**COURSE SYLLABUS**  
**Basic American Sign Language (ASL 1)**  
**University of South Florida Sarasota-Manatee**  
**Monday & Wednesday  11:00—12:40 P.M.**  
**ASL2140C Section: 521**

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

**COURSE DESCRIPTION**  
The purpose of this course is to enable students to **begin** to acquire proficiency in American Sign Language through a linguistic, communicative, and cultural approach. Emphasis is placed on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar. An exposure to the deaf and hard of hearing culture will be presented and students are expected to participate in the community. ASL is a visual language and therefore: **Regular attendance and participation are 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  
- communication patterns of American Sign Language  
- American Sign Language usage within the school setting

**COURSE OBJECTIVES:**  
After successfully completing this course, the student will:

1. Engage in conversations in American Sign Language to express feelings, ideas, and exchange opinions.  
2. Demonstrate understanding of expressive American Sign Language on a variety of topics.  
3. Present information and ideas to an audience through expressive American Sign Language.  
4. Demonstrate 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.
INSTRUCTOR’S NOTE TO ALL STUDENTS:
CLASS AT A GLANCE: SUMMARY OF EXPECTATIONS

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.

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.

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
✓ Completing assigned papers and assigned projects

STUDY GUIDE
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
   - I Want to Know
   - Focus
   - NMS
   - FYI
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.

1. 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.

GUIDELINES FOR PARTICIPATION
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.
   5. **You must always have a partner every time you participate in the exercises and activities. You may not practice by yourself.
   6. You must adhere to the “no-voice” policy during exercises and activities!
   7. If you and your partner are finished with the exercises before other students are finished, review the vocabulary, practice fingerspelling and numbers, and/or sign a conversation with your partner.

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
DETERMINATION OF GRADE

GRADING POLICY

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>4 receptive tests (100 points each)</td>
<td>15%</td>
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<tr>
<td>Video Dialogue presentation</td>
<td>15%</td>
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<tr>
<td>Video Narrative presentation</td>
<td></td>
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<tr>
<td>2 Movie Reaction papers</td>
<td>10%</td>
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<tr>
<td>Two deaf culture interactions</td>
<td>10%</td>
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<tr>
<td>Midterm Exam (units 1&amp;2)</td>
<td>20%</td>
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<tr>
<td>Final Exam (units 1-4)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes, Attendance &amp; Restaurant Activity</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*There are no extra credit assignments 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>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97%-100%</td>
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<tr>
<td>A</td>
<td>94% and less than 97%</td>
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<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>
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<tr>
<td>B-</td>
<td>80% and less than 84%</td>
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<tr>
<td>C+</td>
<td>77% and less than 80%</td>
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<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>
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<tr>
<td>F</td>
<td>0% - 60%</td>
</tr>
</tbody>
</table>

Please note that the grade of “C-” will satisfy specified minimum requirements of the Gordon Rule courses and the common prerequisites unless otherwise specified in the Catalog. Page 42 of the Undergraduate Catalog: [http://www.sarasota.usf.edu/academics/catalogs/](http://www.sarasota.usf.edu/academics/catalogs/)

COURSE ASSIGNMENTS

EXAMINATIONS
There will be four receptive (written) tests, a videotaped Narrative presentation, a videotaped Dialogue presentation, a movie reaction paper, two interactions in the Deaf community, midterm, and a final exam.

- **Receptive Tests:** The 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.

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

  2. **Be on time for the scheduled test:** The tests are given immediately after class roll. Points will be deducted if the student arrives late. The test will only be administered once as all exams are primarily visual and will not be repeated once the exam has begun.

  3. **Please be aware that the final test will NOT be given earlier or later than they are scheduled for.**

**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.

- **Videotaped Dialogue:** Each student will have a partner (optional) and sign a dialogue (memorized) and presented via streaming at USF or through Canvas (to be arranged). Each will be evaluated based on signing (expressive) skills, turn-taking skills, and most importantly EXPRESSION. No less than 10 sentences/questions (total) for each signer are required. The dialogue will be signed in ASL syntax. A typed, double/triple spaced script written in English syntax will be given to the instructor for grading purposes. Many examples of dialogues are presented in the units from the text. Students are allowed to copy these or create their own.

  Format: Introduce yourself (first and last name), fingerspell the alphabet, sign your script, when completed sign “finished” and leave the room.

- **Videotaped Narrative:** Each student will sign a narrative (memorized) and streamed live at USF or through Canvas (to be arranged). The student will be evaluated on basic signing skills and knowledge of ASL structure and rules. A minimum of 10 sentences/questions are required. The student will sign in ASL syntax and the typed script given to the instructor is to be written in English syntax. The most important part of this assignment is expression!

  Format: Introduce yourself (first name only), fingerspell numbers 1--30, sign your script, when completed sign “finished” and leave the room.

- **Movie Reaction Papers:** You will write a reaction paper each movie/documentary viewed in class entitled “Sound and Fury” and “Love is Never Silent.” Your paper
must be typed, double-spaced, and stapled. Your paper should be 2-3 pages in length.

**SOUND AND FURY DOCUMENTARY:**

***Three things you must include in writing your paper: Please do not write a movie review….relate it to class lecture information and cultural aspects from the text.***

1. *What you have learned from the movie that can be related to the class lecture and/or your text? **Comment on at least 5 “specific” aspects or issues in detail.** (80 points)
2. *Which character in the movie you felt strongly for and why (10 points)
3. *Which part of the story that affected you the most and why (10 points)

**LOVE IS NEVER SILENT**

1. What are some of the possible psychosocial aspects/issues a CODA might experience?
2. Comment on 5 examples from the movie.
3. Overall, how did this film relate to the overall Deaf culture content you learned during the semester?

**Please note:** Papers are due at the **beginning of class time (NOT AFTER)**, which is considered an employability skill, e.g. come to class and be prepared with assignments completed. Papers may not be emailed to the instructor!

**2 DEAF COMMUNITY INTERACTIONS**

1. Observation
2. 1-1 Interaction in the Deaf community:

You will be interacting in the Deaf community for a minimum of two hours during the semester. The initial observation can be done at any time, but it will be necessary for you to know how to introduce yourself in ASL and have some initial communication skills before this assignment is completed. Please see the form guidelines for the paper that is to follow. *No paper will be accepted without proof of attendance.

**FORMAT:** Please follow this exact format for maximum credit!

Each paper must contain the following information:

- Your name
- Date of observation (or interaction)
- Name of the event
- Location of the event
Proof of attendance (stapled or attached firmly—preferably with a deaf person’s signature that you were in attendance, a photo with the deaf person, or their contact info that indicates a special way of communicating with a deaf person, e.g. sidekick, videophone, TDD)

1. Describe in general what you observed at the event. (10 points)

2. Based on your observation OR interaction with Deaf individual(s), describe some of the content of the conversations. (10 points)

3. *Describe your experience in using (3-5) strategies you had learned in class. Most of the strategies are listed at the beginning of each chapter. (see p. 70, D) & p. 327 “Eyes on ASL#”) State specific examples of how each strategy was demonstrated during the observation or interaction. (10 points)

4. *List at least 5 new signs in your interaction that you had NOT learned in class. Briefly describe how to sign each. Be sure to not use rude or vulgar language. (10 points)

5. Describe your thoughts and feelings about your interaction. (10 points)

Your paper should be approximately 2 pages in length. It must be typed, double-spaced, and stapled. Be sure to use correct spelling! Please proof-read your documents before turning in for professional, and correct grammar usage.

**No papers will be accepted without proof of attendance!**
*Please be aware NO papers may be turned in after the due date! All papers must be turned in at the beginning of class time the day they are due. No emails accepted.*

**Restaurant Activity**

You will go to a local restaurant with classmates (preferably) and “pretend” to be deaf, e.g. the entire experience at the restaurant must be done in sign language. How you set-up the specifics of the activity is your choice, e.g. you can tell the host what you assignment will be, not tell anyone during the meal then tell restaurant staff afterwards, etc. The objective is to experience how the Deaf community feels when treated differently than a Hearing customer. A one page typed summary of your experience (in journalistic/affective format) will be required to earn the full attendance points for class. **Attach a photo of you with classmates to your paper for proof of attendance.**

**DEAF CULTURE INFORMATION / DEAF COMMUNITY OBSERVATIONS & INTERACTIONS**

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*(to be announced) there are several websites for the Tampa Bay area (perhaps others, too):  www.deafservicebureau.org  www.aslinfo.com www.ccdhh.org  www.friendsdeafchat@yahoo.com  e-mail: friendsdeafchat@yahoo.com Some listings are on facebook.  For example, Dr. Myra’s ASL class

For practice on all aspects of ASL, you can visit:  www.aslpro.com, www.signsavvy.com which are excellent practice sites for fingerspelling.  Also, lifeprint.com, ASLized, hands and voices.com.  There are also applications in ASL that you can purchase.

ATTENDANCE POLICY (Department Requirement)

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.

- Being tardy (more than 15 minutes late) and leaving early from class will result in attendance point reduction.  Students should check Canvas frequently to monitor their overall attendance.  10 points for attendance will be given each class session except for the first week of class, and mandatory exams e.g. midterm and final.

- 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 points will be taken from the class participation portion of the grade.

- **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 and/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.**

- **Tobacco products:** No chewing tobacco will be allowed during class.

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

**USF Sarasota-Manatee Policies and Procedures**

**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 and the USF Student Code of Conduct. Current and archived catalogs may be found at: [http://usfsm.edu/academics/](http://usfsm.edu/academics/) and the USF Student Code of Conduct can be found at [http://www.sa.usf.edu/srr/page.asp?id=88](http://www.sa.usf.edu/srr/page.asp?id=88)

**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 and the USF Student Code of Conduct. Current and archived catalogs may be found at: [http://usfsm.edu/academics/](http://usfsm.edu/academics/) and the USF Student Code of Conduct can be found at [http://www.sa.usf.edu/srr/page.asp?id=88](http://www.sa.usf.edu/srr/page.asp?id=88)

**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. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

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: 359-4714; email: disabilityservices@sar.usf.edu and website: http://usfsm.edu/disability-services/

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 information available on the USFSM student and faculty webpages at www.usfsm.edu

Religious Observances
The University 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. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness See information available on the USFSM student and faculty webpages at www.usfsm.edu

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. Therefore it is the student’s responsibility to check their USF email regularly.

Instructor Copyright
Students may not sell notes or other course materials.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Aug 25, 27</td>
<td>Greetings/Syllabus/Introduction to Manual Alphabet Learning How to Fingerspell Words/Numbers 1-20, Introductions, Unit 1, view video</td>
</tr>
<tr>
<td>Sept 1</td>
<td>LABOR DAY, NO CLASS</td>
</tr>
<tr>
<td>Sept 3</td>
<td>20 point quiz on Unit 1, explain observation assignment, Mock Quiz, #21-30</td>
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<tr>
<td>Sept 8, 10</td>
<td>Unit 1 quiz, Deaf Culture</td>
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<tr>
<td>Sept 15, 17</td>
<td>Unit 2: 20 point quiz, Deaf Culture Unit 2: in-class practice &amp; deaf culture</td>
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<tr>
<td>Sept 22, 24</td>
<td>Unit 2 quiz, guest speaker Review movie assignment, dialogue video discussion</td>
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<tr>
<td>Sept 29, Oct 1</td>
<td>Dialogue video assistance, Review for Midterm Written Exam, Movie-Reaction paper due</td>
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<tr>
<td>Oct 6, 8</td>
<td>Midterm Exam (expressive)</td>
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<td>Oct 13, 15</td>
<td>*Midterm Exam (receptive-written)</td>
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<tr>
<td>Oct 20, 22</td>
<td>Unit 3: 20 point quiz Observation #1 due</td>
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<tr>
<td>Oct 27, 29</td>
<td>Unit 3 quiz</td>
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<tr>
<td>Nov 1</td>
<td>Last day to Drop with a ‘W’</td>
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<tr>
<td>Nov 3, 5</td>
<td>Unit 4: 20 point quiz, explanation of end of term projects</td>
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<tr>
<td>Nov 10, 12</td>
<td>Unit 4 quiz, Restaurant Activity, Required movie assignment</td>
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<tr>
<td>Nov 17, 19</td>
<td>Required movie assignment paper due Review for final exam, final video assistance, movie assignment paper due</td>
</tr>
<tr>
<td>Nov 24, 26</td>
<td>1-1 interaction paper due</td>
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<tr>
<td>Dec 1, 3</td>
<td>Restaurant paper due, Final Video Narrative Presentation</td>
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<tr>
<td>Dec 8, 10</td>
<td>Final exam: receptive portion</td>
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