INTR 103 – American Sign Language VII
Summer Semester 2019

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Office Hours: Tuesdays from 6:00 pm-7:00 pm Mountain on Zoom during online. Different time can be set up by email. On campus office hours to be determined and posted.

Class Times and Locations: Ross 2270 (see daily schedule and course map posted in online class for specific dates/times)

This class is conducted: 2 weeks online Summer Session: June 5 – 19
4 weeks onsite Summer Session: June 24 – July 19

Course Description: Focuses on the development of syntactic/semantic competence in ASL with particular attention to narrative discourse and lexical and semantic equivalents for multiple meaning English lexical items.

Course Purpose: The purpose of this course is to improve your expressive and receptive ASL skills so that you can communicate effectively, accurately, and creatively using American Sign Language.

Pre-Requisites: Prerequisite knowledge in the discipline includes American Sign Language levels I through IV and INTR 101: ASL V, INTR 102: ASL VI.

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

- Define semantic awareness.
- Identify the factors that impact semantic awareness.
- Discuss the implications of semantic awareness for the interpreting process.
- Demonstrate semantic awareness in generating ASL narratives that incorporate various contextualization strategies.
- Demonstrate semantic awareness by selecting conceptually accurate signs for multiple meaning English lexical items.

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.

3.3 Demonstrate advanced and effective public speaking skills in both ASL and English through the spontaneous delivery of an informal and a prepared formal presentation.

Required Materials:

GoReact

GoReact is an online video system used to record, upload and to obtain feedback on assignments utilizing ASL. The link to register and pay can be found in the relevant Canvas module. There is a $19.95 fee for the service for the course, which will be paid online. (There is also a $99.00 option for a 5-year license.) If you have used GoReact before, make sure that the current class is highlighted as the active one under your Profile settings.

NOTE: After July 1, 2019, all students will pay $29.99 per course for GoReact, or $149.99 for a 5-year account.

Textbook


Equipment

- Digital video camera/webcam for Go React recording of homework
- Computer – Access to UNC ASLEI Canvas class

Course Requirements: This is a brief overview; full instructions are posted in your online class.

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<tr>
<th>Assignment 1</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>On-line: ASL Storytelling Preparation</td>
<td>Complete exercises in the Signing Naturally Level 3 Student Workbook's Unit 25 as indicated in the course map.</td>
<td>4</td>
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<tr>
<th>Assignment 2</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>On-line: A &amp; B</td>
<td>Storytelling</td>
<td>15</td>
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<tr>
<td>On Campus: C &amp; D</td>
<td>a. Three storytelling postings</td>
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<td>b. Selection of final storytelling title and rationale</td>
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<td>c. Final storytelling in class</td>
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<td>d. Self-analysis Report</td>
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<th>Assignment 3</th>
<th>Description</th>
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<tr>
<td>On Campus</td>
<td>Chapter discussions (5 points for each chapter)</td>
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<td></td>
<td>Participate regularly and consistently in online discussions about chapter readings, doing four (4) original posts and response posts over the course.</td>
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<td>Assignment</td>
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<td>Assignment 4</td>
<td>Current Events and Deaf-related Information Sessions (3 points for each) In ASL present once about current events and once about a Deaf-related topic during Informational sessions during class.</td>
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<td>Assignment 5</td>
<td>Debates (5 points each) Participate in all debates. Submit your debate paper showing three items: pro, con and your own perspective.</td>
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<td>Assignment 6</td>
<td>Semantic Video Journals and Presentations (2 points for each journal entry, 2.5 points for two in-class presentations)  - Make three ASL video journal entries of a minimum of five vocabulary signs or phrases in each entry.  - Present twice in class, each time-sharing at least five of the semantic items you have learned.</td>
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<tr>
<td>Assignment 7</td>
<td>Poster Presentation: In preparation for your Poster Presentation, in this assignment you will submit the following preparation pieces necessary for your Poster Presentation according to the Course Map.  a. Submit three possible topics with their summaries and three resources for online discussion (5 pts.)  b. Presentation Biography  c. Presentation Outline  d. Presentation Topic Abstract  e. Presentation Advertisement Flyer  f. Presentation Audience Evaluation Form  g. Presentation in class (15 pts.)  h. Summary of Presentation include Evaluation rubric and insights about evaluation (4 pts.)  i. Self-analysis report for Presentation (5 pts.)  - Do a practice presentation in ASL.  - Perform a Poster Presentation.  - Attend and evaluate other students’ presentations. The topic of your Poster Presentations will be related to Deaf community, Deaf culture, Hearing culture, ASL and/or Interpreting. The topic must be approved by the professor beforehand.</td>
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Total score: 100 points
**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 superior achievement of course objectives
- **B** = 81 - 90 above average achievement of objectives
  
  *(Reminder: you must maintain at least a “B” per class to meet graduation requirements)*
- **C** = 71 - 80 below average achievement of course objectives
- **D** = 61 - 70 below average achievement of course objectives
- 60 or below is considered not passing

**Important: Language Policy**

When you enter the ASL classroom, you are entering the ASL community, which means you are in total immersion with the Deaf Community and American Sign Language (ASL). This means entering a no-voice environment from the beginning to the end of the class session. There are several reasons for this practice:

1. The no-voice environment will help you develop receptive and expressive skills effectively. Experience shows that students are generally more successful at learning ASL when they immerse themselves in the language.
2. It is the socio-cultural norm and custom of the Deaf World.
3. Voicing interferes with correct uses of ASL vocabulary in different contexts (semantics) and grammatical structures. There is the misconception that ASL is English but in sign language. Letting go of spoken English will allow you to learn ASL as a language of its own and separate from English.

For all conversations, questions, and answers, use ASL, gestures, or written English form. The instructor will cue you when you can use voice (e.g. during breaks).

**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](http://www.unco.edu/sexual-misconduct).

**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/sexual-misconduct](http://www.unco.edu/sexual-misconduct).
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: https://www.unco.edu/dean-of-students/share-concern-complaint/.