



# American Sign Language ASL

Syllabus for level I / II



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**2nd year in my Masters Program in Sign Language Education**

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**My preferred mode of contact** is through appointment; however, email would be the best option after school hours. I will respond when time permits within 12 hours.

**Conference Period - 2nd**

**Tutorials** - available everyday before school, and during lunch.

## Course Description

Everyday communication is the centerpiece of every lesson. Topics revolve around sharing information about our environment and us. Grammar is introduced in context, with an emphasis on developing question and answering skills. You learn conversational strategies to help you maintain a conversation. Interaction activities are to allow you to rehearse what you've learned. An introduction to the basic skills in production and comprehension of American Sign Language (ASL). Includes the manual alphabet and numbers. Develops conversational ability, culturally appropriate behaviors and exposes students to ASL grammar. Course requires significant time outside of class.

## Course Learning Outcomes

Students who complete this course successfully will be able to:

### Vocabulary Development\*

1. Given a set of targeted vocabulary items drawn from Units 1 - 6 for level I, Units 7-12 for level II of Signing Naturally and videos, students will demonstrate comprehensive mastery of vocabulary items and high frequency words.\*

\*Principle: Content and Sequencing. 1). Frequency

### Grammatical Features\*

2. The student will demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
3. The student will be exposed to short dialogue in ASL as directed by the instructor.
4. The student will: demonstrate an awareness of ASL grammar, vocabulary, and phonology/cherology. This is to practice fingerspelling.
5. The student will: present information using familiar words, phrases, and sentences to others.

### Conversational Skills\*

6. The student will demonstrate comprehension and conversation facilitating behaviors.
7. The student will demonstrate comprehension and production of regulating behaviors (i.e. attention getting techniques, turn taking signals, and others)
8. The student will demonstrate the ability to initiate, conduct and terminate a short content/topic\*-specific conversation.
9. The student will use the language both within and beyond the school setting through activities such as participating in cultural events and/or using technology to communicate.
10. The student will: engage in a variety of signed exchanges of learned material to socialize and to provide and obtain information.

\*Task-Based Approach on the topic/themes.

### Cultural Awareness\*

11. The student will read/see information on Deaf Americans, ASL, and its history. The student is responsible for the cultural notes in the workbook, chapters 1-44 in For Hearing People Only, PowerPoints\* on Google Drive shown in class and cultural information discussed in class.
12. The student will: demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied.
13. The student will: demonstrate an understanding of the influence of one language and culture on another.
14. The student will: demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the American Deaf culture.

## **\*AMERICAN SIGN LANGUAGE I**

**Credit: 1**

**Prerequisite: None**

American Sign Language (ASL) is a highly visual structured language. It is the third most studied language in America. This course is for students who want to learn the basic structure of the American Sign Language and the cultural differences between American Deaf and hearing people. Emphasis will be placed on receptive and expressive skills in sign language without auditory cues. The course consists of basic ASL fingerspelling, beginning signs and ASL grammar, history of the language, regional differences, and various aspects of the culture of the Deaf community. Students are required to communicate with Deaf ASL teachers and their peers by gesturing, signing and in writing at all times in the classroom. Students are required to do ASL presentations in class/or on video and do daily review of signing at home using ASL videos provided by the ASL teachers. Students will be graded on their receptive and expressive abilities, as well as knowledge of Deaf culture. Class participation is essential for the development of beginner's signing proficiency. Students must be willing to sign in the classroom.

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## **\*AMERICAN SIGN LANGUAGE II**

**Credit: 1**

**Prerequisite: American Sign Language I**

This course is a continuation of American Sign Language 1 and emphasizes the continuing development and reinforcement of expressive signing skills, receptive signing skills, and knowledge of Deaf culture. Vocabulary and structure (ASL grammar) are expanded. Culture is studied in depth periodically throughout the year. Active participation by the student is an essential part of the course. ASL is exclusively the language of the classroom. Speaking verbally is not permitted in the classroom. Students who do not wish to use only American Sign Language in the classroom should not sign up for this course. This course requires daily practice including being actively engaged in class work and completing the daily homework assignments. Class participation is essential for the development of intermediate signing proficiency. Students must be willing to sign in the classroom. Students are required to do ASL presentations in class, academic research and reaction papers, and do daily review of signing outside of the classroom. Students will be graded on their receptive and expressive abilities, as well as knowledge of Deaf culture.

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## **\*AMERICAN SIGN LANGUAGE III**

**Credit: 1**

**Prerequisite: American Sign Language II**

American Sign Language 3 focuses on concentrated practice of the language. Active participation by the student is an essential part of the course. ASL is exclusively the language of the classroom. Students who do not wish to use only American Sign Language in the classroom should not sign up for this course. Emphasis is placed on the student's communicative skills and fluency. The four language skills of visual receptively listening, expressively signing, reading and writing ASL grammar to English will continue to be developed as well as better understanding of Deaf culture and history.

## Course Outline

Unit 1: Introducing Oneself

Unit 2: Exchanging Personal Information

Unit 3: Talking About Where you Live

Unit 4: Talking About Family

Unit 5: Talking About Everyday Activities

Unit 6: Storytelling

Unit 7: Giving Directions

Unit 8: Describing Others

Unit 9: Making Requests

Unit 10: Talking about Family and Occupations

Unit 11: Attributing Qualities to Others

Unit 12: Talking about Routines

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## Course-Specific Support/ or Supplementary Instruction

Before school appointments with the Instructor for tutoring \*please refer to the office hours

### Online Resources for students

1. Texasdeafed.org
  2. epicbookworms.org
  3. quizzes.com
  4. edpuzzle.com
  5. DTV News
  6. Seek the World Videos
  7. Veditz Videos
  8. The Daily Moth
  9. Everyday ASL Productions
  10. [irubric.com](http://irubric.com)
  11. Signing Naturally DVDs / Signing Naturally Work book provided in the classroom
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## Classroom Materials

- ❖ School provided laptops, visible ID, and full uniform
- ❖ Pen/pencil

## Classroom Etiquette

Work hard. Be nice. Our goal is always to be on time and on task. Cell phones, earbuds, homework from other classes, etc. should be put away at all times.

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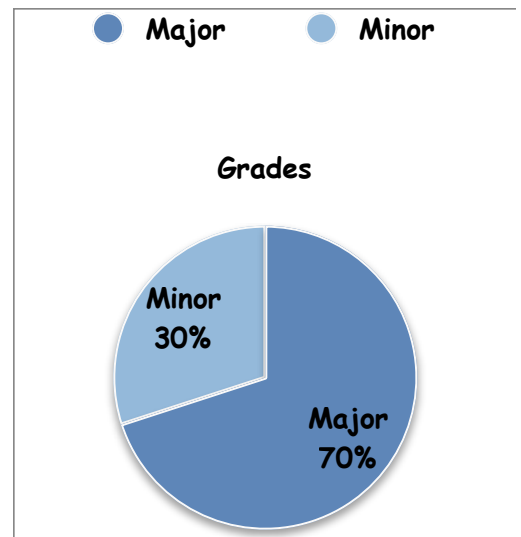
## Grading Policy according to Westside High Handbook

### Major Grades - 70%

Unit assessments (2 per grading period)  
Projects

### Minor Grades - 30%

Daily class work  
Homework  
quizzes



## Overview

### Daily Work/Homework

#### Interpersonal Goal:

- Answering when called upon, attentiveness to teacher and to other students.
- Active participation in group activities and paired practice.
- Practicing ASL with "voices off" in respect of the Deaf and their culture.
- Assignments include homework, video journal, other papers/projects assigned.
- Make-up missed Quizzes within a week (before school) or you will receive a zero.
- IF YOU'RE ABSENT IT'S YOUR RESPONSIBILITY to check-in with your instructor for any missed homework assignments in order to get the access on Google Drive.
- Record absent date on homework & turn-in.
- Homework is DUE when the bell rings to receive full credit.

## Major Assignments:

### Expressive:

This includes dialogues. Practicing dialogues and other expressive activities is essential in earning a good grade. All presentations/dialogues will be done in front of the class. There will be at least one dialogue per unit plus additional presentations.

### Receptive:

- This includes the tests that are given for each unit.
  - Tests will include vocabulary, grammar, sentences, stories & deaf culture.
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## Course Grading (Evaluation and Assessment)

### Grading Outline

#### **Interpersonal: 30% of your grade.**

- Answering when called upon, attentiveness to teacher and to other students.
- Active participation in group activities and paired practice.
- Practicing ASL in respect of the Deaf and their culture.

#### **Assignments & Unit Quizzes 30% of your grade.**

- Assignments include homework, video journal, other papers/projects assigned. For instance; Youtube Videos, D-PAN, The Daily Moth, TrueBiz, etc and write one-page about the current event.
- Make-up missed Quizzes within a week

#### **Expressive: 70% of your grade.**

- This includes dialogues. Practicing dialogues and other expressive activities is essential in earning a good grade. All presentations/dialogues will be done on the video. There will be at least one dialogue per unit plus additional presentations.

#### **Receptive: 70% of your grade.**

- This includes the tests that are given for each unit.
- Tests will include vocabulary, grammar, sentences, stories & deaf culture.

## Retests

You may retake on 1 major grade per 6 weeks if the grade is 75 or lower. Before your retake you must submit a Request to Retest (found in class, and online). You will be required to attend tutoring on the unit, complete corrections to the assessment, and then the retest must be completed 1 week from grade posting.

## **Assessment**

There are 2 summative assessments tied to this course:

- ❖ Fall Final Exam
  - ❖ Spring Final Exam
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## **Cheating/Plagiarism:**

From the Westside Honor Code at westsidewolves.org—  
"Penalties for Violating the WHS Honor Code:

If a student violates the Honor Code, he/she will receive a 'O' for the school work, a 'U' in conduct, and disciplinary action (including loss of Off-Campus and Extracurricular Activity privileges)."

See the [Westside Honor Code](#) for more details on what constitutes cheating, plagiarism, and academic fraud.

## **Classwork/Homework**

Work done in class is expected at the end of the period or on the date and time specified.

Late work:

- ❖ Minor grade assignments will not be accepted 7 days after the due date.
- ❖ Major grade assignments will receive a 5-point deduction for each school day after the due date.

## **Absent Work**

If you are absent the day an assignment is due, the assignment is due the day you return. If you are absent the day an assignment is given, you will have one week to complete the assignment after you return. This will give you time to catch up with all of your teachers. Long term absences will be handled on an individual basis.

## Course Policies and Information for Students

### 1. ATTENDANCE POLICY

#### STUDENT ABSENCES

If absent, students must bring a note from a parent/guardian to the Attendance Office (A119) explaining the absence. Students should NOT give the note to a teacher, dean, coach, bus driver, friend or anyone else. Upon returning to school, students have 3 days to turn in the note to the Attendance Office. The note needs to include:

- **the student's first and last name, grade, and ID number**
- **date(s) of absence and reason for absence**
- **a parent/guardian signature and date of signature**
- **phone number for verification**

The Attendance Office will maintain a sign-in sheet when students drop off notes. If at all possible, we will attempt to make parent contact when the absence is inexcusable.

**Once a student returns to school, he/she will be allowed one day per each day of absence to make up work.**

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#### TARDY POLICY

Students who arrive in class after the bell rings, but within the first 10 minutes, are tardy. Students who are 10 or more minutes late to class are recorded as absent, per state law. Students must report to the house office for a tardy pass to present to the teacher on arrival to class. If tardy, students will not be allowed to bring in outside food or drinks; these will be discarded before entering into the houses.

#### CONSEQUENCES FOR TARDIES

§ 3 tardies = 1 detention (during lunch or after school)

§ 6 tardies = Westside Work Force

§ 9 tardies = In School Suspension (ISS)

§ 12 tardies = behavior contract and referral

NOTE: STUDENTS WILL RECEIVE WRITTEN WARNINGS AT INTERVALS THAT DON'T RESULT IN A CONSEQUENCE.

Failure to attend detention, Westside Work Force, or ISS is considered a Level 3 Offense, specifically failure to comply with a reasonable request ([HISD Code of Student Conduct](#)).



## DETENTION

- Lunch = First 30 minutes of lunch in S100
- After School = 3:20pm to 3:50pm in S100

## WESTSIDE WORK FORCE

- Thursday Morning = 7:45am to 9:15am in S100
  - Saturday Morning = 8:00am to 10:00am in Commons
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## OTHER LATE ARRIVALS

- When HISD buses arrive late to campus, students with a Westside ID and bus sticker will obtain an excused pass to class from the Attendance Office (A119).
  - Students who arrive late from a Metro bus will report to the House Office for a tardy pass. In contrast with HISD transportation, Metro bus tardies are considered unexcused.
  - Students arriving late from a doctor's/dentist's appointment must submit a medical note to the Attendance Office.
  - Any note written by a parent describing an absence/tardy must be submitted to the Attendance Office. Only reasons outlined in the excused absence section of the Westside Way will be accepted.
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## LEAVING SCHOOL EARLY

Students with an appointment should have their parent/guardian come to school to sign them out. Please allow sufficient time for the attendance office staff to get the student out of class.

- The student must submit a note **to the Attendance Office before 1st period** on the day of the request. The note needs to include: the student's first and last name, grade, ID number, date of the early dismissal request, time the student is to be released, reason for the dismissal, parent/guardian signature, and parent phone number.
- The Attendance Office will:
- Call to verify the note before the student is released.
- Deliver a hall pass to the student, which enables them to leave class at the designated time to **go to the Attendance Office to sign out.**
- Provide the student with a permit to leave campus. **Students may only leave campus early after they receive approval from the Attendance office. This applies to all students - those who drive and those who are being picked up.**

**No student, including those 18 and older, may leave school without parental consent and without signing out at the Attendance Office. Students who go off campus without consent are subject to disciplinary action, according to the [HISD Code of Student Conduct](#).**

**Excused AND unexcused absences are counted in determining whether a student is in compliance with the state attendance requirement for the class credit.**

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### 3. COURSE FAILURE

Course failure will result if a student has received a grade of 69 or lower. It is important for students and parents to know that once a course failure has occurred (even if it was a high school credit course taken in middle school), it can never be replaced with another passing grade. The student can retake the course, and the new grade will be averaged in with the student's cumulative GPA, but it doesn't replace the failing grade.

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### 4. CREDIT RECOVERY/SUMMER SCHOOL

Credit recovery refers to re-taking a course in which a student received a failing grade of 69 or lower. It is essential that the student meet with his/her dean to discuss the variety of options available in order to stay on track for graduation. (This may involve summer school.)

### 5. POLICIES ON MISSED EXAMS, MAKE-UP EXAMS OR QUIZZES

You may retake on 1 major grade per 6 weeks if the grade is 75 or lower. Before your retake you must submit a Request to Retest (found in class, and online). You will be required to attend tutoring on the unit, complete corrections to the assessment, and then the retest must be completed 1 week from grade posting.

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### 6. REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE

Tutoring is available every day before school, and during lunch. If you are in need of specific tutoring for retest, an appointment will be needed.

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### TECHNOLOGY POLICIES

- Laptop - you must have it EVERYDAY with you, no exceptions.

#### **NO CELL PHONE POLICY**

**Students will not be allowed to use a cell phone during school hours with the exception of the lunch period. This includes:**

- Students in class unless under the direct supervision of the instructor for educational purposes. (Students are expected to use their district-provided laptop instead.)
- Students using a cell phone between class periods.
- Students using a cell phone during office assistant or teaching assistant periods.
- Students in transit to another location within the building, such as leaving the classroom to use the restroom, or visit the dean.
- Students who have off campus privileges, but who are found on campus after the tardy bell rings.
- Students who have signed out of the attendance office and are leaving campus.

- Students who expect to receive a text/call from their parent during class time.
- Students who are in transit to field house or the gym.

**Students may choose to bring his/her cell phone to school to be used before school, during the assigned lunch period, or after school. However, students will be expected to be in compliance with the policy prior to entering the threshold of the classroom.**

## **ELECTRONIC DEVICE USE STANDARDS**

- Students are required to follow the electronics policy posted in each classroom.
- Electronics must not interfere with staff member/adult's ability to communicate easily with any student.
- A staff member or adult may request that a student put away/turn off an electronic device at any time.
- HISD has adopted an official policy related to cell phone use during standardized assessments. Students will be required to relinquish cell phone possession to the testing proctor prior to the exam (labeled container) and the device will be returned immediately after the exam. Violators of this policy will receive a "no score" on the assessment which is the equivalent to a failing score. Teachers may also request that students relinquish cell phones before tests or exams.
- Cell phones may not be charged on the school issued laptop, because it diminishes battery life needed for instructional purposes.
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## **APPROVED TIMES AND LOCATIONS FOR ELECTRONIC DEVICE USAGE**

- Before school, after school, during passing periods, and during students' assigned lunch periods

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## **CONSEQUENCES FOR ELECTRONIC DEVICE VIOLATIONS**

**If a student violates any of the policies stated above, the phone or other electronic device will be confiscated by any staff member present and the student will face disciplinary action.**

- If a device is confiscated:
- Students must pay a \$15 fine to the Finance Clerk (before school, during lunch or after school). Students must pay cash and have correct change to pay the fine; AND
- If a phone or device is confiscated on a Monday, Tuesday or Wednesday, students must wait until the following Friday to pick up the device. If confiscated on a Thursday or Friday, the device will be released the following Tuesday. Students must report to the main office after school to pick up the phone or the electronic device. The student can pick up the device between 3:20pm-4:00pm as long as he/she has his/her \$15 dollar receipt.
- If a student refuses to surrender an electronic device, a minimum of one day of ISS will be assigned in addition to the consequences above.
- Repeat offenders will face longer confiscation periods and disciplinary action.

- Offenses during any assessments may result in a two-week confiscation period and disciplinary action.
  - Use during a standardized testing invalidates the test and generates a testing irregularity.
  - If a device is used during an assessment or if a student is suspected of using a device to cheat, the device will be confiscated for two weeks, and the student will be administered discipline in accordance with the [HISD Code of Student Conduct](#).
  - District faculty and/or staff may suspend the right to use a privately owned device on campus at any time if it is determined that the user is engaged in unauthorized activity or is violating the ACCEPTABLE USE POLICY or [HISD Code of Student Conduct](#). Discipline will be administered in accordance with the [HISD Code of Student Conduct](#).
  - If a cell phone or electronic device is involved in an ongoing disciplinary investigation, the administration may keep the device until the outcome of the investigation is finalized.
  - If a cell phone or electronic device is involved in a criminal investigation, administration will hand over the device to law enforcement pending charges. At this juncture, the possession is with the police department and not with the campus
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## **ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY:**

### **Student Responsibilities:**

- To maintain and support the academic integrity of the school community by completing all assigned work, activities and tests in an honorable process according to the stated policies without engaging in cheating, fraud, or plagiarism.
- To understand the schoolwide Honor Code policy and individual teacher assignment guidelines.
- To clarify with the instructor any ambiguities about violations of the Honor Code on an assignment.
- To ensure that students do not make inappropriate use of their work.

### **Disclaimer**

The instructor reserves the right to make modifications to this information throughout the semester.

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This is the statement that you have read and understand the Syllabus provided by your instructor.

Date: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Student signature: \_\_\_\_\_

Instructor signature: \_\_\_\_\_



## References

"Austin Community College." SYLLABUS, AMERICAN SIGN LANGUAGE (ASL), Retrieved from [eapps.austincc.edu/faculty/syllabus.php?id=218501](http://eapps.austincc.edu/faculty/syllabus.php?id=218501).

Westlake High School. (2017). 2017-2018 WESTLAKE HIGH SCHOOL COURSE CATALOG. Retrieved from <https://whs.eanesisd.net/uploaded/WHS/StudentLife/WHScoursecatalog.pdf>

Westside High School. (2016). 2016-2017 WESTSIDE HIGH SCHOOL STUDENT HANDBOOK. Retrieved from <http://www.houstonisd.org/domain/42144>