INTR 101-901 American Sign Language V
Fall Semester 2018

Instructor Information: Taralynn Petrites, Ph.D.

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Office Hours: Mondays and Wednesdays 3-4 p.m. (by email – Canvas)

Class Times and Locations (follow the course map in your Canvas class for specific dates/times): This class is conducted: Online beginning August 20 – December 7, 2018.

Canvas: We will be using Canvas for this class. You can access it at this address http://canvas.unco.edu. Your log in is the same as you use for BearMail. Be sure to check both regularly. All of your homework assignments, quizzes, and tests are submitted in Canvas.

Course Description: This lecture/lab course focuses on the analysis and application of specific parameters of ASL, such as: classifiers, non-manual markers, Finger spelling and numbers.

Course Purpose: The purpose of this 3-credit hour lecture/lab course is to focus on the analysis and application of specific parameters of ASL, such as: classifiers, non-manual markers, fingerspelling and numbers. This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts, and linguistic features of ASL. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language.

Pre-Requisites: Pre-requisite for this course is ASL IV or placement by advisement only.

Course Objectives: Upon the completion of this course, students will be able to do the following:

Upon completion of the course the student will be able to:

1. Demonstrate receptive/comprehension of ASL discourse as presented by instructor and/or in videotapes.
2. Demonstrate the ability to express non-manual behavior and the related meanings within a range of discourse events.
3. Demonstrate advanced level ASL discourse skills.
4. Demonstrate the ability to initiate, sustain and actively participate in ASL conversations relating to a range of work, social and educational topics with a range of native ASL users.

5. Demonstrate knowledge of cultural norms governing turn-taking, back-channeling, and other aspects of ASL interaction.

**Entry-to-Practice Competencies**

3.2 Demonstrate near-native like communicative competence and flexibility in one’s second language by effectively communicating in a variety of routine personal and professional situations with native and non-native speakers of varying ages, race, gender, education, socio-economic status, and ethnicity.

**Required Materials:**

**Textbooks**


**Media**

- GoReact - an online video assessment system used to record, upload and to obtain feedback on assignments utilizing ASL. There is a **fee payment** online via GoReact website which you are to register with user name and password. The instructions to set up your account will open when you submit your first discussion in Canvas.


**Note:** This disk is referred to in the Course map as the ASL Poetry DVD.

**Equipment**

- Digital camera or webcam for recording video assignments and video conferencing

**Course Requirements:** This is an overview of all the assignments in this course.

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<th>Description</th>
<th>Points</th>
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<td><strong>Assignment 1 (On-going)</strong></td>
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<td>Partner Session Log: Students will have six (6) face to face meetings with their study partner using video technology and then submit a log for each session on Canvas. Each log will have a set of five (5) questions to be answered to earn full credit point.</td>
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| **Assignment 2 (On-going)** | **9** |
| Online Discussions: Participate regularly and consistently in online discussions about course readings, homework and activities doing nine (9) original posts and nine (9) response posts over the course of the semester. |
| Assignment 3 (See Course map for due dates) | **Description:** Write a journal for each set of ASL poems shown on the DVD of “ASL Poetry.” This will require five (5) journal entries. In your journal, you must use the journal format which includes the following:  
  a. ASL Poem’s summary – one paragraph to summarize the main plot.  
  b. Complete the ASL Poem’s chart. Provide at least 15 examples of new vocabulary with its parameters, NMGS, etc. you learned.  
  c. Provide a brief summary with examples for each category. Follow the instructions on the journal format for each category.  
  1. Hands – one or two handed signs  
  2. Handshapes/Classifiers  
  3. Authentic or Non-authentic signs  
  4. Movements – various types  
  5. Use of Space/Body-shifting  
  6. Repetition  
  8. Personification  
  9. Beginning and Ending of ASL Poem  
  10. Hidden message or meaning in the poem  
  11. Indicate whether ASL Poem is a “Deaf poem,” “ASL poem” and/or “General poem”.  

The journal sample format required for use is in the assignment tool on Canvas. More details are provided for each category.  
All journal entries are submitted to Your Journal. | 10 (2 points per Journal) |
| Assignment 4 (See Course map for due dates) | **Homework:** Complete four (4) exercises in the *Signing Naturally Level 3 Student Workbook* as indicated in the Course map. Type your answers in a Word document and submit it to the appropriate Assignment Tool and record using ASL the answers in GoReact. | 10 (2.5 points each) |
| Assignment 5 Due: | **Presentations:** Do three (3) ASL presentations in conjunction with the video, English text, and a self-analysis for each. The presentations will be:  
  a) Unit 18;  
  b) Unit 19;  
  c) Units 20 and 21  

Send one document per presentation which includes the following information using this format:  
1. Video link on top of page  
2. 15 targeted signs  
3. English Text of the video  
4. Self-Analysis of your presentation | 45 (15 points each) |
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<tr>
<td><strong>GoReact:</strong> Record your ASL presentation using YouTube and upload in GoReact. In video, include the 15 Targeted Signs and the presentation according to the assignment.</td>
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<td><strong>Targeted Signs:</strong> Create a list of at least 15 signs you learned in the Unit/s studied for this class as well as others from different sources. Be prepared to sign them in your video at the beginning of your presentation in a listing order.</td>
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<td><strong>Written English Text:</strong> Based on what you signed in your video. Begin with your list of 15 targeted signs. Provide details as much as possible in your narrative and submit it to the Self-Analysis assignment tool.</td>
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<td><strong>Self-analysis:</strong> Use the ASL Presentation Rubric chart to address each of the 3 categories (Comprehensibility, Accuracy and Complexity) stated for you to assess your own ASL presentation performance. More details how to complete this can be found under Assignments 5 – Presentations. Submit to the Self-Analysis assignment tool.</td>
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<td><strong>Assignment 6</strong></td>
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<td><strong>Mid-term and Final Exams:</strong> Students will complete the exams through Canvas. The exams will concentrate on receptive skills (e.g. phrases, composition, lexicalized fingerspelling and numbers) and knowledge of grammar and discourse. Technical support is available during business hours.</td>
<td><strong>(10 points per exam)</strong></td>
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**Total Points: 100**

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

- **A = 91 - 100 points:** superior achievement of course objectives
- **B = 81 - 90 points:** above average achievement of objectives  
  **(Reminder: you must maintain at least a “B” per class to meet graduation requirements)**
- **C = 71 - 80 points:** below acceptable achievement of objectives

Receiving below 81% is an unacceptable level of achievement of objectives and considered failing for the ASLEI and ASL Minor programs. You must maintain at least a “B” average (3.0) per class to meet graduation requirements.
University Policies

Student Code of Conduct: You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at Student Conduct Code.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit: www.unco.edu/dean-of-students/shareaconcern/.