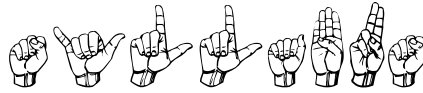


Three Rivers Community College  
Norwich, CT 06360



## SYLLABUS

American Sign Language I  
ASL\* K101-T1  
CRN: 31312  
Fall 2012

Mondays/Wednesdays 3:30–4:45; Room D226  
Instructor: Paula Rosenberg Bell, M.Ed.  
Department: Humanities  
Office Hours: prior to/after class, by appointment, or Skype  
(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. SIGN 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 Sign 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 (Fall 2012), 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!

[www.aslpro.com](http://www.aslpro.com)

[www.lifeprint.com](http://www.lifeprint.com)

[www.signingsavvy.com](http://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 ~ 8/29/12)

## 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	25%
	Quizzes	20%
	Midterm	10%
	Final ~ 2 Parts	20%
	TV Logs	5%
	Essay	5%
	Documentary	5%
	Presentation	10%



## •Classroom Participation – 25%

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% (10/24/12)

### Final 20% (Part 1~11/26 & 28/12; Part 2~12/17/12)

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 create a game related to Deaf Culture to be shared with the class on 11/26 & 28/12. **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 – 20% (5)

Quizzes will be used to assess your progress and to show you where you need to focus your energy. There will be 6 quizzes (lowest grade will be dropped). You are signing for your classmates unless otherwise noted.

## •Logs – 5% (Due 12/3/12 ~ 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, 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 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 – 5% (Due 11/14/12 ~ 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 21<sup>st</sup> century?
- How do you think the deaf/Deaf community feels about this topic?

• **Documentary/Questions – 5% (Due 12/3/12 ~ NO TIME EXTENSIONS)**

The documentary, THROUGH DEAF EYES, is available through Films on Demand (TRCC Library). The questions are available on Blackboard (hard copy upon request). To view the movie go to the TRCC website. Click Learning Resources then Library. This brings you to a page showing the options available through the library. Go to **Films on Demand**. Type in the title: THROUGH DEAF EYES. Click on the title. This will bring you to the movie. The documentary is 2 hours long. Two class dates have been cancelled so that you may have the time to view the documentary: Monday, 9/17 and Wednesday, 9/26.

• **Presentation – 10% (Due 12/10 & 12/12)**

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 instructor 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).

**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 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 10/15 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 on page 7 in the Student Handbook)**

“Weather Related 860.886.0177 – Press 1 for College Closing Announcement

[WWW.TRCC.COMMNET.EDU](http://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 10 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.

### **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 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.

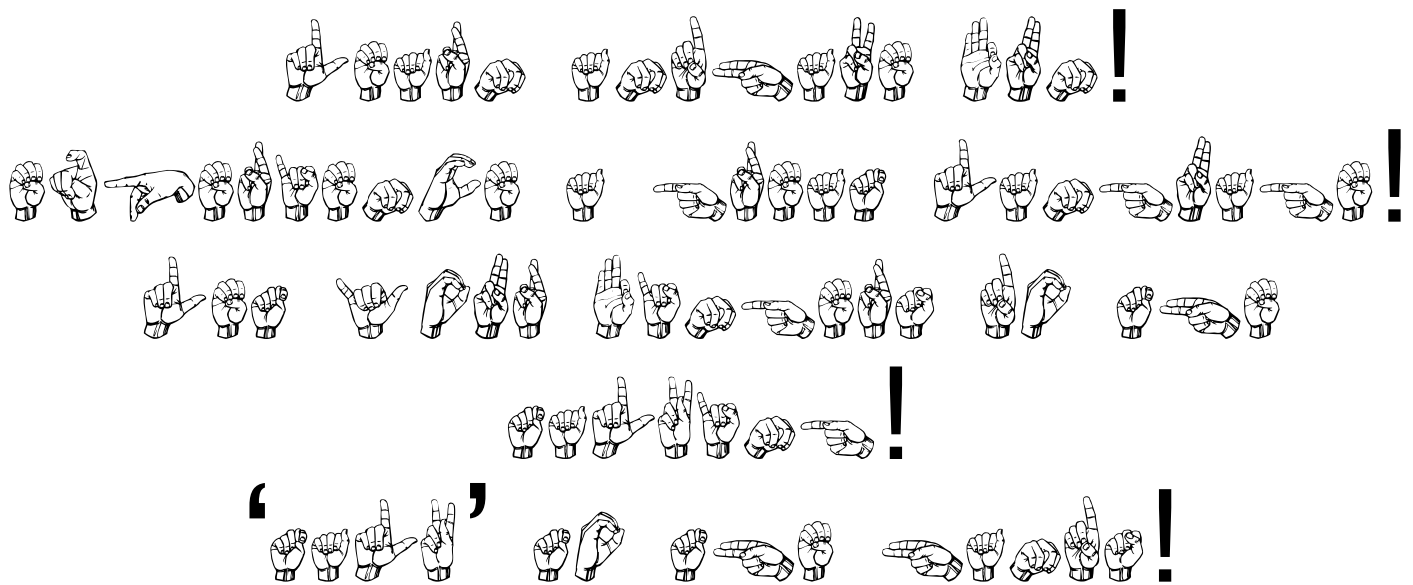
#### General Definition of Academic Dishonesty

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: Fall 2012



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
Aug. 27, 2012	Getting Started								
Aug. 29, 2012	Getting Started								See
Sept. 5, 2012	Getting Started								Agenda
Sept. 10, 2012	ABC, #1-10	Q1							
Sept. 12, 2012	Glossing, Expression	Q2							
Sept. 17, 2012	<b>NO CLASS:</b> View THROUGH DEAF EYES								
Sept. 19, 2012	Unit 1								
Sept. 24, 2012	Unit 1								
Sept. 26, 2012	<b>NO CLASS:</b> Continue viewing THROUGH DEAF EYES								
Oct. 1, 2012	Unit 1								
Oct. 3, 2012	Unit 1								
Oct. 8, 2012	Unit 2	Q3							
Oct. 10, 2012	Unit 2							Yes	
Oct. 15, 2012	Unit 2								
Oct. 17, 2012	Unit 2								
Oct. 22, 2012	Review for Midterm	Q4							
Oct. 24, 2012	Midterm				Yes				
Oct. 29, 2012	Halloween Vocab.								
Oct. 31, 2012	Unit 3								
Nov. 5, 2012	Unit 3								
Nov. 7, 2012	Unit 3								
Nov. 14, 2012	Unit 3		Yes						
Nov. 19, 2012	Thanksgiving Vocab.	Q5							



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
Nov. 26, 2012	Final Part 1: Games					Yes			
Nov. 28, 2012	Final Part 1: Games					Yes			
Dec. 3, 2012	Deaf Awareness	Q6		Yes			Yes		See
Dec. 5, 2012	Deaf Awareness								Agenda
Dec. 10, 2012	Presentations							Yes	
Dec. 12, 2012	Presentations							Yes	
Dec. 17, 2012	Final Part 2; Certificates; Holiday Vocab.; 'Optional Vocab'					Yes			

### **IMPORTANT DATES**

- **Monday August 27, 2012** First day of classes; add/drop begins
- **Monday, September 3, 2012** Labor Day ~ College closed
- **Tuesday, September 4, 2012** Instructor signature required to add classes
- **Monday, September 10, 2012** Last day of Add/Drop & partial tuition refund for 15 week classes
- **Monday, September 24, 2012** Last day to put a class on Audit
- **Monday October 8, 2012** Columbus Day - Classes IN session!
- **Thursday November 5, 2012** Last day to put a class on pass/fail
- **Monday November 12, 2012** Veteran's Day - Classes NOT in session.
- **November 22 - 24, 2012** Thanksgiving Recess - **NO CLASSES**
- **Monday December 10, 2012** Last day to withdraw from classes
- **Monday, December 17, 2012** Sign Language Final



THREE RIVERS COMMUNITY COLLEGE  
NORWICH, CT

**AMERICAN SIGN LANGUAGE I: ASL\* K 101-T1 CRN: 31312**

INSTRUCTOR: Paula Rosenberg Bell, M.Ed.

FALL SESSION: 2012

Room D 226; 3:30-4:45 PM, Mondays/Wednesdays 8/27/12-12/17/12

3 Credits

DATES



LESSON



AGENDA



8/27,  
8/29, &  
9/5

**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; 8/29: collect  
acknowledgement and receipt of syllabus

**ASSIGNMENT:**

1. In **MASTER ASL I** text, read pages xi-xxiv;  
(Due 8/29)
2. Review: Handouts: Getting Started, Signing  
Space; review Deixis, Facial expression;  
(Due 9/5)
3. Prep for Q1 (written quiz on info from pages  
xi-xxiv and the above info from the 2nd part of  
the assignment) (Due 9/10)

9/10 &  
9/12

**ABC, #1-10  
Glossing**

**Q1 (9/10 ~ info from 8/27-9/5);** Review Sign/  
Base; Introduce ABCs; Drill; in **MASTER ASL:  
Fingerspelling, Numbers and Glossing:**  
Fingerspelling, Unit 1, Pg1, Exer. 1;  
Introduce #1-10; Drill; **Q2 (9/12 ~ FS Quiz)**  
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



**ASSIGNMENT:**

1. Prepare one (1), three–five letter word for Q2. (Due 9/12)

2. 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 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. (Due 9/19)

3. 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 9/19)

9/17            **No ASL Class**

**Assignment:** Begin viewing THROUGH DEAF EYES. Refer to Page 5 of the syllabus.

9/19 &  
9/24            **Unit 1**

Review ABCs; **Q2**; review #1–10; Review/discuss glossing; check exercise 5; Drill; begin introduction of vocabulary and concepts for Unit I; **Eyes on ASL 1, 2, 3** (pages 8,9, 10/DVD); practice exercises A–M

**ASSIGNMENT:**

1. In **MASTER ASL FINGERSPELLING, NUMBERS, AND GLOSSING** read Unit 1 **Fingerspelling**, pages 2–7. (Due 10/1)

2. Do the practice activities **except 9,10, and 13.** (Due 10/1);

3. In **MASTER ASL I** text, Unit 1, complete Homework 1 B (page 8) & Homework 2 B (page 18) (Due 10/1)

9/26            **No ASL Class**

**Assignment:** Continue viewing THROUGH DEAF



EYES. Refer to Page 5 of the syllabus.

10/1 &  
10/3

## Unit 1

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)

**ASSIGNMENT:** (All due 10/8)

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 10/15); 5C (page 32 ~ only gloss sentences 2 & 4 (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 10/8;

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 (due 10/8 ~ **no time extensions**) This will count as 50% of Q3 grade;

4. **Q3:** using the vocab/concepts from Unit 1, **prepare a 3–5 word sentence to sign for Q3 (50% of Q3 on 10/8)**

10/8 &  
10/10

## Unit 2

Collect written component for Quiz 3; Review vocab.; **Q3 (10/8)**; review homework; begin introduction of Unit 2 vocab.; practice exercises A–J

**ASSIGNMENT:** (Due 10/15)

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 EXCEPT for 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 on 10/15 ~ and 2 B/C (page 51) ~ students will be randomly selected to share on 10/15.

10/15 &  
10/17

## Unit 2

Review vocab; review homework;  
**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.

### ASSIGNMENT: (Due 10/22)

1. In **MASTER ASL I** text Homework 3B (page 59) and 4 A (page 63). I will randomly call on people to sign;

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**. (Explain in writing to me!) This will count as 50% of Q4 grade (due 10/22 ~ no time extensions)

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. 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;

6. **Prepare to sign a Question and Answer that incorporates a number for Q4 (10/22). (50% of Q4 grade)**

10/22

## Review

Collect written component for **Quiz 4**; Review vocab.; **Q4**; Review homework (students will be asked ~ randomly~ to sign from Unit 2 Homework 3B, 4A, 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).

**ASSIGNMENT:** (due 10/24)

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.**

10/24

**Midterm**

**Midterm**

10/29

**Halloween Vocab.**

Intro. Halloween vocab.; Halloween song(s); “Trick or Treat”

**ASSIGNMENT:** (due 10/31)

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

2. In **MASTER ASL FINGERSPELLING, NUMBERS, AND GLOSSING** read/complete the exercises in Fingerspelling, Unit 3 pages 12–18 EXCEPT Exercises 6, 7, 8, 15, 16.

10/31 &  
11/5

**Unit 3**

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

**REMINDERS: No Time Extensions!**

1. Essay is due 11/14.

2. If you haven’t started, your game it is due on 11/26 and is 50% of your final exam grade.

3. If you haven’t viewed the documentary **THROUGH DEAF EYES** and answered the questions, it is due 12/3.



4. If you haven't started preparing for your presentation, it is due (with a visual) on 12/10.

**ASSIGNMENT:**

1. In **MASTER ASL FINGERSPELLING, NUMBERS, AND GLOSSING** read/complete **Numbers** pages 75–83 EXCEPT Exercises 6,8,9,10,11. (Due 11/7)

2. In **MASTER ASL I** text, Homework 1B (page 80) ~ be prepared to share (in sign) this info with a partner on 11/7 who in turn will voice it to the class; Homework 3C (page 91). I will randomly select students to sign their 'excuses' on 11/7. (Due 11/7)

3. In **MASTER ASL FINGERSPELLING, NUMBERS, AND GLOSSING** read Glossing, Unit 3 pages 137–140; Do exercise 3 (page 138, sentences 2 & 4). I will randomly select students to write the gloss on the board.

4. Prepare two signed sentences related to the articles you read for the essay. (To be shared in class.) (Due 11/14)

11/7 &  
11/14

**Unit 3**

Review vocab; review #31–1,000; review homework pg. 80; 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 11/14: Collect essay; share sentences related to articles.

**ASSIGNMENT:**

1. Prepare three connected, grammatically correct ASL sentences describing your game. This will be for Q5 on 11/19.

**NOTE:** Continue preparing a short (no more than 3 mins. but no less than 1 minute poem, joke, story, song, etc. for **12/10**. You may work alone, in pairs, or in a triad. See the instructor for length of partner/triad time. **REMEMBER: YOU MUST HAVE A VISUAL!**





<b>11/12</b>	<b>NO CLASS</b>	<b>Veterans' Day</b>
<b>NOTE:</b> Continue preparation for 12/10 presentation.		
<b>11/19</b>	<b>Thanksgiving Vocab.</b>	Review vocab.; Q5; introduce Thanksgiving vocab.  <b>ASSIGNMENT:</b> 1. Complete Game project. (Due 11/26)  2. Prepare a signed explanation on how to play. (Due 11/26)
<b>11/26 &amp; 11/28</b>	<b>Games</b>	Review vocab; Q5; Play Games!!!  <b>ASSIGNMENT:</b> (due 12/3) 1. Complete the 3 TV viewing logs to be collected and discussed on 12/3. <b>(No time extension.);</b>  2. Complete the questions for THROUGH DEAF EYES. <b>(No time extension.)</b>
<b>12/3 &amp; 12/5</b>	<b>Deaf Awareness</b>	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  <b>ASSIGNMENT:</b> Continue preparation for 12/10 & 12 presentations.
<b>12/10 &amp; 12/12</b>	<b>Presentations</b>	Presentations; 'Catch Up'; Holiday vocab  <b>ASSIGNMENT:</b> Review for final!
<b>12/17</b>	<b>Final</b>	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](mailto:zigpauga@hotmail.com) (home)

[pbell@qvcc.commnet.edu](mailto:pbell@qvcc.commnet.edu) (college)

[pbell@groton.k12.ct.us](mailto: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)

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.



Acknowledgement and Receipt of Syllabus:

American Sign Language I

ASL\* K101-T1

CRN: 31312

Fall 2012

Mondays/Wednesdays 3:30-4:45; Room d 226

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: \_\_\_\_\_

