University of Northern Colorado
American Sign Language – English Interpretation Program

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http://www.unco.edu/doit
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Course Overview

Purpose
The purpose of this one credit hour lab is to continue enhancing the mastery of ASL features with particular attention to the receptive and expressive use of ASL numbers and fingerspelling in context. Students will engage in a number of text analysis and translation exercises designed to deepen linguistic readiness for the interpreting classes which begin next semester. As well, students will research the various numbering systems within ASL and the various applications of fingerspelling in ASL texts. Upon completion, students should be able to translate messages from English into ASL with various numbering and fingerspelling included and to translate ASL messages with numbers and fingerspelling into accurate English messages.

Impact
Fingerspelling and numbering systems play an important part in ASL as they convey a range of specific information and data that is often central to a message. A lack of fluency in understanding and expressing this type of information often results in breakdowns during the interpreting process. So, the ability to convey accurately fingerspelled and numbered information in both English and ASL is a necessary skill for interpreters to master. This course focuses on the development of these skills in preparation for beginning interpreting coursework.

Course Goals and Objectives
By the end of this course, the student will be able to:

- Analyze texts to determine occurrence of ASL language features—with particular focus on texts with ASL numbers and fingerspelling.
  - Recognize and accurately produce fingerspelled locations.
  - Recognize and accurately produce fingerspelled proper noun.
  - Recognize and accurately produce fingerspelled loan signs.
  - Recognize and accurately produce miscellaneous fingerspelled items.
  - Recognize and accurately produce cardinal numbering systems in ASL.
  - Recognize and accurately produce ordinal numbering systems in ASL.
  - Recognize and accurately produce incorporating numbering systems in ASL.
  - Recognize and accurately produce unique numbering systems in ASL.
- Generate samples of translations of English and ASL texts targeting demonstration of performance related to the skills identified to be improved or remediated.
- Conduct a self-assessment of translation performance.
Required Materials

Media


**Note:** There is no other required media for this course per se. However, students will be responsible for researching various fingerspelling and numbering systems, as well as ASL texts to use for individualized skill development. For that reason, optional media is listed below.

Textbooks from INTR 210


Translation Texts (available online)

UNC-DO IT Center Assignment 4 Translation Texts (available in the Assignments Link in the class).

Optional Media:

  
  DVD – 90 minutes; Workbook – 112 pages

  
  DVD – 120 minutes

Other sources of texts for student research and review:

- DO IT Center Lending Library- [http://www.unco.edu/marie/lending_library.html](http://www.unco.edu/marie/lending_library.html)

The MARIE Center also has, on VHS only; the Fingerspelling Drills Series and the ASL Numbering Systems Series produced by Sign Media, Inc. As well, if you plan to focus on improving ASL grammar—including the use of appropriate NMM for sentence forms—check out The Face of ASL Series produced by Sign Media, Inc. To borrow these VHS tapes (not on DVDs!) contact the Center directly at [Carolyn.Woodruff@unco.edu](mailto:Carolyn.Woodruff@unco.edu) as these are separate from the Lending Library.
Optional Activity Sheets:

These two PDF documents can be found under the Course Materials Link in the Practice materials folder in the class:

- Fingerspelling Drills-Units 1-3 PDF document from

- Numbering Drills-Units 1-3 PDF document from
Course Preview

This is a self-directed lab. This means some of the focus of your coursework will be determined by you based on feedback you have received about your ASL performance and findings from your own self-assessment. In addition, all students will focus on improving the ASL features of fingerspelling and numbers—both receptively and expressively.

As a lab class, the loading is based on a 1:3 hour formula. That means for every credit hour of class per week (1) you will be engaged in lab activities for an additional three (3) hours. This means you should plan on investing between 45-60 hours in this class over the term—an average of 3-4 hours per week. If you do not distribute this time on a regular and ongoing manner over the term, you will feel cramped to meet the requirements of the various assignments. Therefore, it is important to pace yourself and do the required activities on a regular basis—you may find that to get the greatest benefit from this class you need to invest even more time than the average amount indicated.

A self-directed lab also means the focus is more on your individualized practice activities than online interaction. Although online interaction will be a part of the class, it will be primarily for the purpose of reporting research findings and progress towards course goals and reflecting on your learning with class peers.

Students will work on the common ASL features of fingerspelling and numbers. In addition, each student will select one additional skill to focus on over the term based on self-assessment and performance feedback to date.

The course has a common set of activities that provide a theme or pattern for learning and are designed to help you:

- Develop a common, professional way of presenting information.
- Enhance your research skills related to accessing resources and readings that will contribute to your skills development.
- Improve your ability to set skills development priorities and engage in regular activities to deepen mastery of specific ASL features.
- Increase your ability to use reflection as a learning tool.

Course Structure

This course will require you to research, report, reflect, practice, and synthesize your learning for each of the course objectives using a common set of activities. Also, you will discuss your findings and learning with online peers.

The course is divided into sections based on the assignments. For each of these sections, you will find information about the tasks to be performed to facilitate your learning. In general these tasks will include:
• Researching the topic
  Research can include library research, web research and field research
  (some resources may be provided in Course Materials area).
• Posting of findings on the topic.
• Practice activities.
• Reflective discussion with peers.
• Completion of a related Assignment.

This course is not entirely linear in nature – you will need to focus on parallel paths. One path
includes the common fingerspelling and numbering in context translation activities that all
students will complete. The other path focuses on the individualized skill you have chosen and
will work on for the entire semester. As a result, time management will be important and you
will be working more independently to achieve the course goals.

**Grading Scale**

The points for all the assignments in a course will add up to 100 and letter grades are assigned
as follows for UNDERGRADUATE classes:

A = 100 - 91 superior achievement of course objectives

B = 90 - 81 above average achievement of objectives
(Reminder: you must maintain at least a “B” per class to meet graduation requirements)

C/D = 80 - 61 below acceptable achievement of objectives

60 or below is considered not passing.

**Late Assignment Policy**

Late assignments will be accepted and graded for up to 72 hours after the due date and time but
the final grade will be dropped one letter. Late assignments submitted after the 72 hours that
have not been approved in advance with the respective Section Facilitator will NOT be graded
and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective
Section Facilitator based on the following criteria:

• The extension is requested at least 24 hours in advance of the due date and time.
• An extension is requested no more than once during any given semester.
• **No late work will be accepted in the last three days of this course.**

Exceptions to the above criteria will only be considered based on documented evidence of
special circumstances—such as illness, hospitalization or death of a family member.
Plagiarism Policy

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

Students with Disabilities

Accommodations Statement: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.
**Course Roadmap**

Even though you will be working more independently in this course, you are still required to check in, report progress, submit assignments, and participate in discussions according to the Roadmap.

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<thead>
<tr>
<th>Points</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td>![Image](95x588 to 133x625)</td>
<td><strong>Online Introduction:</strong> Post an introduction in Blackboard addressing your goals in this class and how it fits into your professional plans/aspirations.</td>
<td>□</td>
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<tr>
<td>Due 1/12</td>
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**Weeks 1–3 Formulating a Plan (1/12– 1/31)**

**Goals and Objectives:**
- Reflect on current ASL skills to determine a Plan for Skill Development this semester.
- Determine additional skills to include in your final Plan of Action

The first three weeks of the course will be spent concentrating on the “big picture” in terms of your skill development. This will require you to review your instructor feedback from recent skills coursework and to engage in thoughtful reflection and self-assessment to identify one linguistic feature of ASL (other than fingerspelling and numbers) that you will focus on during this course. At the end of this period you will submit a plan of action for the remaining 12 weeks of the course (Assignment 2).

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<tr>
<th>Points</th>
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<tbody>
<tr>
<td>![Image](95x197 to 133x234)</td>
<td>Review prior instructor and peer feedback, along with your self-assessments to select the ASL feature you will address in addition to fingerspelling and numbering in ASL. You will discuss this feature in your skill development plan.</td>
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<tr>
<td>![Image](95x197 to 133x234)</td>
<td>Research and find two scholarly publications other than the books you have used in this program that address information about the ASL feature you have selected. The publications should be directly relevant to your chosen feature.</td>
<td>□</td>
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<tr>
<td>Due 1/26</td>
<td>Post a response to one of the questions about the scholarly publications that you found.</td>
<td>□</td>
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<td></td>
<td>Continue working on Assignment 2–this will take you about two weeks to complete.</td>
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## Week 4-8 Fingerspelling in ASL (2/3 – 3/8)

**Goals & Objectives:**
- Improve expressive and receptive fingerspelling skills, and apply them to translations of given texts.

During these five weeks, you will focus your attention on improving your fingerspelling skills by researching fingerspelling systems, responding to discussion questions about fingerspelling and working on creating your translations of the three ASL texts for Assignment 3. In addition you will need to work on your Plan of Action. The translation activities and your skills work on the third ASL feature will all be happening simultaneously, so it is important that you pace yourself, do your work every week, invest about 3-4 hours a week and stay on track. This will enable you to submit an Assignment 3 that reflects your best work and to make the progress necessary to meet your assessment goal for Assignment 5.

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<tr>
<th>Points</th>
<th>Activities</th>
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<tbody>
<tr>
<td>![Assignment 2: Plan of Action</td>
<td>DUE: Monday, February 2</td>
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<tr>
<td>Due 2/2</td>
<td>Submit your Plan of Action for grading to the Assignment 2 tool.</td>
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### Tasks and Due Dates:

- **Begin implementing weeks 1-4 of your 12 week Plan of Action regarding the individualized ASL feature you selected.**
- **Research Fingerspelling systems in ASL by definition, function, and production considerations.**
- **Post an original response to one of the Week 4-8 discussion questions regarding fingerspelling in ASL and post a response to one of your peers.**
- **Continue working on Assignment 3—this will take you about two weeks to complete.**

**Assignment 3: ASL to English Translations**

DUE: **Monday, March 9**
Submit your written assignment products for grading to the Assignment 3 tool.

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<tr>
<th>Points</th>
<th>Activities</th>
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<tbody>
<tr>
<td>![Assignment 3: ASL to English Translations</td>
<td>DUE: Monday, March 9</td>
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<tr>
<td>Due 3/9</td>
<td>Submit your written assignment products for grading to the Assignment 3 tool.</td>
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</tbody>
</table>
### Week 9-13 Numbering Systems in ASL (3/10–4/12)

#### Goals and Objectives:
- Improve expressive and receptive number skills, and apply them to translations of given texts.
- Generate samples of translations of English and ASL texts targeting demonstration of performance related to the skills identified to be improved or remediated.

**NOTE:** UNC Spring break March 15 – 23

During these four weeks, you will focus your attention on improving your number skills by researching numbering systems, responding to discussion questions and working on developing your ASL translations for the six texts for Assignment 4. In addition you will need to work on the activities you defined for the next four weeks of your Plan of Action. As has been previously mentioned, these tasks are all happening simultaneously during this block of learning so time management is key to your completion. Although the English texts that you are translating into ASL are short, they are dense and will require thoughtful analysis before rehearsal and taping Assignment 4.

#### Assignments

- **Begin implementing weeks 5-8 of your 12 week Plan of Action regarding the individualized ASL feature you selected.**
  
- **Research Numbering Systems in ASL by definition, function, and production considerations.**
  
- **Post an original response to one of the Week 9-13 discussion questions regarding numbering systems in ASL and post a response to one of your peers.**
  
  Due: 3/30

- **Continue working on Assignment 4—this will take you about three weeks to complete.**
  
  Due: Monday, April 13

  **Assignment 4: English to ASL Translations**
  
  Submit your translation exercises to the Assignment 4 tool and send your unlisted YouTube recording link to your instructor using the comments text box in the assignment tool.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assignment 4: English to ASL Translations</td>
<td>Monday, April 13</td>
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</table>
## Week 14-16 Assessment (4/14 – 5/9)

**Goals and Objectives:**
- Conduct a self-assessment of translation performance.

You have been working on your action plan all along and now have the last four weeks of your plan to implement. Because you have completed the work on fingerspelling and numbers, you can give more attention to completing your Plan of Action and then creating your evidence to demonstrate and assess your improvement. Leave yourself enough time in this learning block to complete Assignment 5. As well, take some time to reflect on the translation activities that focused on the use of numbers and fingerspelling in context as you respond to the first set of discussion questions. Be sure to complete the course evaluation too!

| Due 4/20 | • Begin implementing weeks 9-12 of your 12 week Plan of Action regarding the individualized ASL feature you selected. |
| Due 4/27 | • Post an original response to one of the Week 14-16A discussion questions regarding the translation activities you completed during the 2nd and 3rd learning blocks of this course and post at least one response to an original post by a peer. |
|          | • Complete the implementation of your 12 week plan of action regarding the individualized ASL feature you selected. |
|          | • Continue working on Assignment 5—this will take you about two weeks to complete. |

**Due 4/27**

| Due 4/27 | • Post an original response to one of the Week 14-16B discussion questions regarding the third skill you focused on in this course and post at least one response to an original post by a peer. |

**Assignment 5: Assessment of Action Plan**

**DUE: Monday, May 4**

Submit the assignment documents (as one file) for grading in the Assignment 5 tool and send your unlisted YouTube link(s) to your instructor using the comments text box in the assignment tool.

**Due 5/4**

- Please complete the course evaluation.

**Congratulations! End of Semester.**

Final grades will be posted within 3 days of the end of the semester.
# Assignments

## Assignment Overview

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>Ongoing</td>
<td>Online Discussion</td>
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<td></td>
<td>Participate in scheduled discussions with class peers reporting on your findings and progress towards the assignments of this course. There are five (5) scheduled posts and you will receive (2) points for posting an original post that addresses the assigned topic and (1) point for a response post to one of your online peers during each of the scheduled discussions. You are encouraged to post and respond more frequently as your interest and availability allow.</td>
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<tr>
<th>Assignment 2</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>Due: Monday, February 2</td>
<td>Formulating a Plan</td>
<td>20</td>
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<td></td>
<td>You will create a skill development plan for the next twelve weeks related to a third ASL feature other than fingerspelling and numbers. Because Taylor defines fingerspelling and numbers as knowledge lean skills, ideally, you will select a knowledge rich skill to focus on. However, this depends in part on what your current evidence sources indicate should be your skills areas needing improvement. Review your instructor feedback from recent skills coursework and engage in thoughtful reflection and self-assessment to identify the linguistic feature of ASL (other than fingerspelling and numbers) that you will focus on during this course. Prepare a plan of action that addresses the following components:</td>
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<td>1) a discussion of the specific skill in terms of its role in ASL,</td>
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<td>2) evidence that supports this feature as a skills priority for you,</td>
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<td></td>
<td>3) the activities you will engage in over a 12 week schedule to improve your use of that feature,</td>
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<td>4) the resources you will use, and</td>
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<td>5) a description of the evidence you will submit demonstrating improvement.</td>
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<td></td>
<td>The assignment criteria are further detailed in the long version of the assignment description. Submit for grading in the Assignment 2 tool.</td>
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Assignment 3
Due: Monday, March 9

**Translation Exercises- ASL to English**
You will view the UNC DO IT Center ASL Texts DVD that has two different speakers presenting on the same three topics: Electrical Storms, Rules of the Road, IRS and Taxes. Select the signer that you are most comfortable with—it can be different for each text. You will

1) analyze the specific ASL features used by the signer for each of the three texts,
2) discuss considerations for translating these features into appropriate English discourse form, and
3) prepare a written English translation for each of the three texts.

The assignment criteria are further detailed in the long version of the assignment description. Submit for grading in the Assignment 3 tool.

Assignment 4
Due: Monday, April 13

**Translation Exercises- English to ASL**
In the Course Materials section of the course, there is a PDF document entitled Assignment 4 Translation Texts. This document contains a set of six questions and answers that form the texts you will translate into ASL for this assignment. You can record your translations in any order that you want, but you must submit your recording with your ASL translation for all six (6) texts. As you prepare for this assignment you will

1) discuss considerations for translating the English texts into ASL,
2) create a chart that delineates the ASL features you will use for specific elements of the English texts,
3) record your ASL translation for each of the six (6) texts.

Submit your assignment products to the Assignment 4 tool and send your unlisted YouTube link to your instructor using the comments text box in the assignment tool.

A tip sheet on how to use YouTube for your homework is available in the Resources area.

The assignment criteria are further detailed in the long version of the assignment description.

Assignment 5
Due: Monday, May 4

**Demonstration of Competence**
In Assignment 2 you created a plan of action that included a plan for how you would assess your progress in improving a specific feature of ASL—other than fingerspelling or numbers. In Assignment 5 you will submit your evidence and provide a self-assessment of your progress.
<table>
<thead>
<tr>
<th>Description</th>
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<td>that addresses:</td>
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<tr>
<td>1) a summary of the activities you engaged in,</td>
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<td>2) a log specifying the amount of time you invested in the improvement of the skill,</td>
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<tr>
<td>3) a discussion of how your evidence demonstrates the targeted improvement (with at least 3-4 specific examples drawn from the evidence) and</td>
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<tr>
<td>4) a discussion of what you learned about the skill, its relationship to other skills, and yourself as a result of the process.</td>
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Submit the self-assessment and other documents to the Assignment 5 tool (as one file) and send your unlisted YouTube link(s) to your instructor using the comments text box in the assignment tool.

Be sure all items are clearly identified!

The assignment criteria are further detailed in the long version of the assignment description.
Course Summary

Conclusion

This course has provided you with the opportunity to advance your performance related to three specific ASL features—numbers and fingerspelling, and a third feature of your own choosing based on instructor feedback and self-assessment. You applied your learning to a variety of assignments involving translation activities, research into scholarly publications and resource materials for skill development, and self-assessment. Your foundation in ASL is now established and you will begin transitioning into the interpreting coursework associated with the ASL-English Interpretation program.

Key Points

What we hope you will remember from this class:

- 

Next Steps

While this course is still fresh in your mind, pause to review your learning, looking through the lens of your final portfolio that is due at the end of your ASLEI journey. Consider the following:

1) Identify any applicable Entry-to-Practice Competencies that may be related to the course objectives;

2) Identify possible evidence items;

3) Identify potential reflection pieces that could be used in the narrative of the Coversheet;

4) Use your organizational system to house these items and thoughts until you are ready to work on writing future Coversheets; (Hint: If it’s possible to work on all or part of a Coversheet at this time, why not draft it now?!) and finally,

5) Check in with classmates to see if some collaborative thinking might be worth your investment of time – what did others identify and how are they thinking of using the learning from this course?
Quality Instruction
Preparing
Qualified Interpreters