American Sign Language I
SGNL 1401-[section #] [Synonym]
Semester Year

Professor:
Email:
Videophone:
On-campus/Virtual office:
Office hours:
Campus-Class Location:
Class Days/Times:

Course Description
This course is an introduction to the basic skills in production and comprehension of American Sign Language (ASL). It includes the manual alphabet and numbers. Develops conversational ability, culturally appropriate behaviors and exposes students to ASL grammar. **(4-3-2)** This is a 4 credit hour course with 3 lecture hours each week and 2 laboratory or activity hours each week. ***Course requires significant time outside of class.***

Course Rationale/Objectives
The purpose of this course is to help students develop the study skills needed to learn a language and to review and practice what they are learning in class. This may include lectures, small group activities, use of electronic media, going to the ASLIT Lab and Deaf events. Students will be encouraged to practice their comprehension and production skills so that students can have a positive experience with this course. Participation in class and/or online is expected of students.

Prerequisites
None but keep in mind that…
• You must make a "C" or better in this class to meet the prerequisite for SGNL 1402, American Sign Language II.

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

Time Zone
Central Daylight Time/Central Standard Time (course due dates are according to this time zone)

Required Texts/Materials
1. **TRUE+WAY ASL: Units 1 – 5 Student e-Workbook (3rd edition)**. Austin, TX: Purple Moontower.
   First, go to the Blackboard and start with the TRUE+WAY ASL (TWA) student JOIN link to connect your workbook directly to this course. The 'TWA student JOIN link' will be posted in the Blackboard Announcement. When you register for the eWorkbook, you will be prompted to pay or put in codes (you can pay directly or get codes from the ACC bookstore).
2. **Goreact Plug-in**, an online video recording feedback tool platform.
   *ACC license - no cost to students. Be sure you **use your ACC email!** Because if you don't you will be prompted to pay. This is a separate application from TRUE+WAY ASL. But do this inside TWA eWorkbook with your first video assignment, you will be prompted to create your Goreact account within TWA eWorkbook, and again, remember to use your ACC email address! Under any circumstances, DO NOT go to Goreact.com's website! The GoReact plug-in is INSIDE the TWA eWorkbook.*
3. **Introduction to American Deaf Culture.** Holcomb, T. (2012). New York: Oxford University Press. *[electronic or paperback]* ISBN: 0199777543

Technology Requirements/Skills

- **High speed Internet access** to ACC Gmail, ACC course Learning Management System (Blackboard, Canvas or Google Classroom) and course related materials. Internet recommended download/upload speed 20 Mbps or better (you can test your internet speed: www.speedtest.net by Ookla).
- **Laptop or desktop computer with camera** (required). Smartphones and/or tablets may be insufficient especially for quizzes/exams.
- Chrome browser (strongly recommended) or similar

Minimum Technical Skills

Measure your technology skills and find tutorials to develop, review, or renew those skills in the Technical Skills Checklist. As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

- Communicate via email including sending attachments
- Able to take a screenshot
- Able to record your video assignments and exams
- Navigate the World Wide Web using a Web browser such as Google Chrome
- Use office applications such as Microsoft Office (or similar) to create documents
- Be willing to learn how to communicate using a discussion board and upload assignments to a classroom website
- Be comfortable uploading and downloading saved files
- Have easy access to the high-speed Internet
- Can navigate TRUE+WAY ASL eWorkbook and Blackboard or other learning management systems.

Student Tech Support

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. Drive-up WiFi can be accessed at multiple campuses on different days/times, https://www.austincc.edu/coronavirus/drive-up-wifi .

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit http://www.austincc.edu/sts.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit http://www.austincc.edu/sts.

Program Learning Outcomes

The ASL and Interpreter training program's program learning outcomes align with the American Council on the Teaching of Foreign Languages (ACTFL) and the Texas Board for Evaluation of Interpreters (BEI).   A complete list of the ASLIT's program learning outcomes can be found here.

Course and Student Learning Outcomes:

I. Vocabulary Development
   a. The student will be exposed to vocabulary items in Units 1-5 of the *TRUE+WAY ASL* e-workbook.
   b. The student will demonstrate comprehensive mastery of targeted vocabulary words drawn from class items and videos.

II. Grammatical Features
   a. The student will demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
   b. The student will be exposed to short dialogues in ASL as directed by the professor.

III. Conversational and Communication Skills
   a. The student will demonstrate comprehension and conversation facilitating behaviors.
   b. The student will demonstrate comprehension and production of regulating behaviors (i.e. attention getting techniques, turn taking signals, and others)
   c. The student will be exposed to short narratives and stories in ASL as signed by the professor, Deaf users of ASL, or viewed on ASL videos.
   d. The student will demonstrate the ability to create, conduct and terminate a short content-specific conversation.

IV. Cultural Awareness
   a. The students will read/see information on Deaf Americans, ASL, and its history. The student is responsible for the cultural notes and information from lectures discussed in class, TRUE+WAY ASL, films, and Introduction to American Deaf Culture.
   b. The student will compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

General Education Students Learning Outcomes

As a Core Curriculum course, students completing this course will demonstrate competence in:

- Civic and Cultural Awareness - Analyzing and critiquing competing perspectives in a democratic society; comparing, contrasting, and interpreting differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices
- Critical Thinking - Gathering, analyzing, synthesizing, evaluating and applying information.
- Personal Responsibility - Identifying and applying ethical principles and practices; demonstrating effective learning, creative thinking, and personal responsibility.
- Interpersonal Skills - Interacting collaboratively to achieve common goals.
- Written, Oral (sign) and Visual Communication - Communicating effectively, adapting to purpose, structure, audience, and medium.
- Technology Skills - Using appropriate technology to retrieve, manage, analyze, and present information.

[Choose one for your course format]

Instructional Methodology for a Distance-learning course

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform Blackboard, online videos, e- workbook, and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course does not require real-time classes (asynchronous online learning) however students must watch all the lecture videos online, read slides/lecture notes, watch required films and complete all assignments before the assigned due dates. It is the student's responsibility to schedule their appointments with ACC-ASLIT lab and complete their ASLIT Lab assignments (see ASLIT Lab assignments section below for more details) before the due dates. In general, students are responsible for their own work.

Instructional Methodology for a Hybrid course

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform Blackboard, online videos, e- workbook, and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course does require a half of real-time classes (synchronous online learning) It is student's responsibility to schedule their appointments with ACC-ASLIT lab and complete their ASLIT Lab assignments (see ASLIT

Lab assignments section below for more details) before the due dates. In general, students are responsible for their own work.

Course Grading System
Students' comprehension and expressive skills will be evaluated regularly. Students will also be evaluated on their preparation for class activities and their assignments outside of the class.

1. Assignments   25%
       TRUE+WAY ASL (TWA) worksheets (15%)
       TWA SOAR video assignments (10%)
2. Interactive dialogues/activities   20%
3. Quizzes   25%
       Intro to American Deaf culture & film quizzes (5%)
       TWA/Lecture quizzes (20%)
4. Unit Tests   30%
       Comprehension (10%)
       Production (20%)

Students are to monitor their own progress. Students can check their grades in the course learning management systems (BlackBoard, Canvas, TRUE+WAY ASL, and/or Google Classroom).

Grading Scale
90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

1. Assignments
***TRUE+WAY ASL (TWA)* workbook comprehension assignments**
This workbook is designed to retain and reinforce what is learned in the classroom. Complete workbook assignments by assigned due dates announced in the class. Late assignments will not be accepted.

***TRUE+WAY ASL (TWA)* "SOAR" video assignments**
Self-Observation Assessment Review (SOAR) videos are at the end of each unit in the *TRUE+WAY ASL* e-Workbook website. Students are to record their work and submit their video by the due date. Late assignments will not be accepted.

2. Interactive Dialogue/Activities: Students are required to participate in an interactive dialogue and/or interactive activities for each unit in the workbook on the course website.

3. Quizzes
   Class Lecture/TWA Quizzes: Some quizzes will be announced in class and some will be "pop" quizzes. Students may not make up any quizzes they miss. If a student misses the quiz, they will get a zero. The quizzes will be based mainly on the ability to comprehend ASL and cultural information. Questions may also be drawn from the reading/viewing of the *TRUE+WAY ASL* e-workbook/video, video assignments, vocabulary, and from class discussions.

   Introduction To American Deaf Culture Quizzes: The quizzes will be based on the book *Introduction to American Deaf Culture,* chapters 1 - 15. Students will take online quizzes on their own time. Students may not make up any quizzes missed – if a student misses a quiz, they will get a zero. See the *Course Schedule* page for due dates.

   Film quizzes: Students are required to view a total of 3 films and complete 3 online quizzes on their own time. Students may not make up any quizzes they miss – if a student misses the quiz, they will get a zero. All films are available online. See the *Course Schedule* page for due dates.

Film Titles:
1. <u>Early Intervention: The Missing Link</u>
2. <u>Deaf President Now (DPN)</u>
3. <u>Making Education Accessible to Deaf Children</u>

4. Unit Tests: Unit tests will cover all material presented to that point of the class. They will include information from quizzes, *TRUE+WAY ASL, Introduction to American Deaf Culture,* class materials, lectures, vocabulary videos, as well as student's comprehension and production skills. There will be **no make-up** of the tests except under circumstances I deem to be extreme or unique.

Course outline
Unit 1 Welcome to the Deaf World!
      1.1 Getting Started
      1.2 Introduction to ASL
      1.3 ASL Foundations
      1.4 Classroom Actions
      1.5 Basic Math and Numbers
Unit 2 Academics
      2.1 Types of Schools
      2.2 SchoolEnvironment
      2.3 Things You Do in the Classroom
      2.4 School Personnel and Colors
      2.5 School Subjects, Majors and Courses
Unit 3 Family and Relationship
      3.1 Describing Basic Appearances
      3.2 Family, Friends, and Pets
      3.3 Employment Status
      3.4 Milestones and LIfe Events
Unit 4 Residences and Communities
      4.1 Transportation
      4.2 Housing and Dwellings
      4.3 Places Around Town
      4.5 Cities, States, and Provinces
Unit 5 Scheduling
      5.1 Calendar and Time Expressions
      5.2 Events
      5.3 Getting Things Done
      5.4 Explanations
      5.5 Frequency
      5.6 Daily Activities

Please follow this link to review policies and information specific to the ASL and Interpreter Training Department.

Participation Policy [Choose one for your class]

[F2F or Hybrid classes]
Foreign language classes are very interactive and students will be required to participate regularly in class and group activities. All students will be encouraged to participate in class discussions and activities on a regular basis. Participation does not mean giving "right" answers. It means thinking about the material, sharing their thoughts, paying attention, and giving their best effort. The skills to be developed in the class depend on visual perception and memory. Use of auditory stimuli discourages this learning process for both the person talking and other students in the class. The students will experience cross-cultural interaction between Deaf and hearing people. It is important that the student recognizes this and respects the culture. Students should arrive on time and are expected to remain until the end of class.

[Online classes]

What does attendance look like in an Online Course? This can be challenging for many students. First of all, many who enroll in an online course do so because their schedules are hectic or otherwise don't permit them to be on campus. If you're already stretched to find the time to take a course, it can be really difficult to find the appropriate amount of time to participate and do the work.

This course is designed to be highly interactive and regular participation and attendance is expected and necessary for earning a successful grade. The best approach is to set aside a specific time of day to devote to the course. Just like you would have to make time to attend a normal on campus course, you should allocate the same time to the online course. The advantage of online learning is that you can set a schedule to fit your needs. The reason some students fail is that they have not developed the discipline to stay on schedule.

Attendance Policy [Choose one for your class]

[Traditional Face to Face 16 week attendance policy]
Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **three** absences from class, therefore doctor's notes and other excuses are not accepted for absences. After the **fourth** absence, the final grade will be lowered by one letter. Upon the **fifth** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is [**Monday, April 27th, by 5pm CST],** the student will receive an F as a final grade.

[Hybrid 16 week attendance policy]
Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **two** absences from class, therefore doctor's notes and other excuses are not accepted for absences. After the **third** absence, the final grade will be lowered by one letter. Upon the **fourth** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is [**Monday, April 27th, by 5pm CST],** the student will receive an F as a final grade.

[Hybrid 8 week attendance policy]
Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **one** absence from class, therefore doctor's notes and other excuses are not accepted for absences. After the **second** absence, the final grade will be lowered by one letter. Upon the **third** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is [**Monday, April 27th, by 5pm CST],** the student will receive an F as a final grade.

[Hybrid 5 week summer attendance policy]
Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **one** absence from class, therefore doctor's notes and other excuses are not accepted for absences. After the **second** absence, the final grade will be lowered by one letter. Upon the **third** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is [**Monday, April 27th, by 5pm CST],** the student will receive an F as a final grade.

Withdrawals
It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the final withdrawal date. The final withdrawal date for this semester is [**INSERT DATE**]. The student is also strongly encouraged to keep any paperwork in case a problem arises.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

Missed Exams and Late Work
There will be no make-up of assignments, quizzes and/or tests except under circumstances I deem to be extreme or unique. Internet disruption will not be accepted as an excuse for turning in your assignments late. It is your responsibility to utilize tools such as taking screenshots that show you did complete the quiz/assignment/test or by contacting GoReact for verification and information on your progress.

Incompletes
An incomplete (grade of "I") will only be given due to extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of I also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

> 1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
>
> 2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.
>
> 3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
>
> 4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
>
> 5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

Please follow this link to review ACC Policies