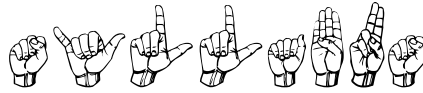


Three Rivers Community College
Norwich, CT 06360



SYLLABUS

American Sign Language I
ASL* K101-T1
CRN: 11634
Spring 2014 (1/27/14-5/19/14)

Mondays/Wednesdays 3:30-4:45; Room D224

Instructor: Paula Rosenberg Bell, M.Ed.

Department: Humanities

Office Hours: prior to/after class, by appointment, or Skype/Facetime
(see end of syllabus for contact information)

3.0 Credits

ASL* K101-T1 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 instructor
- Videos and supplementary materials used in class.

* This semester (Spring 2014), 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's Sign Language program.

VALUABLE RESOURCES:

*The DVD which accompanies your text book! Be sure it says Level 1 with Video Vocabulary!!!!!!

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 papers.
7. Quizzes & Exams



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 second class meeting ~ 1/29/14) NOTE: This counts as your first quiz grade; not signing or not given 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. I use a point system for grading:

4	A (94 -100)	4
4 -	A - (90 - 93)	3.7
3+	B+ (87 - 89)	3.3
3	B (84 - 86)	3
3 -	B- (80 - 83)	2.7
2 +	C+ (77 - 79)	2.3
2	C (74 - 76)	2
2 -	C- (70 - 73)	1.7
1+	D+ (67 - 69)	1.3
1	D (64 - 67)	1
1-	D- (60 - 63)	0.7
0	F (0 - 59)	0
NA	Not Applicable	
	Participation/ Attendance	10%
	Quizzes	20%
	Midterm	10%
	Final ~ 2 Parts	20%
	TV Logs	10%
	Essay	10%
	Documentary	10%
	Presentation	10%



•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 the last page of the syllabus.) You will be allowed two (2) “free” absences 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 5 points at every class meeting as follows: Preparation (this includes homework 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.

•Exams– Midterm 10% (4/7/14)

Final 20% (Part 1 (10%) MFDD cards~5/5/14; Part 2 (10%) Interactive~5/19/14)

There will be two exams. The midterm will include the evaluation of expressive/receptive skills as well as a written component; 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 view a movie/documentary related to deafness or read a book related to deafness and then create a representation in the form of a Mother Father Deaf Day card (due 5/5/14) and shared with the class on 5/5/14 and 5/7/14. **NO TIME EXTENSIONS for Part 1 ~ all cards are due 5/5/14. If you are not going to be in class, your card must arrive along with a CD/DVD of your pro/con review of the book/movie you based your card upon. The CD/DVD will be viewed in class. Failure to do this will result in failing your final exam.** There will be **no make-up for the interactive portion of the final (Part 2) = 0**. 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 – 20% (6)

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). You are signing for your classmates unless otherwise noted.

•Logs – 10% (Due 4/28/14 ~ 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. 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 - 10% (Due 4/23/14 ~ 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 categories 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?

•**Documentary/Questions - 10% (Due 4/28/14 ~ NO TIME EXTENSIONS)**

The documentary, THROUGH DEAF EYES, is on hold in the TRCC library or through Netflix. The questions are available on Blackboard (hard copy upon request). You will need the questions during the viewing. The documentary questions are due on 4/28/14 ~ **NO TIME EXTENSIONS**.

•**Presentation - 10% (Due 5/12)**

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). **NOTE: ALL presentations must be ready for 5/12/14. Names will be drawn. Failure to be ready to present on 5/12 will result in a presentation grade of zero (0).**



•**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!

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 the instructor 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 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 3:30 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. 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 4/2/14 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. 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 6:30a for daytime classes and by 3p for evening classes starting at 5p 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 class at Quinebaug Valley Community College on Monday evenings and am therefore never available after 5:00 on those days.
- 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 and the Deaf; 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 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.



ACCOMMODATIONS 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 on page 9**: "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."

ACADEMIC INTEGRITY (as found on page 19–21 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.

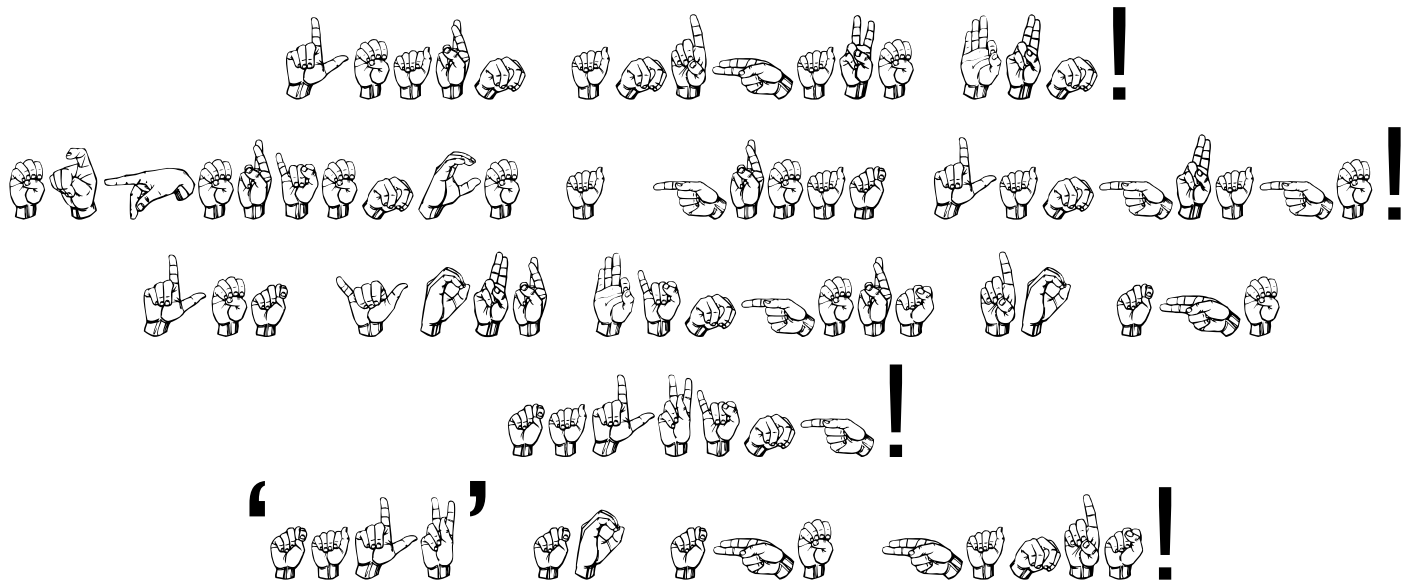
General Definition of Academic Dishonesty

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.”



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




Class Calendar: Spring 2014



DATE 	Lesson	Q u i z	E s s a y	T V L o g s	M i d t e r m	F i n a l	D o c. & ?s	Presentation	Home- work Assign- ments
1/27/14	Getting Started								
1/29/14	Getting Started	Q1							See
2/3/14	Getting Started								Agenda
2/5/14	Getting Started								
2/10/14	Getting Started	Q2							
2/12/14	ABC, #1-10								
2/17/14	NO CLASS Presidents' Day Observed								
2/19/14	Glossing, Expression	Q3							
2/24/14	Unit 1								
2/26/14	Unit 1								
3/3/14	Unit 1								
3/5/14	Unit 1								
3/10/14	Unit 2	Q4							
3/12/14	Unit 2								
3/17/14	NO CLASS: Spring Break								
3/19/14	NO CLASS: Spring Break								
3/24/14	Unit 2								
3/26/14	Unit 2								
3/31/14	Review for Midterm	Q5							
4/2/14	Review for Midterm				Yes				
4/7/14	Midterm/Spring Voc.								
4/9/14	Unit 3								
4/14/14	Unit 3								
4/16/14	Unit 3								
4/21/14	Unit 3								



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	Presentation	Home- work Assign- ments
4/23/14	Unit 3		Yes						
4/28/14	DAW	Q6		Yes			Yes		
4/30/14	DAW								
5/5/14	Final Part 1: MFDD Cards	Q7				Yes			See
5/7/14	Final Part 1: MFDD Cards					Yes			Agenda
5/12/14	Presentations							Yes	
5/14/14	Presentations							Yes	
5/19/14	Final Part 2; Certificates; 'Optional Vocab'					Yes			

IMPORTANT DATES

- **Monday Jan. 27, 2014**
 - **Wednesday, Feb. 5, 2014**
 - **Wednesday, Feb. 12, 2014**
 - **Monday, Feb. 17, 2014**
 - **Monday, Feb. 24, 2014**
 - **March 17-23, 2014**
 - **Wednesday March 26, 2014**
 - **Monday April 14, 2014**
 - **Monday April 14, 2014**
 - **April 18 - April 20, 2014**
 - **Monday May 12, 2014**
 - **Monday, May 19, 2014**
- First day for ASL I**
 - Last day of Add/Drop and Partial Tuition Refund**
 - Classes in session ~ Lincoln's Birthday**
 - Presidents' Day observed ~ NO CLASS**
 - Last day to select Audit option**
 - Spring Break ~ Classes NOT in session**
 - Last day for full tuition refund**
 - Last day to select Pass/Fail option**
 - Last day to submit incomplete work from Fall 2013 and Winter Intersession 2014**
 - Spring Recess - NO CLASSES**
 - Last day to withdraw from classes**
 - ASL I Final Class/Final Exam Part 2**



THREE RIVERS COMMUNITY COLLEGE
NORWICH, CT

AMERICAN SIGN LANGUAGE I: ASL* K 101-T1 CRN: 11634

INSTRUCTOR: Paula Rosenberg Bell, M.Ed.

SPRING SESSION: 2014

Room D 224; 3:30-4:45 PM, Mondays/Wednesdays 1/27/14-5/19/14

3 Credits

DATES



LESSON



AGENDA



1/27,
1/29,
2/3, &
2/5

Introductions
Things to Know,
Getting Started,
Deixis, Signing
Space, Basic
Sent. Struc.

Deaf Awareness Survey; Introductions;
'Housekeeping'; Introductions to the course:
requirements, agenda, exams, game project,
"Deaf Donald"; Post-it questions, review of the
texts, Getting Started; **Q1 (1/29): Collect**
Acknowledgement and Receipt of Syllabus

ASSIGNMENTS:

1. In **MASTER ASL I** text, read pages xi-xxiv;
(Due 1/29)
2. Read syllabus; remove last page, sign and date.
This is your first quiz!
3. Review: Handouts: Getting Started, Signing
Space; review Deixis, Facial expression; (Due 2/5)
4. Prep for Q2 (written quiz on info from pages
xi-xxiv and the above info from the 2nd part of
the assignment) (Due 2/10)

2/10

ABC, #1-10

Q2 (2/10 ~ info from 1/27-2/5); Review Sign/
Base; Introduce ABCs; Drill; in **MASTER ASL:**
Fingerspelling, Numbers and Glossing:
Fingerspelling, Unit 1, Pg. 1, Exer. 1;
Introduce #1-10; Drill



2/12 **Glossing/Expression**

Review ABCs; review # 1-10 in
MASTER ASL: Fingerspelling, Numbers and Glossing:Numbers, Unit 1, Pg. 63,
Exercises 1 and 2; introduce 'Glossing' (pg 129-30);
Facial Charades; ABC/# Relay

ASSIGNMENTS: (All due 2/19)

1. In **MASTER ASL I** text, read all of the info in Unit 1 (p. 3-35); when you are directed to view the DVD please do so. This is background info ~ 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 make note of any questions you have about what you've read. Write the questions on post it notes and we'll stick them on the board. I will answer each question. (Due 2/19)

2. In **MASTER ASL: Fingerspelling, Numbers and Glossing:** Go to pages 129-133, **Glossing.** Read those pages and do Exercise 5 (either in the book or on a separate paper). Be ready to review and discuss. I will check the page in class. (Due 2/19)

3. **Prepare one (1), three-five letter word for Q3; Practice numbers 0-10 for Q3.** (Due 2/19)

2/17 **No ASL Class**

Presidents' Day observed.

2/19 &
2/24 **Unit 1**

Review ABCs; review #1-10; **Q3**; Review/discuss glossing; check exercise 5 (Glossing); Drill; begin introduction of vocabulary and concepts for Unit I; **Eyes on ASL 1, 2, 3, 4** (pages 8,9, 10/DVD); practice exercises A-M

ASSIGNMENTS: (All due 2/26)

1. In **MASTER ASL FINGERSPELLING,**



NUMBERS, AND GLOSSING read Unit 1
Fingerspelling, pages 2-7. (Due 2/26)

2. Do the practice activities **except 9,10, and 13.**
(Due 2/26);

3. In **MASTER ASL I** text, Unit 1, complete
Homework 1 B (page 8) & Homework 2 B (page 18)
(Due 2/26)

2/26 **Unit 1**
3/3
3/5

Unit 1: Review vocab/concepts and Homework
#1B, 2B; Fingerspelling section: 9, 10, 13; cont.
introduction of vocab.; practice exercises O-M;
Eyes on ASL 4 (page 30/DVD)

ASSIGNMENTS: (All due 3/10)

1. In **MASTER ASL I** text, Homework 4B (page
28); 5A (page 32 ~ I will randomly select students
to sign one of the sentences on 3/10); 5C (page 32 ~
only gloss sentences 2 & 4 from pg. 31 Ex. 5 V);
use Unit 1 Glossing (pages 129-133) for assistance.
I will randomly ask students to put the gloss on
the board on 3/10;

2. In **MASTER ASL FINGERSPELLING,**
NUMBERS, AND GLOSSING read and complete
the exercises in **Numbers** (Unit 1, pages 64-67);

3. In **MASTER ASL I** page 34, review A & B in
Unit 1 Review; Write answers to part C on Quiz 4
paper (provided ~ due 3/10 ~ **no time extensions**)
This will count as 50% of Q4 grade;

4. Prep for **Q4:** using the vocab/concepts from Unit
1, **prepare a 3-5 word sentence to sign for Q4**
(50% of Q4 on 3/10)

3/10 **Unit 2**
3/12

Collect written component for **Quiz 4 (3/10);**
Review vocab.; **Q4 (3/10);** review homework ~



students will be randomly called to share their list and demonstrate 4B (page 28), sign 5A (page 32) and write the gloss for sentences 2 and 4 (page 31, 5V) on the board; begin introduction of Unit 2 vocab.; practice exercises A-J.

ASSIGNMENTS: (All due 3/24)

1. In **MASTER ASL I** text, read all of Unit 2 (pages 39-70);

2. In **MASTER ASL FINGERSPELLING, NUMBERS, AND GLOSSING** read/practice the exercises in **Fingerspelling**, Unit 2 pages 7-11 Do Not do exercises 7, 10, 13, 14, 15;

3. In **MASTER ASL I** text, Homework 1 A/B (page 45) ~ students will be randomly selected to share one of their WH-Face sentences and sentences from 2 B/C (page 51)

3/24 & **Unit 2**
3/26

Review vocab; review homework ; students will be randomly selected to share one of their WH-Face sentences and sentences from 2 B/C; **Fingerspelling** exercises 7, 10, 13, 14, 15; continue introduction of Unit 2 vocab; practice exercise K-S; **Eyes on ASL 5** (page 59); **Eyes on ASL 6** (page 64); introduce # 11-30.

ASSIGNMENTS: (Due 3/31)

1. In **MASTER ASL I** text, Homework 3B (page 59) and 4 A (page 63). students will be randomly selected to to sign their info (page 59, 3B) and 4A (page 63);

2. Prepare to sign (to a random partner in class): Homework 5A (page 67);

3. In **MASTER ASL I** page 69-70, do **Unit 2 Review B, C** on **Q5** paper (provided ~ due 3/31 ~



no time extensions) This will count as 50% of Q5 grade;

4. Read in **MASTER ASL FINGERSPELLING, NUMBERS, and GLOSSING**, Unit 2 **Glossing** pages 134-136 (Exercises 1, 2, 3, 4 ~ do only odd numbered signs; Exercises 5, 6 ~ do only even numbered sentences.)

5. **Prepare to sign a Question and Answer that incorporates a number for Q5 (3/31). (50% of Q5 grade)**

6. Read in **MASTER ASL FINGERSPELLING, NUMBERS, and GLOSSING**, Unit 2 **Numbers** pages 68-74; practice the number drills; Exercise 8 ~ I will randomly call on students to sign.

3/31
4/2

Review

Collect written component for **Quiz 5**; Review vocab.; **Q5**; Review homework (students will be asked ~ randomly~ to sign from Unit 2 Homework 3B (page 59), 4A (page 63), Glossing, Numbers Exercise 8); review numbers and glossing; Review vocab.; review for Midterm via games (Signing Bee, Relay, Beginning with the Ending, and/or Signing Baseball).

ASSIGNMENTS: (due 4/7)

1. Review for the 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.**



ASSIGNMENTS: (due 4/9)

1. In **MASTER ASL I** text, read all of Unit 3 (pages 73-112);

2. In **MASTER ASL FINGERSPELLING, NUMBERS, AND GLOSSING** read/complete exercises in Fingerspelling, Unit 3 pages 12-18 Do NOT do Exercises 6, 7, 8, 15, 16.

REMINDERS: No Time Extensions!

1. Essay is due 4/23. Articles are on BlackBoard.
2. If you haven't started your TV logs, they are due on 4/28. **NO TIME EXTENSIONS!**
3. If you haven't answered the questions for *THROUGH DEAF EYES*, they are due 4/28.
4. If you haven't started, your card it is due on 5/5 and is **50% of your final exam grade. NO TIME EXTENSIONS!** If you are not going to be in class, your card must arrive along with a CD/DVD of your pro/con review of the book/movie you based your card upon. The CD/DVD will be viewed in class. Failure to do this will result in failing your final exam.
5. If you haven't started preparing for your presentation, it is due (with a visual) on 5/12.

4/9

Unit 3

Review homework; begin introduction of Unit 3 vocab.; practice exercises A-N; introduce #31-1000.

4/14

4/16



ASSIGNMENTS:

1. In **MASTER ASL FINGERSPELLING, NUMBERS, AND GLOSSING** read/complete **Numbers** pages 75-83 Do NOT do Exercises 6,8,9,10,11. (Due 4/21)

2. In **MASTER ASL I** text, Homework 1B (page 80) ~ be prepared to share (in sign) this info with a partner on 4/21 who in turn will voice it to the class; Homework 3C (page 91) ~ students will be randomly to sign their 'excuses'. (Due 4/21)

3. In **MASTER ASL FINGERSPELLING, NUMBERS, AND GLOSSING** read Glossing, Unit 3, pages 137-140; Do exercise 3 (page 138, sentences 2 & 4). Students will be randomly asked to write the gloss on the board. (Due 4/21)

4. Prepare two signed sentences related to the articles you read for the essay. (To be shared in class.) (Due 4/23) Remember: The essay is due 4/23 ~ **NO TIME EXTENSIONS!**

4/21 **Unit 3**
4/23

Review vocab; review #31-1,000; review homework pg. 80 (1B); continue introduction of Unit 3 vocab.; practice exercises O-BB; **Eyes on ASL 7** (pg. 99); Discuss Point/Counterpoint (page 112); Review page 113-114. **On 4/23:** Collect essay; share sentences related to articles.

ASSIGNMENTS:

1. Complete TV logs (due 4/28)
2. Complete Documentary Questions (due 4/28)
3. Continue working on MFDD card. (Due 5/5)



NOTE: Continue preparing a short (no more than 3 mins. but no less than 1 minute poem, joke, story, song, etc. for **5/12**. You may work alone, in pairs, or in a triad. See Paula for length of partner/triad time. **REMEMBER: YOU MUST HAVE A VISUAL!**

4/28 & **Deaf Awareness**
4/30

Collect logs and documentary questions.
Review; **Q6: Story Quiz** (You will view a signed story and write about the story. You will then have 10 fingerspelled words to complete the quiz); discuss TV viewings; discuss *THROUGH DEAF EYES*; Deaf Awareness

ASSIGNMENTS:

1. Complete the 'Mother Father Deaf Day' card to represent the movie you viewed or the book you read = **50%** of your Final Exam grade (Due 5/5)
2. Prepare a voiced explanation **and** 3-5 additional comments signed (grammatically correct) regarding your recommendation (pro or con) of the **book/ movie** with supporting details. This will be for **Q7** on 5/5.
3. **Continue prep. for 5/12 & 14** presentation. Prepare a list of signs needed for your presentation.

5/5 & **MFDD**
5/7 **Cards**

Collect cards; **Q7**; Share MFDD cards;
1-1 discussion of signs needed for presentations

ASSIGNMENT: (due 5/12)

1. Continue preparation for 5/12 & 5/14 presentations.

5/12 & **Presentations**
5/14

Presentations; 'Catch Up'

ASSIGNMENT: Review for final!

5/19 **Final**

Final; Certificates; 'Optional Vocabulary'

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



Contact Information

Paula Rosenberg Bell

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

Home phone: 860-887-9290 (Do not call after 9 PM)

Cell phone: 860-377-7101 It will be off M-F, 7AM - 2:25 so leave a text (preferred) or voice message.

E-mail: zigpauga@hotmail.com (home)

pbell@qvcc.commnet.edu (college)

pbell@groton.k12.ct.us (public school)

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

Skype: chrispaulabell (Must prearrange)/Facetime (Must prearrange)

Office hours: I will be available to meet from 3:00 PM until the start of class, after class on most Wednesdays, until 5:00 PM on Mondays, or or by appointment.



Due: 1/29/14 No signature or no receipt = an automatic 0 (zero) on Quiz 1. You WILL NOT be able to drop this quiz grade.

Acknowledgement and Receipt of Syllabus:

American Sign Language I

ASL* K101-T1

CRN: 11634

Spring 2014

Mondays/Wednesdays 3:30-4:45; Room D 224

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 ASL I class at TRCC (Norwich, CT).

Name (print): _____

Signature: _____

Date: _____

