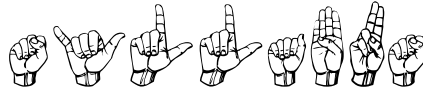


Three Rivers Community College
Norwich, CT 06360



SYLLABUS

American Sign Language I

ASL* K101-T2

CRN: 11997

Spring 2017 (1/19/17-5/11/17)

NOTE: Due to availability of the Multipurpose Room, the ASL I Final Exam will be on May 4th. IF we need to have a make-up class, it will be on 5/11.

Thursdays 6:30-9:15 PM; Room D117
Instructor: Paula Rosenberg Bell, M.Ed.

Office Hours: prior to class (4:30-6:00 PM) or by appointment
D205 E ~ Last cubicle on the right.
(see page 26 of the syllabus for contact information)

3.0 Credits

ASL* K101-T2 AMERICAN SIGN LANGUAGE I

- This is a first course of study of American Sign Language, the language used by the Deaf Community in the United States. ASL I introduces students to the fundamentals of ASL grammar, vocabulary, fingerspelling, numbers, and visual-gestural communication. Introduction to Deaf Culture is integrated into this beginning level course.



GOALS & OBJECTIVES

Upon successful completion of ASL I, students will be competent ~ receptively and expressively ~ in the following areas:

- Demonstrate the ability to select, produce, and use appropriate sign vocabulary for clear and accurate communication.
- Apply the appropriate grammar and syntax by using facial expression and body language to communicate in sign language effectively.
- Develop understanding of Deaf culture, differences between Deaf and Hearing cultures, and insight of the experiences of being deaf when communicating in a hearing world.

COURSE RESOURCES:

- **MASTER ASL! LEVEL ONE** by Jason E. Zinza (Required)* ISBN #: 1-881133-20-6
- **MASTER ASL! FINGERSPELLING, NUMBERS, AND GLOSSING** by Jason E. Zinza (Required)* ISBN#: 978-1-881133-21-6
- Supplemental materials will be provided by the instructors
- Videos and supplementary materials used in class.

* This semester (Spring 2017), we will do Units 1-3 in **MASTER ASL! LEVEL ONE** by Jason E. Zinza. In addition, we will use **MASTER ASL! FINGERSPELLING, NUMBERS, AND GLOSSING** by Jason E. Zinza. As with the main text, we will do Units 1-3 Fingerspelling, Units 1-3 Numbers, and Units 1-3 Glossing. This follows the same sequence as UCONN and Central Connecticut's Sign Language programs.

VALUABLE RESOURCES:

*The DVD which accompanies your text book!

www.aslpro.com

www.lifeprint.com

www.signingsavvy.com

PROCEDURE:

1. Classroom instruction of language component.
2. Modeling of target language.
3. Practice using target language in and outside of class.
4. Interaction with native users of target language.
5. In-class discussions, activities and presentations.
6. Off campus activities with written responses/papers.
7. Quizzes & Exams
8. Homework Assignments



REQUIREMENTS:

- HAVE FUN!! This is a great language to learn!
- Participate.
- Be prepared to learn.
- Complete all assignments ~ they are given to support your learning. All assignments and their due dates are in the agenda. Written assignments may be handed in early but if late will receive a zero.
- Last page of syllabus (acknowledgement and receipt of syllabus) has been signed and given to the instructor (by the end of the first class meeting ~ 1/19/17) NOTE: This counts as your first quiz grade; not signing or not turned in to the instructor on time will result in a zero (0).

METHOD OF EVALUATION

Students gain proficiency / mastery at different rates. Each student is capable of achieving proficiency / mastery in ASL and will be given every opportunity to do so. All assessments are cumulative and based on 100 points. All grades will be posted in BlackBoard (Grading Center) per each assessment. There will be a running and weighted total so you'll know exactly what your grade is at any time. Grades will be entered within one week of an assignment's due date.

94 - 100	A
90 - 93	A-
87 - 89	B+
84 - 86	B
80 - 83	B-
77 - 79	C+
74 - 76	C
70 - 73	C-
67 - 69	D+
64 - 67	D
60 - 63	D-
0 - 59	F
Participation/ Attendance	10%
Quizzes	10%
Midterm	10%
Final ~ 2 Parts	20%
TV Logs	15%
Essay	5%
Documentary/Ques.	10%
Presentation	15%
Homework	5%



•Classroom Participation – 10%

In order to learn American Sign Language, one MUST participate in using it. Attendance will be recorded. I recognize that there are extenuating circumstances where one must miss a class. Please notify me in advance of class if you are going to be absent. (See my contact information on page 25 of the syllabus.) You will be allowed one (1) “free” absence that will not impact your grade. Additional absences will be recorded as a zero (0). Leaving class early by 15 minutes (or more) or arriving late by 15 minutes (or more) will result in a lowered participation grade for that class. Class participation will be graded on 100 points at every class meeting as follows: Preparation (this includes all homework/assignment completion), Timeliness, Class Interaction, Focus*, Responses/Volunteerism. * If you are using your cell phone or the like, you will lose participation points and may be asked to leave the classroom. Note: The 4/13 class **requires** a posting no later than 11:59 PM on April 12th which equals 75% of that evening’s participation grade.

•Exams– Midterm 10% (3/9/17)

Final 20% (Part 1~4/20/17; Part 2~5/4/17)

There will be two exams. The midterm will include the evaluation of expressive/receptive skills as well as a written component. The final is in two parts: half of the final will be an interactive one where the students demonstrate their knowledge of American Sign Language and Deaf Culture. The other half of the final requires students to create a game related to Deaf Culture to be shared with the class on 4/20/17. All games are **due** on 4/20/17. **NO TIME EXTENSIONS for Part 1.** There will be **no make-up for the interactive portion of the final (Part 2).** The midterm must be made up within one week unless I have certification of hospitalization for you or a member of your family or a death in the immediate family.

•Quizzes – 10% (7): 1/19, 1/26, 2/2, 2/16, 3/2, 4/13, and 4/20

Quizzes will be used to assess your progress and to show you where you need to focus your energy. There will be 7 quizzes (lowest grade will be dropped; **Q1 and Q2 cannot/will not be dropped**). You are signing for your classmates unless otherwise noted.

•Logs – 15% (Due 4/13/17 ~ NO TIME EXTENSIONS)

Each student will be required to watch three television shows. Each show must be viewed for at least 30 minutes including commercials. With the exception of the news, each must be a show that you are **not** familiar with. Neither volume nor closed-captions may be used. (News, drama, comedy only.... **NO sports events, cartoons, animated shows, claymation, ‘how to’ shows, game shows, competitions, talk shows, award shows, ventriloquists, etc!**) This assignment is to build empathy ~ I **do not** want a summary of your viewings. After watching the show, a paper is to be written describing your experience/your feelings. Each viewing will be one (1) page typed or neatly written using the following guidelines and those in the TV Viewing Log packet. You may use bullets to present your information. Points will be taken off for spelling errors and grammatical mistakes. Hint: Utilize spell check/grammar check programs or a dictionary; proofread what has been written.

❖ Each paper is a representation of YOUR thoughts. YOUR feelings or beliefs, YOUR impressions, YOUR agreements / disagreements and why. It is NOT a summary of the



show! It doesn't matter to me what the show was about ~ I want to know what you were feeling/experiencing during the activity. Points will be taken off for not following the directions for this assignment. The purpose of the assignment is not to critique or summarize a TV program but rather to experience what it is like not to hear. It is an empathy builder.

- ❖ Reflect on how this experience / activity has impacted you?
- ❖ How will you use this information?
- ❖ Does this information/activity change the way that you think? How and why?

• **Essay - 5% (Due 4/6/17 ~ NO TIME EXTENSIONS)**

A packet of articles will be available on Blackboard (hard copies upon request). Use these articles to assist with writing an essay. There are two 'types' of articles. Some are serious documentations of particular topics and others are less serious and often perceptions or experiences from Deaf individuals. Pick one article from each category to compare and contrast for the essay. Points will be taken off for spelling errors and grammatical mistakes. Hint: Utilize spell check/grammar check programs or a dictionary.

The focus of the essay will be **one** of the following:

- How did this information change or impact the deaf/Deaf community?
- How do you feel this information impacts the deaf/Deaf community in the 21st century?
- How do you think the deaf/Deaf community feels about this topic?

• **Digication ~ All students are required to maintain an online learning portfolio in Digication that uses the college template.**

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a "place" where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments* to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

* ASL I Recommendation: Upload your Essay

The Learning Portfolio (Digication)

Login Address: <https://digication.ct.edu>

How-to Documents, Tutorials & Animations

Login to Digication [Document](#) (2 pp) [Show Me](#) (:21)

Starting Portfolio with College Template [Document](#) (4 pp) [Show Me](#) (1:17)

Complete Gen Ed Instructions for Digication [Document](#) (17 pp)

Text Only [Document](#) (2 pp)



Steps to Create and Submit Your Portfolio

1. Upload Your Assignment to the Portfolio Document (pp) [Show Me](#) (1:30)
2. Create a General Education Portfolio [Document](#) (2 pp)
3. Upload Your Assignment to Your General Education e-Portfolio [Document](#) (4 pp)
4. Submit Your e-Portfolio for Review [Document](#) (5 pp)
5. Verify Your Submission [Document](#) (3 pp)

•Documentary/Questions – 10% (Due 4/13/17 ~ NO TIME EXTENSIONS)

The documentary, THROUGH DEAF EYES, will be available in the library. I have also posted a link on Blackboard. You are responsible for viewing this documentary. The questions are available on Blackboard should you misplace the copy I've given you. You will need the questions during the viewing. The documentary questions are due on 4/13/17 but may be submitted earlier. **NO TIME EXTENSIONS.**

•Presentation – 15% (Due 4/27)

Each student will be required to sign for a minimum of 1 minute/maximum of 3 minutes on a topic of their choosing. This may be done alone, with a partner, or in a triad. (See Paula for partner and triad times.) There must be a visual associated with the presentation ~ not having a visual will result in the lowering of your presentation grade by two (2) full letter grades. (If the signed presentation was worthy of an A but there was no visual the presentation will receive a C.) Failure to adhere to the minimum time requirement will result in a presentation grade of zero (0). **All must be prepared to present LIVE on 4/27.**

•Homework – 5%

All assignments are posted in more than one location in the syllabus. Your 'ungraded' homework (reading the text, practice activities) will be part of the your class participation grade. There will be five graded homework assignments that will be either from your text or workbook (**MASTER ASL! LEVEL 1** or **MASTER ASL! FINGERSPELLING, NUMBERS, AND GLOSSING**). Graded homework will be listed as HW 1, HW 2, etc.

MAKE UP WORK:

1. All assignments are due on or before the date posted ~ **no time extensions.**
2. Missed quizzes need to be scheduled with Paula and made up within one week. Any quiz that is not made up will receive a grade of 0. It is the responsibility of the student to make the arrangements.
3. Missed in-class activities cannot be made up due to the nature of the activities.
4. There is no make-up for Part 2 of the final exam; the midterm must be made up within one week.
5. This course does not offer extra credit work. A bonus question is offered on the midterm. (Anyone taking a make-up midterm will not receive the bonus question.)

MISCELLANEOUS EXPECTATIONS AND INFORMATION:

Class begins promptly at 6:30 p.m. and procedures will not be delayed to accommodate late comers. Consistent practice using sign is of utmost importance if students are to master the language. Therefore, students will be expected to spend time outside of class practicing the language of native signers which students will find helpful to view. Any public library will have or be able to get through inter-library loan videos and books on ASL.



You will also be notified of any events where you can have the opportunity to use your new language skills.

EARLY WARNING:

If you are having ANY difficulty, for any reason, please see me as early as possible to discuss ways of assisting you to be successful in this class. I will notify you on 3/2/17 which is the week before the midterm if your grade is lower than average (C 74–76%).

CANCELLATION (by Instructor): If I need to cancel a class, I will contact each student via email or phone (text/voice message). Unless the college cancels classes (ie due to weather), expect to meet for class.

WEATHER CLOSINGS (as found in the Student Handbook)

“Weather Related 860.886.0177 – Press 1 for College Closing Announcement
WWW.TRCC.COMMNET.EDU – Announcement posted on main page. Cancellation of classes due to weather will be available by 6:30 AM for daytime classes and by 3PM for evening classes starting at 5PM or later. If the off-campus site cancels day and evening services, then classes at that site will not be held. Information will be broadcasted on the following TV stations: Channel 3 – WFSB Hartford, Channel 4, WVIT 30 – NBC Connecticut News 30 and Channel 8 – WTNH New Haven, and the following Radio stations; WSUB/Q105 (Groton/New London), WADK (Westerly), WDRC (Hartford), WTIC/WRCH/WXMX (Hartford), WINY (Putnam), WILI (Willimantic) & WICH/WCTY/WNLC/WKNL (Norwich/New London).

Students can also enroll in the myCommNet Alert system, a notification system that delivers information in the event of an emergency through text messaging over cellular phones, including campus-related health or safety situations and weather-related class cancellations.”

WHAT YOU CAN EXPECT FROM me:

- To arrive to class on time
- To be available **by appointment** for discussion on concerns or clarifications of material.
NOTE: I teach another Level I on M evenings (6:30–9:15) at QVCC (Danielson) and am therefore never available those evenings. My TRCC office hours are Thursdays 4:30PM–6PM and by appointment.
- To be prepared;
- To hold class for the entire class period;
- To return corrected work, as often as possible, within one week after it is collected;
- To give you my best effort in sharing what I know about American Sign Language, Deaf Culture, and the Deaf Community; and
- To work with each individual by providing guidance to successfully complete this course.

WITHDRAWAL FROM CLASS:

Students may drop courses up to the final drop date (Monday, 5/8/17) as specified in the academic calendar. Please refer to the **academic calendar** and to page 11 of this syllabus for specific dates. Failure to officially drop the course will result in a grade of F which will be reflected on the transcript and in your GPA.



DISABILITIES STATEMENT:

This course complies with the guidelines set forth under the ADA. Should you need assistance and/or accommodations please privately notify me and provide me with the necessary paperwork during the first two classes. I am unable to make accommodations without the official documentation from one of the college's Disability Service Providers. As outlined in the **Student Handbook**: "Students with disabilities who wish to request academic adjustments or other assistance are encouraged to submit a Disability Self-Disclosure Form, provide disability documentation, and meet with the appropriate Disabilities Service Provider to discuss individual needs. When possible, this process should be completed well before classes begin. Please contact the Counseling and Advising Office for more information." See Matt Liscum, Counselor in A113 (860)215-9265 for the areas of Learning Disabilities, ADD/ADHD, Autism Spectrum, or Mental Health Disabilities; see Elizabeth Willcox, Advisor in A113 (860)215-9289 for the areas of Medical Disabilities, Mobility Disabilities, or Sensory Disabilities.

ACADEMIC INTEGRITY (as found in the Student Handbook)

"The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the following policy in addition to the Student Discipline Policy, sections 2:10 and 3:1-10, as provided by the Board of Trustees of Connecticut Community Colleges. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

General Definition of Academic Dishonesty

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated College Policies rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor."



BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin—in all aspects of a recipient’s educational programs and activities.”


If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.commnet.edu



Class Calendar: Spring 2017

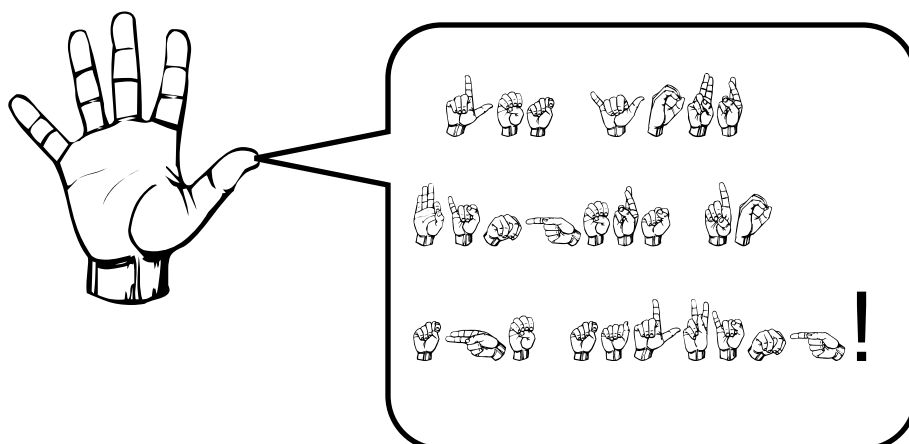


DATE 	Lesson	Q u i z	E s s a y	TV L o g s	M i d t e r m	F i n a l	D o c. & ?s	P o s t i n g	Presentation	Home- work Assign- ments (Graded under HW 1-5) Due Dates:
Jan. 19, 2017	Getting Started	Q1								
Jan. 26, 2017	ABC, #1-10, Glossing, Expression	Q2								
Feb. 2, 2017	Unit 1	Q3								HW 1
Feb. 9, 2017	Unit 1; Valentine Vocab.									
Feb. 16, 2017	Unit 2	Q4								HW 2
Feb. 23, 2017	Unit 2									HW 3
Mar. 2, 2017	Review	Q5								HW 4
Mar. 9, 2017	Midterm				Yes					
Mar. 23, 2017	Unit 3									
Mar. 30, 2017	Unit 3									HW 5
Apr. 6, 2017	Unit 3		Yes							
Apr. 13, 2017	Deaf Awareness Spring Vocab.	Q6		Yes			Yes	Yes		See
Apr. 20, 2017	Final Part 1: Games	Q7				Yes				Agenda for specific
Apr. 27, 2017	Presentations								Yes	details.
May 4, 2017	Final Part 2: Certificates; 'Optional Vocab.'					Yes				
May 11, 2017	No class unless we need to have a make-up class.									



IMPORTANT DATES

- Thursday, Jan . 19, 2017 First day ASL I ~ Welcome!
Add/Drop period begins
- Wednesday, Jan. 25, 2017 Last day for registered students to add a class
- Wednesday, Feb. 1, 2017 Last day to drop classes and receive partial refund
- Thursday, Feb. 16, 2017 Last day to select audit option
- Friday, Feb. 17, 2017 Lincoln's Birthday observed ~ no classes
- Monday, Feb. 20, 201 Washington's Birthday observed ~ no classes
- March 13-19, 2017 Spring Break ~ Classes not in session
- March 13-April 15 Deaf History Month
- Thursday, Mar. 30, 2017 Last day to select pass/fail option
- Friday, Apr. 14, 2017 Good Friday ~ College closed
- Thursday, May 4, 2017 ASL I Last Class/Final Exam Part 2. While this is Reading Day (and technically reserved as a make-up day), we will be meeting for the ASL I final exam in the multipurpose room! If we need to have a make-up class, it will be on May 11th.
- Monday, May 8, 2017 Last day to withdraw from classes
- Thursday, May 11, 2017 We will meet **ONLY** if we need to have a make-up class.



THREE RIVERS COMMUNITY COLLEGE
NORWICH, CT

AMERICAN SIGN LANGUAGE I: ASL* K 101-T2 CRN: 11997

INSTRUCTOR: Paula Rosenberg Bell, M.Ed.

SPRING SESSION: 2017

Room D117; 6:30-9:15 PM, Thursdays 1/19/17-5/4/17 (5/11 will be a make-up day)

3 Credits

19 January 2017

Today I expect to complete:

1. Deaf Awareness Survey
2. Introductions
3. 'Housekeeping' ~ food, beverages, leaving, room set-up
4. Introductions to the course: requirements, agenda, exams, game project, et al
5. "Deaf Donald"
6. Post-It Note questions
7. Review of the text/workbook
8. Things You Need to Know: Getting Started, Deixis, Signing Space, Facial Expression, Handshapes, Basic Sentence Structure.
9. **Quiz 1**: Acknowledgement & Receipt of Syllabus.

Your assignment upon completion of today's lesson is to be ready for 1/26 by completing the following:

1. In Master ASL I text, read pages xi-xxiv. Please use your Post-It notes for any questions you have about what you've read. You will place them on the board 1/26.
2. Review handouts for **Q2**~ Getting Started, Signing Space, Deixis, Facial Expression, Parameters, Basic Sentence Structure, Handshapes, and Syllabus.

Note: **Q2** on 1/26 will be a written quiz on the info from pages xi-xxiv and the handouts specified above.



26 January 2017

Today I expect to complete:

1. Quiz 2
2. Review Sign/Base
3. Discuss Dactylogy
4. Introduce ABCs; practice
5. In the workbook: Fingerspelling Unit 1, pg. 1, Ex. 1
6. Introduce #1-10; practice
7. In the workbook: Numbers Unit 1, pg. 63, Ex. 1 & 2
8. Introduce Glossing (pg. 129-130)
9. Play Facial Charades
10. ABC/# Relay

Your assignment upon completion of today's lesson is to be ready for 2/2 by completing the following:

1. Practice ABCs/#1-10 for **Q3**
2. Prepare one (1) three-five letter word to fingerspell for **Q3**.
3. **Graded HW 1:** Workbook (pg. 129-133) Glossing. Read the pages; do Ex. 5 (pg. 133) either in the workbook or on a separate paper. Be ready to review and discuss. We will check the page in class on 2/2.
4. Text: read all of Unit 1 (p 3-35); when you are directed to view the DVD, please do so. This is background information ~ don't worry about the signs (please don't try to learn them on your own). I will be introducing all of the signs. I don't want you to develop any bad habits before starting (smile)! Please use your Post-It notes for any questions you have about what you've read. You will stick the notes to the board on 2/2.
5. Complete the Sign-O sheet with ABCs, #1-10, and a FREE space



For a quiz, it doesn't matter if someone has fingerspelled the same word as you. Practice makes perfect.



Today I expect to complete:

1. Review ABCs/#s 1-10
2. Quiz 3
3. Play Sign-O
4. Review/Discuss Glossing
5. Check HW 1 ~ Ex 5 (pg. 133, Workbook)
6. Begin introduction of U1 vocabulary and concepts
7. View **Eyes on ASL** 1, 2, 3 (pgs. 8, 9, 10/DVD)
8. Practice exercises A-M in text

Your assignment upon completion of today's lesson is to be ready for **2/9** by completing the following:

1. Workbook: Read Unit 1 Fingerspelling (pg. 2-7)
2. Do the practice activities with the exception of Ex. 9, 10, 13. There is nothing written for this ~ it is drill only.
3. Text: complete Homework 1 B (pg 8) and Homework 2 B (pg 18). Be ready to share in class on **2/9**. There is nothing to write or hand in.
4. Practice/review vocab/concepts introduced thus far.



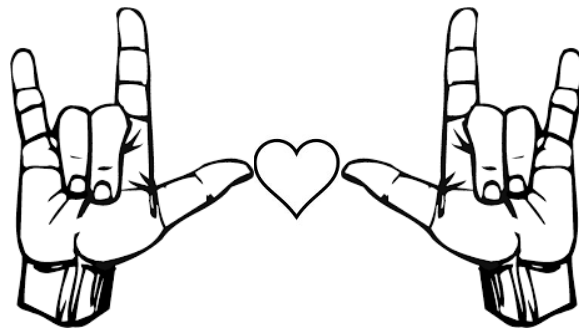
9 February 2017

Today I expect to complete:

1. Review vocab and concepts introduced on 2/2
2. Homework share: Text 1B (pg 8), 2B (pg 18)
3. Drill: Workbook Fingerspelling (pg 4) Ex. 9, 10 & (pg 5) Ex. 13
4. Continue introduction of U1 vocab/concepts
5. View **Eyes on ASL 4** (pg 30/DVD)
6. Practice exercises O-W in text
7. Prepare for Q4: How to read 'errors'
8. Introduce Valentine Vocab.

Your assignment upon completion of today's lesson is to be ready for **2/16** by completing the following:

1. **Graded HW 2:** Text 4B(pg 28); 5A (pg 32) (students will be randomly selected on **2/16** to sign one of the sentences); 5C (pg 32) only gloss sentences 2 & 4 from page 31 Ex. 5 V (students will be randomly selected on **2/16** to write the gloss on the board).
2. Workbook: Read Numbers Unit 1 (pgs 63-67); complete all exercises. This may be done in the book or on a separate paper. It will count toward your participation grade.
3. Text: Unit 1 Review (pg 34) C 1, 2, 3; Write your answers to C 1,2,3 on Q4 paper provided. This will be **25% of Q4**. It will be collected at the start of class on **2/16**. **No time extensions!** The remaining parts of **Q4** will be done in class.
4. Using vocab/concepts from Unit 1, prepare a 3-5 word sentence to sign for **Q4**. This will be **50% of Q4** on **2/16**; the remaining portion of Q4 will be done in class.
5. Practice all concepts/vocab from Unit 1.



16 February 2017

Today I expect to complete:

1. Collect the written component for Q4.
2. Review vocab and concepts introduced on 2/9
3. **Q4**
4. Homework Review: Text ~ Students will be randomly selected to sign one of the sentences(pg 28) 4B & (pg 32) 5A
5. Students will be randomly selected to write the gloss on the board for page 31 Ex. 5 V , sentences 2 & 4.
6. Begin introduction of U2 vocab/concepts
7. Practice exercises A-J in text

Your assignment upon completion of today's lesson is to be ready for 2/23 by completing the following:

1. Text: Read all of Unit 2 (pgs 39-70)
2. Workbook: Read Fingerspelling Unit 2 (pgs 7-11); practice all exercises except 7,10,13, 15. There is nothing to be written.
3. **Graded HW 3:** Text (pg 45) Homework 1 A/B. Ex A will be collected. Ex B ~ students will be randomly selected to share their WH-Face sentences. Students will also be randomly selected to show Homework 2 B (pg 51)
4. Practice all concepts/vocab from Unit 2.



23 February 2017

Today I expect to complete:

1. Review vocab and concepts introduced on 2/16
2. Students will be randomly selected to share their WH-Face sentences.
Students will also be randomly selected to show Homework 2 B (pg 51)
3. Fingerspelling drill: Workbook ~ Fingerspelling, U2, Ex 7,10,13, 14,15
4. Continue introduction of U2 vocab/concepts
5. Eyes on ASL 5 (pg 59), Eyes on ASL 6 (pg 64)
6. Introduce #11-30
7. Practice exercises K-S in text

Your assignment upon completion of today's lesson is to be ready for 3/2 by completing the following:

1. **Graded HW 4:** Text (pg 59) Homework 3 B and 4 A (pg. 63). I will randomly select students to sign.
2. Text: Unit 1 Review (pg 69) B; Write your answers to B 1,2,3 on Q5 paper provided. This will be **25% of Q5**. It will be collected at the start of class on 3/2. **No time extensions!** The remaining parts of Q5 will be done in class.
3. Using vocab/concepts from Unit 2, prepare a Question and Answer to sign for Q5. This will be **50% of Q5** on 3/2; the remaining portion of **Q5** will be done in class.
4. Prepare to sign (to a class member) Homework 5A (pg 67)
5. Workbook: Read Unit 2 Glossing (pgs 134-136); complete Ex 1, 2, 3, 4 ~ odd numbered signs only; complete Ex. 5, 6 even numbered signs only. Do in the workbook or on a separate paper. This will count toward your participation grade.
6. Workbook: Read Unit 2 Numbers (pgs 68-74); practice the drills. On 3/3, students will be randomly selected for Ex. 8 (pg 73).
7. Practice all concepts/vocab from Unit



2 March 2017

Today I expect to complete:

1. Collect the written component of **Q5**.
2. Review vocab and concepts introduced on 2/23
3. **Q5**
4. Students will be randomly selected to share (pg 59) Homework 3 B & 4 A (pg. 63) as well as Glossing (pgs 134-137) Ex 1, 2, 3, 4 ~ odd numbered signs only & Ex. 5, 6 even numbered signs and Numbers (pg 73) Ex 8.
5. Introduce Deaf History Month (3/13-4/15)
6. Review for Midterm via games (Signing Bee, Relay, Beginning with the Ending, and/or Signing Baseball)

Your assignment upon completion of today's lesson is to be ready for the

Midterm on **3/9** by completing the following:

1. Review for Midterm: Units 1& 2 text, fingerspelling, numbers, glossing, Getting Started, Gender, Signing Space, etc.
2. Prepare one 3-5 letter word to fingerspell for the Midterm.
3. Prepare one 3-5 word grammatically correct ASL sentence for the Midterm.

*Did you know the connection between
Deaf Education and Spain?*

Pedro Ponce de Leon, a 16th-century monk who lived in a Benedictine monastery in Ona, Spain, is credited with running the first school for the deaf, teaching sign language and finger-spelling to children. <http://www.psu.edu/ur/archives/news/deaf2.html>

What about the connection between Deaf Education and France?

The oldest school for the deaf in the world is in France: Institut National de Jeunes Sourds de Paris founded in 1760 by the Abbe de L'Epee. The first teacher of the deaf in the U.S. was a young graduate (and teacher) from the Royal Institution for the Deaf. His name was Laurent Clerc and together with Thomas Hopkins Gallaudet started the first school for the Deaf in America ~ known today as The American School for the Deaf in West Hartford, CT.



: You should be preparing a short (no more than 3 mins. but no less than 1 minute) poem, joke, story, song, etc. for 4/27. You may work alone, in pairs, or in a triad. See Paula for length of partner/triad time. **REMEMBER: YOU MUST HAVE A VISUAL!**

9 March 2017

Today I expect to complete:

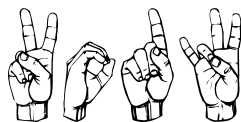
1. The Midterm.

Your assignment upon completion of today's lesson is to be ready for 3/23 by completing the following:

1. Enjoying your Spring Break!!
2. Text: Read Unit 3 (pgs 73-112)
3. Workbook: Read/practice Fingerspelling Unit 3 (pgs 12-18). Do not do Ex. 6,7,8,15, and 16. There is no written component only drill.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
March 2017						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
<i>SPRING BREAK 3/12-3/19!</i>						
19	20	21	22	23	24	25
26	27	28	29	30	31	Notes:



23 March 2017

Today I expect to complete:

1. Begin introduction of Unit 3 vocab/concepts
2. Practice exercises A-N
3. Practice Fingerspelling Unit 3 Exercises 6,7,8,15, 16
4. Introduce #31-1,000; drill

Your assignment upon completion of today's lesson is to be ready for **3/30** by completing the following:

1. **Graded HW 5:** Text (pg 80) Homework 1 B ~ be prepared to share (in sign) this info with a partner on **3/30** who will in turn voice for the class. I will randomly select students to sign their 'excuses' for Homework 3 C (pg 91).
2. Workbook: Read/practice Numbers Unit 3 (pgs 75-83). Do not do Ex. 6,8,9,10,11. There is no written component only drill.
3. Workbook: Read Glossing Unit 3 (pgs 137-140). Do Ex 3 sentences 2 & 4 (pg 138). We will randomly select students to write the gloss on the board. This assignment will be checked in class and will go towards participation.
4. Practice vocab/concepts introduced on **3/23**.



REMINDERS: No Time Extensions!



1. Essay is due 4/6. Articles are on BlackBoard.
2. If you haven't started your TV logs, they are due on 4/13. **NO TIME EXTENSIONS!**
3. If you haven't answered the questions for *THROUGH DEAF EYES*, they are due 4/13.
4. If you haven't posted on the Discussion Board ~ you must do so by 11:59 PM, Wednesday, 4/12.
5. If you haven't started, your game is due on 4/20 and is 50% of your final exam grade.
6. If you haven't started preparing for your presentation, it is due (with a visual) on 4/27.



30 March 2017

Today I expect to complete:

1. Review U3 vocab/concepts/#s 31-1000 from 10/25
2. Share Homework pgs 80 & 91
3. Share Homework Glossing pg. 138 sentences 2 & 4
4. Practice Numbers Unit 3 Ex 6, 8, 9, 10, 11.
5. Continue introduction of Unit 3 vocab/concepts
6. Practice exercises O-BB
7. **Eyes on ASL 7** (pg 99)

Your assignment upon completion of today's lesson is to be ready for **4/6** by completing the following:

1. Complete Essay (due **4/6**) ~ **NO Time Extensions!**
2. Prepare two signed sentences related to the two articles you read for the essay. These will be shared with the class on **4/6**.
3. Practice vocab/concepts introduced on 3/30.

6 April 2017



Today I expect to complete:

1. Collect the essays
2. Share sentences related to the articles
3. Continue introduction of Unit 3 vocab/concepts

Your assignment upon completion of today's lesson is to be ready for **4/13** by completing the following:

1. Complete TV logs/Doc. Questions (**due 4/13**) ~ **NO Time Extensions!**
2. Reread Point/Counterpoint (page 112) ~ formulate an opinion and post on the ASL I Discussion board on Blackboard by 11:59 PM on 4/12. We will discuss this on **4/13**.
3. Review vocab for Story Quiz (**Q6 on 4/13**). You will be watching a signed story, answering a few questions about the story, and FS 10 words. There is nothing you can specifically review... the story portion will be context and visual cues. The FS will be just that ~ reading the FS.
4. Work on Game (**Due 4/20**) This is the first part of your final and is 50% of the grade.



13 April 2017

Today I expect to complete:

1. Collect the logs and documentary questions.
2. Review
3. Q6 ~ Story Quiz + 10 fingerspelled words
4. Discuss TV viewings
5. Discuss THROUGH DEAF EYES
6. Discuss Point/Counterpoint
7. Deaf Awareness: Discussion, Listening to a hearing loss, and more
8. Introduce Spring Vocabulary



Your assignment upon completion of today's lesson is to be ready for **4/20** by completing the following:

1. Complete your game (**Due 4/20**) ~ **NO Time Extensions!**
2. Prepare three connected, grammatically correct ASL sentences describing your game. This will be for Q7 (**4/20**). Q7 will not be written. It will be a sentence share.
3. Continue working on your presentation (**Due 4/27**).

20 April 2017

Today I expect to complete:

1. Q7 ~ Sentence share of 3 grammatically correct ASL sentences describing your game.
2. Sign Up for the Final Exam
3. Play Games!!!

Your assignment upon completion of today's lesson is to be ready for **4/27** by completing the following:

1. Continue working on your presentation (Due 4/27). **No Time Extensions!**



27 April 2017

Today I expect to complete:

1. Presentations
2. Discuss Mother Father Deaf Day (Last Sunday in April!)
2. Catch-Up (if needed)

Your assignment upon completion of today's lesson is to be ready for 5/11 by completing the following:

1. Review for the Final
2. Remember to bring your items for the final (including serving pieces if needed).

Do you know what
CODA/KODA
means?
C = child/
Children/K = Kid(s)
O = Of
D = Deaf
A = Adult(s)



4 May 2017

Today I expect to complete:

1. Final
2. Awarding of certificates
3. Optional Vocabulary

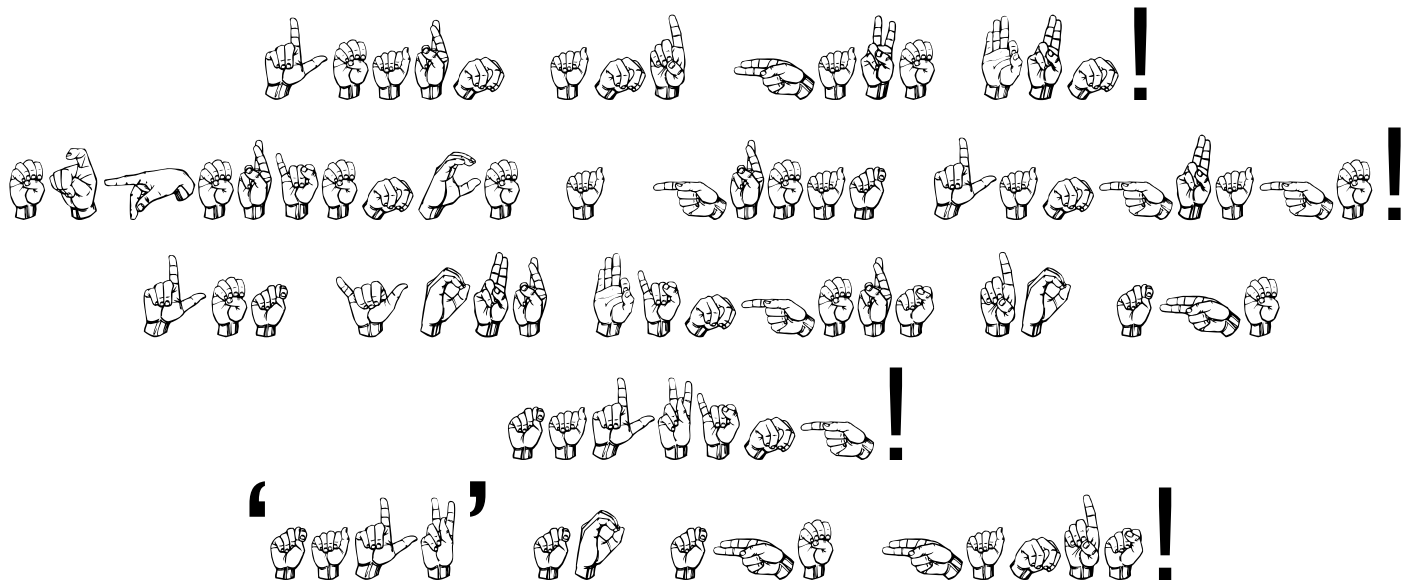
We will meet in the
Multi-purpose
Room F117-2/F117-4



NOTE: Following the final exam, everyone must remain for the awarding of certificates. 'Optional Vocabulary' will be taught last.

NO ASL Class
Thursday 5/11/16
unless we need to
make-up a class !





LEARN and have FUN!
Experience a great language!
Let your fingers do the talking!
'Talk' to the hands!



Contact Information

Paula Rosenberg Bell

Note: I prefer to be called by my first name.

Cell phone: 860-377-7101. If I don't answer, leave a voice message. The best (preferred) way to contact me is via text.

E-mail: pbell@qvc.commnet.edu (college)

When sending an email:

* Please put Thursday TRCC ASL I in the subject line. If I don't recognize your email, I won't open it.

Office hours: I will be available to meet from 4:30PM-6:00PM or by appointment. I can be found in D205E, last cubicle on the right.



"SIGNS
ARE TO
EYES
WHAT
SIGNS
ARE TO
EARS."



Acknowledgement and Receipt of Syllabus:

American Sign Language I

ASL* K101-T2

CRN: 11997

Spring 2017

Thursdays 6:30-9:15 PM Room D117

Instructor: Paula Rosenberg Bell, M.Ed.

I, _____, have read the syllabus and am aware of my responsibilities as a student in Paula Rosenberg Bell's Thursday ASL I class at TRCC (Norwich, CT).

Name (print): _____

Signature: _____

Date: _____

