

ASL 100-01 AMERICAN SIGN LANGUAGE

Course Syllabus and Calendar (Version 1.0, 01/15/24)


Section Information

Section 01

TTH / 2:00 pm – 3:50 PM

Location: Online and In-Class Humanities and Social Science Room 101 (HSS101)

Virtual Classroom Website:

*(This virtual classroom will be available starting on the first day of classes.)*Moodle Enrollment Key: **Instructor Information**

Fredalynn M. Hecita, MA

Email: hecitaf@triton.uog.edu

Office Hours: TTH / 1 PM – 2 PM & by appointment

Diana Glaizy Peregrino; Administrative Assistant Office

Email: peregrinod@triton.uog.edu Phone: 671-735-2800

Time Zone: GMT/UTC +10

Welcome Message:

Welcome to ASL 100. I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Disability Support Services office to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience of all students.

The best way to get hold of me is through my Triton's email. I typically respond to emails within 24 hours during the weekday. Arrangements can also be made for a teleconference or virtual meeting. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week before the need for any modifications.

ADA Policy and Commitment to Student Learning: The University is committed to maintaining the campus community as a place of work and study for faculty, staff and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to the EEO/ADA & Title IX Office, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

ADA Accommodation Services: If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Disability Support Services office to discuss your specific accommodation needs confidentially. You will need to provide me with a Faculty Notification letter from the DSS counselor. If you are not registered, you should do so immediately at the Student Center, Rotunda office #6, ph/TTY: 735-2460, or uogdss@triton.uog.edu to coordinate your accommodation request.

COURSE CATALOG DESCRIPTION

This course introduces students to basic skills in American Sign Language (ASL) and person-to-person communication in signs. Students learn about vocabulary, grammatical structures, appropriate facial, gestural expressions, and the use of signing space in a variety of interactions. Further, students will learn fundamental deaf culture locally and in mainland United States. The student signed presentations include a song demonstration and informative signed speeches of 2 – 5 minutes in length. Out-of-class participation in deaf community gatherings, events, and lab assignments is required. ASL 100 is a 4-hour credit course and satisfies the Modern Language requirement. Prerequisite: None

COURSE CONTENT

The course focuses on the acquisition and correct use of non-manual signals, grammatical structures, functional vocabulary, and uncomplicated cultural concepts. An emphasis is placed on developing skills in basic conversations and interactions. Successful students have practiced and will be able to use the following communication topics and structure: introduction and greetings, grammatical structures, cardinal numbers, the alphabet, fingerspelling, basic commands, basic questions, culturally appropriate communication, physical characteristics, personal and physical narratives, basic non-manual signals, basic directions, introduction to the Deaf Community, and professionalism. An emphasis is placed on developing skills in public communication including hands-on participation and presentations.

STUDENT LEARNING OBJECTIVES ALIGNMENT MATRIX

ASL 100 Course Student Learning Outcomes	GenEd Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
SLO 1. Explain and demonstrate the basic parts and topics of communication in fingerspelling, vocabulary, number usage, grammatical structures, and classifiers.	GLO 1. Developing themes with appropriate consideration of the audience and purpose. GLO 1. Developing and presenting material around a central theme.	N/A	ILO 3. Effective oral and written communication

SLO 2. Comprehend (listening & reading) simple sentences and answer questions.	GLO 2. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English. GLO 2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing.	N/A	ILO 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context.
ASL 100 Course Student Learning Outcomes	GenEd Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
SLO 3. Participate in simple conversations using basic fingerspelling vocabulary, grammar, facial markers, non-manual signals, appropriate facial expressions, and gestures to engage in common interactions while applying the basic differences between Deaf and Hearing cultures with sensitivity and professionalism.	GLO 3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English GLO 2. Using organization and language to effectively present material to an audience.	N/A	ILO 3. Effective oral and written communication ILO 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context.
SLO 4. Demonstrate knowledge of ASL techniques facial expressions, gestures, and culture professionally and effectively to increase communication credibility within the Deaf community while applying the basic differences between Deaf and Hearing cultures with sensitivity.	GLO 4. Utilizing various formats, lengths, and citation styles as appropriate for the task. GLO 2. Using organization and language to effectively present material to an audience	N/A	ILO 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context ILO 6. An appreciation of the arts and sciences. ILO 7. An interest in personal development and lifelong learning.

Written Communication

UOG students will be able to formulate ideas, perspectives, and values clearly and persuasively in writing by:

1. Developing themes with appropriate consideration of the audience and purpose;
2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing;
3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English;
4. Utilizing various formats, lengths, and citation styles as appropriate for the task; and
5. Using writing to analyze complex events and foster intellectual discovery

Oral Communication

UOG students will be able to articulate ideas, perspectives, and values clearly and persuasively in oral form by:

1. Developing and presenting material around a central theme;
2. Using organization and language to effectively present material to an audience;
3. Considering contexts and cultures when crafting and delivering messages for different audiences;
4. Identifying, evaluating, and applying different styles and modes of presentation in public speaking and listening;
5. Demonstrating appropriate ethical standards and properly citing sources while researching and presenting materials;

COURSE REQUIREMENTS

Required Text

Humphries, Tom, and Carol Padden. *Learning American Sign Language, second edition*, Pearson Education, Inc., 2004

Required Technology

You will need access to a computer that has reliable internet access. This can be your computer or one in a computer lab or internet café. Using public Wi-Fi hotspots is unsafe, so be sure that your computer has up-to-date internet protection.

Although UOG Moodle is compatible with mobile devices, we strongly recommend that you use a desktop or laptop to take online quizzes and assignments. If you don't have your own computer or mobile device, you still have a couple of options for accessing Moodle. You can use the computer labs available on campus.

The following is a list of commonly needed software/apps that you should have installed on your computer or mobile device. Some of these are available to UOG students. Some of these are free downloads from the Internet.

- **Web browser**

You will need a program to let you get on the Internet. Most computers and mobile devices already have a web browser installed. Some common browsers are DuckDuckGo, Microsoft Edge, Safari, and Google Chrome.

These are common and should be compatible with UOG Moodle. However, Mozilla Firefox is the most compatible web browser with UOG Moodle..

- **Microsoft Office Suite (Word, Excel, PowerPoint, Outlook)**

This is available to you from the UOG Computer Center. [Learn how to get Microsoft Office on your computer.](#)

- **Adobe Acrobat Reader**

Some of the documents you will see in your classes or while doing research will be PDF files.

You will need a PDF reader to open these files. Acrobat Reader is free. [Download Adobe Reader here](#)

- **Internet Protection**

Finding a free anti-virus option is okay, but they don't offer you the best protection from threats that are NOT viruses. If you can afford it, get something that offers Internet Security. This will help with threats like spyware, hacking, spam, phishing, and more.

Check out companies like Norton, AVG, Avast, Panda, Eset, Kaspersky, and McAfee.

- **Media Player**

You will have audio recordings or videos for you to watch. Most computers and mobile devices will already have a media player installed. Just in case yours does not, you should look for a free media player to install. One of the more popular ones is VLC Media Player. [Download VLC media player here](#)

Final Grades

UOG Grade points /quality points (for computing averages) are assigned to letter grades as follows:

Letter Grade	Grade Point Value	Percent Grade	Definition
A+	4.00	98-100%	Outstanding Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%	

Letter Grade	Grade Point Value	Percent Grade	Definition
A-	3.67	90-92%	Good Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B+	3.33	87-89%	
B	3.00	83-86%	
B-	2.67	80-82%	
C+	2.33	77-79%	Adequate Students have achieved the level of competency needed for advancing to a subsequent course that has this course as prerequisite.
C	2.00	70-76%	
D	1.00	60-69%	Deficient Minimal passing, but not adequate to take a subsequent course that has this course as prerequisite.
F	0.00	<60%	Failure Inadequate to receive credits.
P	-		Pass
I	-		Incomplete

Letter Grade	Grade Point Value	Percent Grade	Definition
NC	-		No Credit

A GPA is computed from the credit hours of all courses (100-level or above) for which conventional grades are reported. (The grade "NC" is not used in these computations.) The GPA is determined by dividing the total number of grade points by the total number of credit hours attempted for which a letter grade of A, B, C, D, or F, including pluses and minuses, has been assigned. The GPA is calculated to three decimal places and is not rounded. GPA averages listed in these regulations are cut-off points and not measurements.

Grade Categories and Percentages (Average percentages and subject to change at the instructor's discretion)

In-Class Activities	12%
Homework	14%
Quizzes	7%
Midterm	4%
Final	4%
Discussion Forum	2%
Presentation 1	7%
Presentation 2	15%
Presentation 3	15%
Lab Interview	2%
Lab Practice	6%
Lab Events	12%
Total Points	100%

General Expectations & Technical Skills

Here are some important study habits and personality traits to be successful in my class.

- **Independent Learner**
You must feel comfortable in a learning environment that emphasizes individuals taking responsibility for their learning process.
- **Goal-Oriented**
You must be self-disciplined and goal-oriented as you work to complete your weekly assignments, post email messages, and work with your classmates. This class moves quickly and attempting to "make up" missed discussions or assignments may not be feasible or approved.

- **Proficient Readers & Communicators**

You are expected to glean information from lecture, textbook, online materials, and discussions.

- **Basic Computer Skills**

The computer is an integral part of this course. Basic skills including proficiency in sending and receiving emails with attachments, cutting and pasting from Word, and communicating with fellow students and instructor.

- **Set a Schedule & Stick to It**

You are expected to be organized in setting a schedule that allows you to meet the deadlines. This is not a self-paced class. This is a four-credit course, you should be able to commit 8-10 hours per week to your coursework.

- **Not Easily Frustrated**

You will be faced with obstacles that are out of your control: computers can break, ISP servers can crash, and electric power can go out. To be successful you need to be able to identify solutions for unexpected "catastrophes" by thinking ahead about solutions to potential problems.

- **Remember Etiquette and Netiquette**

You need to exhibit respect for the classroom environment and remember your "manners" when communicating to your classmates and your instructor. You understand that taking out your anger and/or frustration on your classmates and your instructor is not proper.

- **Take Responsibility for the Learning Process**

To be successful you need to put your schoolwork at the top of your list of priorities. Do not be afraid to ask questions; however, ask for clarification after you have attempted to understand the material on your own by rereading the textbook, the instructions, or the lecture.

Assignments and Descriptions

- **Student Participation**

Module Learning Objective: 1.2 Demonstrate and/or identify signed sentences and word orders, the alphabet, numbers, fingerspelled words, vocabulary, and proper word order during class activities and practice sessions. (SLO1)

Assignment Description: Student participation is mandatory. Students must turn on cameras for the duration of the class session to count towards attendance/participation. In the event the student's camera is not working, participation is still required. Students who fail to respond to a question directed to them after the third time will be penalized for an absence. Students will identify and perform fingerspelling, vocabulary, grammar structure, proper facial expressions, and gestures during teacher-led exercises in proper delivery. Exercises are performed live as student to student and/or student to teacher demonstrations.

Points Earned for each: Student participation varies through ICAs, exercises, quizzes, exams, presentations. Attendance policy applies.

- **In-Class Activities (ICA)**

Module Learning Objective: 1.1 Identify and/or list the alphabet, numbers, fingerspelled words, vocabulary, grammar structures, and deaf culture theories in a variety of test-like settings using computer technology. (SLO1)

Assignment Description: In-class Assignments are short, graded assignments administered during the class session. This is a measurable assessment in the form of short answers, multiple-choice, matching, fill-in-the-blanks, and true and false type questions introduced in lectures and assignments. A password to enter the ICA will only be provided during the class session. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 5-10 points.

- **Homework**

Module Learning Objective: 1.1 Identify and/or list the alphabet, numbers, fingerspelled words, vocabulary, grammar structures, and deaf culture theories in a variety of test-like settings using computer technology. (SLO1)

Assignment Description:

- Homework video units covers units 1–12. They are signed vocabulary and key structures where students must view a pre-recorded signer/interpreter and provide the correct translation. Answers must match the video for points to be earned.
- Homework culture note videos. They are informative videos on Deaf culture.
- Homework grammar note videos. They are videos on ASL grammar.

Students are given unlimited attempts on Homework to get a perfect score. It must be completed by the due date. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 8 points.

- **Quizzes**

Module Learning Objective: 1.1 Identify and/or list the alphabet, numbers, fingerspelled words, vocabulary, grammar structures, and deaf culture theories in a variety of test-like settings using computer technology. (SLO1)

Assignment Description: Quizzes are administered during the class session. This is a measurable assessment in the form of short answers, multiple-choice, matching, fill-in-the-blanks, and true and false type questions introduced in lectures and assignments. The student must apply basic logic, reasoning, ethics, and interpretation of the theories introduced during the semester. A password to enter the quiz will only be provided during the class session. Students absent on the day of the quiz will not be allowed to take it. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 15 points.

- **Midterm Exam**

Module Learning Objective: 1.1 Identify and/or list the alphabet, numbers, fingerspelled words, vocabulary, grammar structures, and deaf culture theories in a variety of test-like settings using computer technology. (SLO1)

Assignment Description: The midterm exam covers units 1, 2, 3, 4, 5, and 6 the lecture, discussions, and homework. It is closed book and notes. The midterm exam is administered during the class session. This is a measurable assessment in the form of short answers, multiple-choice, matching, fill-in-the-blanks, and true and false type questions introduced in lectures and assignments. The student must apply basic logic, reasoning, ethics, and interpretation of the theories introduced during the semester. A password to enter the midterm exam will only be provided during the class session. Students absent on the day of the midterm exam will not be allowed to take it. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 30 points.

- **Final Exam**

Module Learning Objective: 1.1 Identify and/or list the alphabet, numbers, fingerspelled words, vocabulary, grammar structures, and deaf culture theories in a variety of test-like settings using computer technology. (SLO1)

Assignment Description: The final exam covers units 7, 8, 9, 10, 11, and 12 the lecture, discussions, and homework. It is closed book and notes. The final exam is administered during the class session. This is a measurable assessment in the form of short answers, multiple-choice, matching, fill-in-the-blanks, and true and false type questions introduced in lectures and assignments. The student must apply basic logic, reasoning, ethics, and interpretation of the theories introduced during the semester. A password to enter the final exam will only be provided during the class session.

Students absent on the day of the final exam will not be allowed to take it. Due to the final exam administered late in the semester, no RIPs will be considered.

Points Earned for each: 30 points.

- **Discussion Forum**

Module Learning Objective: 3.1 Analyze a deaf culture scenario when using gestures and expressions and recommend the most appropriate response in a peer discussion forum. (SLO3)

Assignment Description: The Discussion Forum covers random topics presented in the textbook and/or lecture. This is a qualitative assessment. The student must apply the theories presented during lectures, in the textbook, and assignments. The student's posts must exhibit careful thought, logical reasoning, and provide evidence/citation for his/her position. Each post should be at least one well-developed paragraph, approximately 12 to 15 sentences not more than 15. Use correct spelling, punctuation, and grammar. The discussion forum will open at the beginning of the class session and close at the end of the class session. The discussion must be completed by the due date specified. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 15 points.

- **Presentation 1 (PR1) – Expression and Gestures (3 min.)**

Module Learning Objective: 2.1 Demonstrate signing a song using facial expressions, gestures, and body language acceptable in the Deaf culture. (SLO2)

Assignment Description: Students will demonstrate the song called “Lean on Me” by Bill Withers. Emphasis will be made on appropriate facial expressions and gestures sensitive to the Deaf. Students are expected to present in business professional attire as instructed and demonstrated in class. Students are evaluated against the rubric taught in class and available in Moodle. Students are expected to be ready to present on the first scheduled day, failure to be ready will result in a zero. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 50 points.

- **Presentation 2 (PR2) – Syntax (3-4 min.)**

Module Learning Objective: 2.2 Demonstrate an informative PowerPoint speech using the proper technique of fingerspelled words, vocabulary, syntax, expressions, gestures, and body language. (SLO2)

Assignment Description: Students will deliver a live, short, and informative signed speech of a personal journey following proper speech delivery covered during class lectures, unit assignments, and practice labs. Students demonstrate ASL techniques, grammatical structures, appropriate facial expressions, and gestures sensitive to the Deaf. Students are expected to present in business professional attire as instructed and demonstrated in class. Students submit via Moodle an outline using the template provided and a PowerPoint. Submissions without a presentation will earn a zero for their outline and PowerPoint. Students will conduct a peer evaluation for each presentation and submit it in Moodle by the due date. Students are evaluated against the rubric taught in class and available in Moodle. Submissions without a presentation will earn a zero for their outline and PowerPoint. Students are expected to be ready to present on the first scheduled day, failure to be ready will result in a zero. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: Evaluation (80), Outline (5), PowerPoint (5), Peer Evaluation (10): 100 points.

- **Presentation 3 (PR3) – Classifiers (4 – 5 min.)**

Module Learning Objective: 2.3 Illustrate a team cooking demonstration with PowerPoint using the proper technique of fingerspelled words, vocabulary, syntax, appropriate gestures, body language with an emphasis on utilizing classifiers. (SLO2)

Assignment Description: This is a team demonstration. Each team will deliver a 4 to 5-minute signed speech of a favorite dish. Teams will demonstrate the steps to preparing a recipe following proper speech outline instructions covered during class lectures, in unit assignments, and practice labs using PowerPoint/Google Slides. Teams will divide the performance equally to demonstrate ASL techniques, grammatical structures, appropriate facial expressions, and gestures sensitive to the Deaf with an emphasis on classifiers. Teams are expected to present in business professional attire as instructed and demonstrated in class. Individual members must submit via Moodle an outline using the template provided and a PowerPoint. Submissions without a presentation will earn a zero for their outline and PowerPoint. Individual members of a team submit a peer evaluation of themselves and team member's contribution to the presentation. Members fairly share expenses incurred for the presentation. Members are

evaluated against the rubric taught in class and available in Moodle. Teams are expected to be ready to present on the first scheduled day, failure to be ready will result in a zero. Due to the presentation assigned late in the semester, no RPs will be considered.

Points Earned for each: Evaluation (80), Outline (5), PowerPoint (5), Pie Evaluation (10): 100 points.

- **Lab Interview (TBA)**

Module Learning Objective: 3.2 Create and sign interview questions to a Deaf person using the proper technique of fingerspelled words, signs, grammar structures, wh-questions, yes/no questions, and restate the interviewee's response orally, in sign, and on paper. (SLO3)

Assignment Description: Students will interview a Deaf individual or Interpreter in ASL and local sign language. Students will develop and sign interview questions that follow ASL techniques, grammatical structures, appropriate facial expressions, and gestures sensitive to the Deaf. They are to identify the response of the Deaf interviewee to all questions asked by themselves and their peers. Students are evaluated by participation, proper ASL signing techniques, facial expressions, and gestures along with the submission of the Deaf response using the provided template. No make-up will be considered because of scheduling a Deaf Interviewee with the class.

Points Earned: 15 points.

- **Lab Practice (TBA)**

Module Learning Objective: 1.2 Demonstrate and/or identify signed sentences and word orders, the alphabet, numbers, fingerspelled words, vocabulary, and proper word order during class activities and practice sessions. (SLO1)

Assignment Description: Lab Practice covers units 1–12, lectures, and local signs. Lab Practice is live via ZOOM and onsite venues. Students will identify vocabulary, definitions, theories, and practice with their peers and signers in ASL and local structured conversations. Students are to complete ten (10) Lab Practice 30-minute sessions and attend the entire scheduled time. Failure to complete ten (10) will result in a zero. Attendance will be taken at the beginning of each lab. There will be 16 Lab Practice sessions available. No make-up will be considered due to labs being offered above the requirement.

Points Earned: 4 points.

- **Lab Events (TBA)**

Module Learning Objective: 3.3 Apply culture sensitivity through basic conversations using proper vocabulary, grammar structure, facial expressions, gestures, and body language in a social event. (SLO3)

Assignment Description: Students are to attend and participate in five (5) live lab events. Failure to complete five (5) will result in a zero. These events may include Deaf and interpreter club meetings, Deaf social get-togethers, faith-based gatherings with the Deaf community, Deaf Awareness Month activities, and college activities involving the Deaf such as Fall and Spring Festivals and CHamoru Month activities. There will be 16 Lab Event sessions available. No make-up will be considered due to labs being offered above the requirement.

Points Earned: 8 points.

COURSE PROGRAM AND POLICIES

Attendance Policy

Attendance will be taken daily. If sessions are held online, students must turn on cameras for the duration of the class session to count towards attendance/participation.

- Seven (7) absences fail the course.
- Four (4) absences, late entries, early departures, and camera off (30 minutes) result in a letter grade down.
- Students are responsible for informing the instructor regarding an absence.
- Students are responsible for obtaining all information. Ask your classmates, refer to the syllabus/Moodle for missed information before contacting the instructor.
- Students claiming illness or surgery, accidents, and funeral attendance must submit certified doctor/nurse slips or documents to be considered excused.

Make-up Policy: Reassessment Individualized Plan (RIP)

A Reassessment Individual Plan is student-initiated and must be requested within 24 hours of the due date of a missed assignment or activity. RIP requests will not be approved for PR3, Final Exam, Deaf Interview, Lab Practice, or Lab Events due to the nature of the assignments or they are being close to the end of the semester. Only three (3) RIPS may be approved for the semester. RIPS are approved at the discretion of the instructor.

Classroom Etiquette/Netiquette

This list of etiquette tips will provide a general idea of what will be expected of you.

- Behavior: Disruptive outbursts, unprofessional language, sleeping, being a distraction, speaking rudely to the instructor and classmates, viewing, or answering your phone that is not related to the class, and doing work for another class during the session will not be tolerated.
- Dress Code: Dress appropriately for all class meetings whether on campus or online i.e., do not wear tank tops, pajamas, shirts with inappropriate graphics, short shorts, miniskirts, and revealing/seductive clothing. Professional business wear is required during presentations.
- As college professionals, you are expected to "interact with others in a positive, cooperative, and supportive manner and display respect for the privacy and rights of others."
- A reminder of some best practices when online:
 - Pick a quiet room so background noise is minimized.
 - Log in a little early so there is no delay in your efforts to connect.
 - Stay on mute until ready to speak. Then re-mute when done speaking.
 - Speak loudly, clearly, and not too fast.
 - Login with full name. This is your first and last name.
 - Have your video camera on during the session.
 - Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
 - Use clear, concise, and clean spelling and grammar language.

Email and Office hours

Office hours are Tuesdays and Thursday from 1 pm to 2 pm. E-mail and Moodle messenger are the only approved mode for communicating with the instructor. Students should use their UOG e-mail address, not a personal email. Not responding to E-mails/Moodle messages is considered inappropriate and unprofessional. Students may request an appointment outside of office hours. In the event of an emergency and you cannot get a hold of me, please contact the department Administrative Assistant at 735-2800 or call me at my home number provided during class.

Constructing emails

As college professionals, you are expected to construct professional business emails/messages to include: The subject line, greeting, intro/purpose, ask/action, and closing with correct grammar and spelling. Your greeting should be professional such as **Dear**. Your closing should be professional such as **Very respectfully**.

Withdrawal Policy

Students who miss the Voluntary Withdrawal Deadline on Oct. 4, 2023 and desire to withdraw from a class or classes may petition for permission by completing the Petition for Course Withdrawal Form by Dec 7, 2023. Which is available online and at the Office of Admissions & Records.

Student Questions, Assignment Feedback, and Responses

Student's grades are updated in real-time through Moodle. However some grades may be posted up to four class sessions after the due date. The instructor will reply privately to student questions via email or Moodle Messenger within 48 hours during the weekdays and 72 hours if the question is asked on the weekend. In the event of frequently asked questions that would benefit the entire class, a generic response will be posted in Moodle.

GENERAL POLICIES

Students are advised to consult the Student Handbook for further information about UOG policies. Below are a few highlighted ones:

- **No Unauthorized Recording.**
- **Guam PDN Alerts.** To keep all UOG constituents current on-campus happenings, students are encouraged to sign up for the PDN Mobile Alert System.
- **FERPA statement**
Under the Family Educational Rights and Privacy Act (FERPA), your educational records are confidential and protected. Under most circumstances, your records will not be released without your written consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file.

- **Academic integrity**
Academic integrity is fundamental to learning and is consistent with the Institutional Learning Outcomes (ILOs) espoused at University of Guam. The concept of academic integrity lies at the very heart of any college and learning, and scholarship cannot thrive without this fundamental value. Therefore, academic dishonesty cannot be tolerated. Students who commit such acts expose themselves to sanctions as severe as expulsion from the College. Academic dishonesty can take different forms, including, but not limited to cheating, plagiarism, and technology misuse and abuse. In any situation in which a student is unsure of what constitutes academic dishonesty, it is the student's responsibility to raise the question with the instructor. It is also the student's responsibility to be familiar with the student guidelines on academic integrity. Additional information and definitions may be found in the Student Handbook.
- **Power Outages and Internet/Technical Problems**
Occasionally power outages may occur (especially during typhoon conditions) and technical problems with internet connections can happen at any time. Do not wait until the last minute to complete your assignments and exams. Also, it is advisable to download and/or print copies of this syllabus.
- **Title IX**
"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." - Title IX of the Education Amendments of 1972.

COURSE CALENDAR (Revisions are subject to change by the discretion of the instructor)

The course calendar provides the session, date, topic and due dates in a chronological format. The topics View video then answer questions in Moodle and Homework due are performed outside of live sessions.

Session 1

Tuesday, January 16

Topics

Course Introduction and Syllabus

Session 2

Thursday, January 18

Topics

Course Introduction and Syllabus

- In-Class Activity 1 – Syllabus
- Manual Alphabet and numbers

Session 3

Tuesday, January 23

Topics

Class Activities:

- Unit 1 Introductions and Personal information
- Presentation 1 Instruct

View video then answer questions in Moodle: Due date indicated in Moodle.

- 1Culture Note: Introductions

Homework due in Moodle by 11:59 pm:

- Video Lab 1

Session 4

Thursday, January 25

Topics

Class Activities:

- Unit 2 Learning ASL, Numbers, and Fingerspelling
- Numbers
- Presentation 1 Instruct

View video then answer questions in Moodle: Due date indicated in Moodle.

- 1Grammar Time: Nonmanual markers

Session 5

Tuesday, January 30

Topics

Class Activities:

- Unit 3 Politeness and Fingerspelling
- Presentation 1 Instruct
- In-Class Activity 2

View video then answer questions in Moodle: Due date indicated in Moodle.

- 2Culture Note: Introductions

Session 6

Thursday, February 1

Topics

Class Activities:

- Presentation 1 Instruct

View video then answer questions in Moodle: Due date indicated in Moodle.

- 2Grammar Time 2: OH-I-SEE

Homework due in Moodle by 11:59 pm:

- Video Lab 2

Session 7

Tuesday, February 6

View video then answer questions in Moodle: Due date indicated in Moodle.

- 3Culture Note: Identification

Session 8

Thursday, February 8

Topics

Class Activities:

Quiz 1 (Units 1 – 3, lecture, Grammar time, and Cultural Notes.

View video then answer questions in Moodle: Due date indicated in Moodle.

- 3Grammar Time: Directional Verbs

Homework due in Moodle by 11:59 pm:

- Video Lab 3

Session 9

Tuesday, February 13

Topics

Class Activities:

- **Presentation 1**

View video then answer questions in Moodle: Due date indicated in Moodle.

- 4Culture Note: Polite Attention Getters

Session 10

Thursday, February 15

Topics

Class Activities:

- **Presentation 1**

View video then answer questions in Moodle: Due date indicated in Moodle.

- 4Grammar Time: Noun-Verb Pairs

Homework due in Moodle by 11:59 pm:

- Video Lab 4

Session 11

Tuesday, February 20

Topics

Class Activities:

- Unit 4 Descriptions and Fingerspelling
- In-Class Activity 3

View video then answer questions in Moodle: Due date indicated in Moodle.

- 5Culture Note: Blunt

Session 12

Thursday, February 22

Topics

Class Activities:

- Unit 5 Requests

View video then answer questions in Moodle: Due date indicated in Moodle.

- 5Grammar Time: Being Polite

Homework due in Moodle by 11:59 pm:

- Video Lab 5

Session 13

Tuesday, February 27

Topics

Class Activities:

- Unit 6 Expressing Yourself

Session 14

Thursday, February 29

Topics

Class Activities:

- **Presentation 2 Instruct**
- 6Grammar Time: WHQ and Expressions

Homework due in Moodle by 11:59 pm:

- Video Lab 6

Session 15

Tuesday, March 5

Topics

Session 16

Thursday, March 7 University of Guam Charter Day

No Classes / Performance

Session 17

Tuesday, March 12

Topics

- Online Midterm (Units 1 – 6, lecture, and assignments)

Homework due in Moodle by 11:59 pm:

- Video Lab 7

Session 18

Thursday, March 14

Topics

- Online Discussion Forum

Session 19

Tuesday, March 19

Topics:

Spring Break - No Class

Topics

- Presentation 2 Draft Review
- Unit 7 More Descriptions

Homework due in Moodle by 11:59 pm:

- Video Lab 8

Session 20

Thursday, March 21

Topics:

Spring Break - No Class

Topics

Class Activities:

- Unit 8 Family and Friends
- In-Class Activity 5

Session 21

Tuesday, March 26

Topics

Class Activities:

- **Presentation 2**
- Unit 9 More Descriptions

Homework due in Moodle by 11:59 pm:

- Video Lab 9

Session 22

Thursday, March 28

Topics

Class Activities:

- **Presentation 2**
- **Quiz 2 (Units 7 – 9, Lecture, Grammar time, and Cultural Notes.**

Session 23

Tuesday, April 2

Topics

Class Activities:

- Unit 10 At Home and Daily Living

Session 24

Thursday, April 4

Topics

Class Activities:

Session 25

Tuesday, April 9

Topics

Class Activities:

- **Presentation 3 Instruct**

Homework due in Moodle by 11:59 pm:

- Video Lab 10

Session 26

Thursday, April 11

Topics

Class Activities:

- Unit 11 Food and Food Shopping
- In-Class Activity 6

Session 27

Tuesday, April 16

Topics

Class Activities:

- Unit 12 Offering and Declining

Homework due in Moodle by 11:59 pm:

- Video Lab 11

Session 28

Thursday, April 18

Topics

Class Activities:

- Presentation 3 Team Collaboration
- In-Class Activity 7

View video then answer questions in Moodle: Due date indicated in Moodle.

Holiday, Thanksgiving Break April 23-25 No classes

Session 29

Tuesday, April 23

Topics

Class Activities:

- **Presentation 3**

Homework due in Moodle by 11:59 pm:

- Video Lab 12

Session 30

Thursday, April 25

Topics

Class Activities:

- **Presentation 3**
- In-Class Activity 8

Session 31

Tuesday, April 30

Topics

Class Activities:

- **Presentation 3**

Presentation 3 documents due in Moodle by 11:59 pm:

- Outline
- PowerPoint
- Pie Evaluation

Session 32

Thursday, May 2

Topics

Class Activities:

Session 33

Tuesday, May 7

Presentation 3

Session 34

Thursday, May 9

Presentation 3

Final Exam

Tuesday, May 14; 2:00 pm – 3:20 pm