Instructor: Myra McPherson, LMHC, Ph.D.
E-mail: msmcpher@sar.usf.edu
Phone: 941-359-4454
Office Hours: by appointment only

COURSE DESCRIPTION

Intermediate American Sign Language (ASL 2) is designed to continue building on the skills acquired in a Basic American Sign Language course. This course will provide students with the opportunity to enhance sign vocabulary and appropriate use of signs, and to improve proficiency in expressive and receptive ASL skills, and to gain better understanding of Deaf Culture. This course will also build on and emphasize the linguistic structure and vocabulary of ASL. Students will continue to develop conversational skills in ASL. Interaction with the members of the Deaf community is required for this course. Due to the nature of learning a second language through a visual mode, interaction and participation in class are required, therefore regular attendance is mandatory.

REQUIRED TEXT AND MATERIALS
Master ASL! Textbook & Student DVD, Jason E. Zinza. SignMedia.
Master ASL! Student Companion, Jason E. Zinza. SignMedia.

COURSE CONTENT

The course content includes but not limited to the following:

- conversational expression of feelings, ideas, and opinions in American Sign Language
- comprehension of American Sign Language
- signed presentation of information and ideas in American Sign Language to an audience
- social interaction patterns within Deaf culture
- connections between American Sign Language and Deaf culture and other disciplines
- communication patterns of American Sign Language
- American Sign Language usage within the school setting

COURSE REQUIREMENTS

After successfully completing this course, the student will:

1. Engage in intermediate level-conversations in American Sign Language to express feelings and ideas and exchange opinions.
2. Demonstrate increased skills in expressive and receptive American Sign Language on a variety of topics.
3. Present information and ideas to an audience through expressive American Sign Language.
4. Demonstrate better understanding of social interaction patterns within American Sign Language and Deaf culture through participation in cultural activities in the classroom.
5. Apply knowledge of American Sign Language and Deaf culture to further knowledge of other disciplines.
6. Analyze and use different patterns of communication and social interaction appropriate to the setting.

ATTENDANCE POLICY
There is a great deal of participation in class necessary to pass this course in all class sessions. Therefore, your attendance to class is extremely important and will impact your final grade.

- Any student who has to miss more than 2 consecutive classes for such as a training program, vacation, family commitments, family emergencies, job interviews, personal illness, hospitalization, and legal requirements will need to withdraw from the course. There are no exceptions!

- Students who arrive later than 15 minutes past the first hour of class will be marked late. Late arrivals are disruptive to both the instructor and the class as a whole.

- Arriving late and leaving early will result in lost attendance points.

- There are only six reasons a student will be allowed to miss a class or a test provided that you must bring documentation to validate your absence(s):
  1. MEDICAL/DENTAL: Only a PHYSICIAN / DENTIST must write the note (not a nurse). This also applies to cases where a student has primary care responsibility for a family who falls ill (e.g., child, parent, grandparent). This excludes sick animals.
  2. DEATH IN THE IMMEDIATE FAMILY: A student must provide evidence s/he was in attendance (or in transit to/from) a funeral. This excludes the death of an animal.
  3. MAJOR RELIGIOUS HOLIDAY(S)
  4. VARSITY ATHLETIC EVENTS: A note from the appropriate coach will be required.
  5. JURY DUTY: A letter from an officer of the court will be required.
  6. MILITARY “CALL-UPS”: A letter from a commanding officer will be required.

*Attendance points will still be subtracted regardless whether or not the student’s absence is excused.

*PLEASE NOTE: No other excuses for missing classes and/or tests will be accepted! This includes flat tires, vacations, special engagements, business demands, etc.

- A student will lose the full 100 points for each test s/he misses without a valid excuse.
• Incomplete grades will be given only if a majority of the class work has been completed with a passing grade and with specific documentation of necessity.

POLICY CONCERNING CLASSROOM DECORUM AND OTHER POLICIES:

The major reason for this policy is to prepare a student to manage effectively in the workplace after s/he graduates from USF. Developing and displaying proper manners and listening skills (in this case for ASL classes – visual “listening” skills) are part of such preparation. For behaving inappropriately, you will be asked to leave the class if you act in an “unprofessional” and/or distracting manner. Such actions include: (a) sleeping (or assuming a posture suggestive of sleeping); (b) reading newspapers or other materials during the course lectures and activities; (c) distracting others by talking without the instructor’s permission; and (d) arriving more than five minutes late to class.

• *Cell phone policy: Cell phones, pagers, beepers, and anything else that can disturb the class must be turned off at ALL TIMES in all class sessions. One warning will be given before class participation points are reduced.

• No voice policy: In all class sessions, students will adhere to the “no voice” policy. This is required for effective visual acquisition of the ASL signs, ASL sentence structures, and non-manual signals.

• *Asking questions policy: If a student has questions regarding class materials and/or instructor’s demonstrations in ASL, s/he must direct questions to the instructor only. DO NOT ASK OTHER STUDENTS TO “INTERPRET” FOR YOU what was demonstrated in ASL by either the instructor or other students.

• Course textbooks policy: Students are required to obtain the textbook and its companion book and bring them to ALL class sessions. Failure to get them or bring them to class will result a reduction of 50 points each time.

• *Baseball cap policy: Because of the unique ASL non-manual signals (facial grammar), baseball caps are not allowed. We need to see one another’s faces to communicate effectively in ASL. Caps may not be worn during exams.

• No tobacco products are allowed during class time e.g. chewing tobacco.

• Laptops: Are not mandatory for in-class usage, however students are welcome to bring their personal computer.

WARNING: ZERO TOLERANCE POLICY REGARDING ABUSIVE STUDENT BEHAVIOR IN THE CLASSROOM

Sadly, due to campus-wide recent behaviors displayed by a small minority of students in the classroom, the following policy will be strictly enforced: Any student who: (a) uses abusive language (swearing, threats) against the course instructor and/or students and/or (b) physically assaults or damages the classroom or
anyone in it, will be immediately dismissed from the course and receive a grade of “W” if s/he was passing the course at the time of dismissal or an “F” if s/he was failing the course at the time of the dismissal. Further, any disruptive behavior that involves (a) physical contact with the course instructor and/or other students and/or (b) causes monetary damage to the classroom environs will also be reported to the University Police. There is no excuse for this type of behavior and it will not be tolerated. Thank you for your understanding in this matter.

ACADEMIC INTEGRITY/ACADEMIC DISHONESTY:

Students are expected to be honest and not cheat on their papers and tests. Each student should work independently on all papers and tests. You are expected to read the University’s policies on student conduct, academic dishonesty, etc. Students caught cheating in any form will receive an F grade.

ADDITIONAL INFORMATION

Suggestions for Using the Master ASL! Textbook / Student Companion / DVD

- **Textbook**
  1. Read through each unit to become familiar with the contents.
  2. Pay close attention to:
     - Eyes on ASL
     - ASL Up Close
     - Deaf Culture Note
     - Deaf Culture Minute
     - Did You Know?
     - Accent Steps
     - FYI
     - I Want to Know
     - Focus
     - NMS
  3. You should always review the vocabulary in each unit.

- **Student Companion**
  1. Read throughout each unit in Fingerspelling, Numbers and Glossing to become familiar with the contents.
  2. You should use any of the exercises in Fingerspelling and Numbers any time for practice between classes.

- **DVD**
  1. Review each unit items in the DVD where indicated in the textbook.
  2. It is an excellent tool to practice your receptive skills.

IMPORTANT THINGS TO KNOW
Instructions for Practice in the Classroom

Based on Master ASL! textbook, the classroom is designed to be a communicative-competence environment which means you will be using signs at all times. There are many exercises and activities and you will do them either in pairs with another partner or in groups as instructed by the teacher.

1. In pairs or in groups, you will take turns to do the items in each exercise.
2. Agree on which items in the exercise you will use: even numbers / odd numbers
3. **When your partner signs to you, you must not read the item/s in the exercise. You need to learn to read and understand what is being signed to you. You need to develop your receptive skills in ASL.**
4. When you and your partner finish each exercise, you and your partner switch to continue the exercise. In other words, if you do the even-numbered items and finish the exercise, then you do the odd numbered items.

DEAF CULTURE INFORMATION / DEAF COMMUNITY OBSERVATIONS

The Internet has a tremendous wealth of information on Deafness, Deaf culture, and ASL. You just simply go to Google to get any topic/s that you are interested in.

For places to go for Deaf community observations there are two websites for the Tampa Bay area: www.deafservicebureau.org, www.aslinfo.com, www.ccdhh.org, www.flyinghandsdeafsocial@yahoo.com

INSTRUCTOR’S NOTE TO ALL STUDENTS:

You will develop (or enhance) your signing skills by experiencing the physical use of signs and fingerspelling. There will be a great deal of practice, interaction and participation in all class sessions. Your success will depend on your active mental attention and participation in class.

Please be aware that learning any language is a CUMULATIVE process. This means regular attendance to class, memorization of the ASL vocabulary, practice and review of the vocabulary and lesson material both in and outside of class, and full participation in all ASL activities in class.

So, in summary, your success in acquiring ASL skills depends on:

- Attending classes
- Memorizing the ASL vocabulary
- Participating in all ASL activities
- Reviewing the vocabulary and practicing your expressive and receptive skills, fingerspelling and numbers included
- Watching the text video outside of the classroom on your own time

Canvas use:

- Canvas will be used to supplement class instruction and practice using vocabulary. It may also be used to give direct feedback to the students regarding expressive skills learned throughout the course.
Canvas Support

Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday.
Please call or email Carlos Montoya | cmmontoya@sar.usf.edu | 941-359-4295

The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

GRADING POLICY

Final grades are based on the USF weighted default grading system:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six receptive tests (100 points each)</td>
<td>15%</td>
</tr>
<tr>
<td>Expressive skills test (100 each)</td>
<td>15%</td>
</tr>
<tr>
<td>Five Deaf Culture interactions (40 points ea)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes and Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

*There are no extra credit assignments/points for this course.*

Grading System

This course will utilize the University’s plus/minus grading system as shown below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97% - 100%</td>
</tr>
<tr>
<td>A</td>
<td>94% and less than 97%</td>
</tr>
<tr>
<td>A-</td>
<td>90% and less than 94%</td>
</tr>
<tr>
<td>B+</td>
<td>87% and less than 90%</td>
</tr>
<tr>
<td>B</td>
<td>84% and less than 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80% and less than 84%</td>
</tr>
<tr>
<td>C+</td>
<td>77% and less than 80%</td>
</tr>
<tr>
<td>C</td>
<td>74% and less than 77%</td>
</tr>
<tr>
<td>C-</td>
<td>70% and less than 74%</td>
</tr>
<tr>
<td>D+</td>
<td>67% and less than 70%</td>
</tr>
<tr>
<td>D</td>
<td>64% and less than 67%</td>
</tr>
<tr>
<td>D-</td>
<td>60% and less than 64%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 60%</td>
</tr>
</tbody>
</table>
EXAMINATIONS

There will be six receptive (written) tests and two expressive skills assessments (signing).

- **Receptive Tests:** The six receptive tests will be based on the information learned from the Units in the textbook. The tests will reflect your understanding of ASL grammar and ASL sentence structure, vocabulary, fingerspelling and numbers, glossing, and Deaf culture.

**Video Narrative**

1. Narrative or Dialogue or Song: Mid-term
   Narratives and dialogues are found throughout each Unit. Each student is to sign a total of 10 sentences/questions combination from units 5—7. Students must turn in a typed, English version of the script. The student is to sign in ASL syntax. The most important part of the assignment is to use expression!

   *(The following may be assigned at a different date)*

   Additionally, each student will sign 15-20 signs they will be using in their final project (see the following info re: Final Expressive Project). Please include **who your audience will be for the final project.**

   **Format:**
   a. Introduce self: first + last name
   b. Sign 15-20 individual signs (not included in midterm grade)
   c. Turn in written outline of the Deaf Culture content for the final project (not included in midterm grade)
   d. Sign “finished” when completed signing

**FINAL EXPRESSIVE PROJECT**

**Objective:** Students will be an advocate on behalf of the Deaf/Hard of Hearing community in order to elucidate understanding and education of how to interact within the community at a basic level on the topic of Deaf Awareness.

1. Students may conduct a needs assessment in the Deaf/Hard of Hearing Community regarding general Deafness 101 Information, e.g. “what Hearing people need to know about Deaf culture.” Or, students may want to read the Deaf culture content from the course text and select 10-15 points of interest you have learned that you would want to share with a Hearing audience. General information can also be gleaned from the internet. (A preapproved song may also be used as a final project and recorded on Canvas.

2. Students will write a 1 page typed outline of the selected content. Students will select 15-20 signs that a Hearing audience would find helpful in communicating with a deaf person, e.g. hospital, doctor’s offices, libraries, restaurants, emergency facilities, airports, groceries, churches, schools,
places of work, etc. Input from the Deaf Community is encouraged to devise the content and list of signs. Approval from the instructor is requested.

3. **These first 2 parts of the final project are due during the midterm expressive portion of the exam, e.g. the written outline will be turned in, and the signs will be a part of the midterm expressive video.**

**AFTER THE MIDTERM EXAM:**

4. Students will write a power point program expanding the approved Deaf Culture content from the outline.

5. Students will then present the information to an approved audience. It should last approximately 30 minutes.

6. Students will write a one page summary AFTER the presentation stating how the overall presentation was received by the audience.

7. A written post-evaluation survey from the audience is required, and copies given to the instructor as part of the final project. Ex: 3 questions: what I previously knew about Deaf Culture, what was most important I learned from the presentation, and what would I like to learn more re: Deaf Culture.

8. The grading of this project will hold to the same criteria as any final performance/project, e.g. level of difficulty, and facial expressions are critical for maximum points earned which remains at 100. This fulfills the second part of the final course exam for the expressive performance at an Intermediate ASL level.

- **Mid-term and Comprehensive Final Receptive Exams:** There will be a mid-term and final exam. The mid-term will cover units 5—7, the final will be comprehensive, covering all signs learned throughout the book.

- **Make-Up Tests:** There are absolutely no make up tests. The only exception is for a student who provides valid documentation for being absent on the day the test was scheduled. (See excused absence documentation)

- **Be on time for the scheduled test:** The tests are given immediately after the class roll call. Anyone who shows up late will NOT be allowed to take the test. 90% of each receptive (written) test is based on visual input of information which is done in ASL by the Instructor. Interruption by any student coming in late during the testing process can be disruptive to the students taking the test. Therefore, anyone late for class must wait outside of the classroom until the testing process is over.

**Please be aware that the all tests, mid-term and final tests will NOT be given earlier or later than they are scheduled for.**
JOURNAL: 5 DEAF COMMUNITY INTERACTIONS

Each journal must contain the following information (note: these requirements are for each hour of interaction—AND NO PAPER WILL BE ACCEPTED WITHOUT PROOF OF ATTENDANCE):

- Your Name
- Date of Interaction
- Name of the event
- Location of the event
- Proof of attendance (stapled or attached firmly such as sidekick #, TDD#, videophone #)

1. Describe in general what you observed at the event, your thoughts and feelings during the interaction. (10 points)

2. Based on your interaction with Deaf individual(s), describe your conversation and what you talked about with that person(s), and in general what the conversation was concerning in a group setting. (10 points)

3. Describe your experience in using (5) strategies that you had learned in class. (see p. 70, D) & p. 327 “Eyes on ASL”). Be sure to give specific examples of how each was used during the interaction. (10 points) *In back of both text and workbook

4. *List at least 5 new signs in your interaction that you had NOT learned in class. Briefly describe how to make the new signs. Be sure these are acceptable and appropriate signs. (10 points)

Your journal should be approximately 2 pages long. It must be typed, double-spaced, and stapled. *Be sure to use correct spelling! As a college student, your writing should be in a professional style, using correct English grammar. Always proofread documents before turning in.

The goal of the projects is to interact with a wide variety of settings and deaf individuals in the deaf community. OBSERVING WITHOUT SIGNING IS NOT CONSIDERED COMMUNICATING WITHIN THE DEAF COMMUNITY.

**No papers will be accepted without proof of attendance!**

Please be aware NO journals may be turned in after the due date! All papers must be turned in during class time the day they are due. No emails accepted.

USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog.
C. **Contingency Plans**: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](#) for further information.

D. **Disabilities Accommodation**: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, [http://usfsm.edu/disability-services/](http://usfsm.edu/disability-services/)

E. **Fire Alarm Instructions**: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](#).

F. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. **Sexual Misconduct/Sexual Harassment Reporting**: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

   Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

   **Campus Resources**:
   Counseling Center and Wellness Center 941-487-4254
   Victim Advocate (24/7) 941-504-8599
   List of off-campus resources:
   Hope of Manatee: 941-755-6805
   Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
   First Call for Help- Manatee: 941-708-6488
   Sarasota & North Port 941-366-5025
   Manatee Glens: 941-782-4800

H. **Web Portal Information**: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 5,7</td>
<td>Syllabus, Review signs from ASL I, practice paragraph test from units 1—4, Unit 5 quiz, practice exercises</td>
</tr>
<tr>
<td>Jan 12,14</td>
<td>Unit 5 practice exercises, mock paragraph test</td>
</tr>
<tr>
<td>Jan 19</td>
<td>NO CLASS, MLK HOLIDAY</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Unit 6 quiz, practice exercises</td>
</tr>
<tr>
<td>@Jan 26,28</td>
<td><strong>Deaf interaction (#1)</strong>—(<em>no papers will be accepted without proof of attendance attached</em>)</td>
</tr>
<tr>
<td>@Feb 2,4</td>
<td>Unit 7 quiz, practice exercises</td>
</tr>
<tr>
<td>@Feb 9,11</td>
<td><strong>Test #2: Unit 6</strong></td>
</tr>
<tr>
<td>Feb 16,18</td>
<td>Midterm: Expressive/Video</td>
</tr>
<tr>
<td>Feb 23,25</td>
<td>Receptive Midterm Exam</td>
</tr>
<tr>
<td>March 21</td>
<td>Outline for final project: prospective audience, deaf culture, and demonstrate 15-20 signs, Deaf Culture movie, <strong>Deaf interaction (#2)</strong></td>
</tr>
<tr>
<td>March 9,11</td>
<td>Unit 8 quiz, practice exercises</td>
</tr>
<tr>
<td>@March 16,18</td>
<td><strong>Test #4: Unit 8, Deaf interaction (#3)</strong></td>
</tr>
<tr>
<td>March 21</td>
<td>Last day to Drop with a ‘W’</td>
</tr>
<tr>
<td>●</td>
<td>Fall 2014 the last day for a student to drop a course to receive a ‘W’ grade; no refund, no academic penalty.</td>
</tr>
<tr>
<td>@March 23,25</td>
<td>Unit 9 quiz, practice exercises</td>
</tr>
<tr>
<td>@March 30,1</td>
<td><strong>Test #5: Unit 9</strong></td>
</tr>
<tr>
<td>April 6,8</td>
<td>Unit 10 quiz</td>
</tr>
<tr>
<td>April 13,15</td>
<td>**Test #6: Unit 10, Deaf Interactions (#4), Review for Final Exam</td>
</tr>
<tr>
<td>April 20,22</td>
<td>Deaf Interactions (#5), Review for Final Exam</td>
</tr>
<tr>
<td>April 28</td>
<td>Comprehensive Receptive Final Exam, Final Expressive Signing Project</td>
</tr>
</tbody>
</table>