict with one of the test dates, the written portion of the test may be taken BEFORE the test date and at the professor's discretion.

- Test 1: (Units 1-2)
Written/Receptive
- Test 2: (Units 1-4)
Written/Receptive
- Test 3: (Units 1-CR 1-6)
Written/Receptive
- Test 4 (*A Place of Their Own*)
Written
- Test 5: (Interactive/Videotape)
Each a separate grade
Expressive/Receptive

5. *Creative Assignment--20% of final grade.*

A song, poem or other creative work will be interpreted in American Sign Language. Examples will be shown to you in class. You will also be taught how to interpret them. You should have your song/poem/story picked out by the date listed on your tentative schedule. You should utilize your interaction time with the Deaf community and be ready to ask them specific lines or concepts from your songs. Do not expect the Deaf community or the instructor to interpret your whole song/poem/story for you. A line or two, or a concept or two is fine. Deaf individuals will enjoy helping you, but do not take advantage of their time. Your songs/poems/stories will be performed and videotaped in class (OR LAB ROOM TBA) during your final exam date. The evening class exam will be at **5:00 p.m.** unless the instructor tells you otherwise.

If you desire a copy of your song/poem/story on your own videotape, you must bring your own camcorder and have another student tape you. If the stories/songs/poems are taped in the LAB, they will be available for you to view on a web site given to you per your request. If videotaped in the classroom, the instructor keeps your songs/poems/stories as a record and does not release them.

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The following grading scale will be in effect for this semester:

A= 90%-100%

B= 80%- 89%

C= 70%- 79%

D= 60%- 69%

F= below 60

Deaf Interaction:

Deaf Mission (Non-Denominational Church)
319 E. Mulberry St. 733-6201
(at end of Trinity Baptist Church—small chapel)
Sunday School preceding church
Church Service 10:30 am Sundays

San Francesco di Paola—Deaf Parish (Catholic)
205 Piazza Italia SAT 78207
342-1500 V/TTY
cherly@sanantoniodeafministry.org

Deaf Bowling (San Antonio Bowling League)
Astro Bowling
3203 Harry Wurzbach SAT 78209
824-6348
Fridays. Fall/Spring 7:30 pm

Deaf Bowling (Northeast Assoc. of the Deaf)
Wonder Bowl
TBA
(call for time/league confirmation)

ASL Storytime
Downtown Library
1st Sunday of every month 2 pm (sponsored by SAC/ITP)
733-2071 (SAC)

Deaf Coffee
Starbuck's
.....at the Quarry and in New Braunfels, TX
DeafCoffee.com (for dates)

<http://sadeafevents.tripod.com>

<http://www.accd.edu/sac/asl>

It is recommended that you call or e-mail ahead before attending any deaf events to be sure that the event is still scheduled. Also, many of the events welcome other family members. If you do not have access to a TTY, call 1-800-RELAY TX or 711 to be connected.

Updated 1/08

Web Sites

<http://deafcartoons.homestead.com/deafside8.html>

<http://newsletter.deafnetwork.com>
info. on events in Texas

Deafcntr@texas.net

www.advocacyinc.org/

www.handspeak.com/

www.lifeprint.com/grammar.htm
Vicars ASL Course Grammar

www.lifeprint.com/index.htm
Vicars ASL Course

<http://dww.deafworldweb.org/asl/index.html>
Sign Language Online

www.deaftexas.org
Texas Association for the Deaf

www.oraldeafed.org/
Oral Deaf Education

www.deafness.linkable.org/network.html
Deafness Related

www.deaf-vic.org.au/services.html
VCOD

<http://dww.deafworldweb.org/chat/>
Deaf World Web

<http://members.aol.com/deafdude/deafdude/>
Deaf Dude/High Flight

www.signit2.com
valuable info. including section for hearing kids of deaf adults

www.accd.edu/sac/asl/html/Connection_Club/calendar.htm
SAC Connection Club Calendar

<http://sadeafevents.com/>

<http://www.insightcinema.org/links.html>

DeafCities.com
Deaf Chat

barry@deafdigest.com
info. about the deaf community/jobs
Deaf_Digest BLUE and GOLD Sections
you can subscribe for regular mailings

ADE@jellydoughnut.com
Austin Deaf Events
you can subscribe for regular mailings

<http://where.com/scott.net/asl>
fingerspelling practice

www.handexpressions.com/site_map.htm

www.dorothyfrankel.com/sign/signhll.jpg

www.deafnewspaper.com/

www.sprintrelayonline.com
Sprint relay Service

www.deafvision.net/austinshhh

www.insightcinema.org

www.dccd.org
Dallas Community Center for the Deaf

www.txvrs.com
Texas' Video Relay Service

www.workersforJesus.com/dfi
International Deaf Pen Pals

www.nfsd.com

www.deafdigest.com (MCI Icon)
for IP Relay Service

www.deafredbook.com
Deaf Internet Directory

<http://www.deafdigest.com/davideo.html>
Deaf Fogies--new each week

www.Dr.Sign.com
ASL Videos/Silent Weekends etc.

deafcoffee.com
ASL Chat at Starbuck's

Tentative Calendar

Spring

ASL 1013 (Mondays /Wednesdays)

Jan. 14, 16	Intro, Signing Naturally (SN) 1 Fingerspelling/Numbers/Introductions Class List, Syllabus
Jan. 21, 23	NO CLASS
Jan. 28, 30	Videotext worksheet 1 due <i>SN Unit 2</i> Fingerspelling Quiz 1/Grammar Quiz 1 Honor Statement due
Feb. 4, 6	Videotext worksheet 2 due Review <i>SN Unit 1/2</i> (Interview Partner) Fingerspelling Quiz 2/Grammar Quiz 2
Feb. 11, 13	Presentation 1/Test 1 (LAB ROOM TBA or/and CLASSROOM)
Feb. 18, 20	NO CLASS
Feb. 26, 27	<i>SN Unit 3</i> (wear comfortable shoes) Fingerspelling Quiz 3 Read insert on Relay Texas/TTY in Course pak
March 3, 5	Videotext worksheet 3 due <i>SN Unit 4</i> <i>SN 1-4 Practice</i> Fingerspelling Quiz 4/Grammar Quiz 3 Song Examples/Notes Optional 3 hour interaction time due
March 10, 13	Videotext Worksheet 4 due Presentation 2/ Test 2
March 17, 19	SPRING BREAK
March 24, 26	<i>SN Unit 5</i> Song Title Picked Out (Fingerspelling Practice 5) "A Place of Their Own" Test
March 31, Ap. 2	Videotext worksheet 5 due <i>SN Unit 6</i> and <i>CR 1-6</i> Partner Practice/Dialogue/ Grammar Quiz 4
April 7, 9	Videotext worksheet 6 due <i>SN 1-6 Practice</i> Calendars/Routines/Pictures Fingerspelling Quiz 6/Grammar Quiz 5
April 14, 16	Presentation 3/Test 3
April 21, 23	Department Evaluations Video Test Expressive/Interactive Test All Interaction Hours due
April 28	Movie, "Love Is Never Silent" (Optional for both Monday and Wednesday sections)
April 30	NO CLASS
May 5, 7	Songs/Stories/Poems 5:00 p.m.

It is the Instructor's intent to keep Monday and Wednesday's class on the same schedule. Therefore, you may occasionally attend the alternate class if needed.

Department Evaluations run by Student Facilitators will be conducted around the 12 th week of class during the first 20-30 min. of class. Class will resume after the evaluations UNLESS otherwise noted in class. Please bring a No. 2 pencil. Student Facilitators need to be an COEHD major and either a junior or senior.

