ASL 1110 - American Sign Language 2
Summer A 2021
Section 15049 (Campus) and YARZ (Online)

GENERAL INFORMATION

Contact Information

Instructor: Zulma “Yary” Santiago Zayas
Office: HPNP, 2nd Floor, Room 2126
Email Contact: zsantiagozayas@ufl.edu (preferred)
Phone Contact: 352-505-7471 VP relay
Office Hours: Virtual email appointment.

Basic Course Information

<table>
<thead>
<tr>
<th>Monday &amp; Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 3 &amp; 4</td>
<td>Period 3</td>
</tr>
<tr>
<td>9:30 AM – 12:15 PM</td>
<td>9:30 AM – 10:45 AM (Online 100%)</td>
</tr>
</tbody>
</table>

Section Campus: M.T.W | COMMUNICORE-104
Section YARZ: M.T.W | Online (100%)

COURSE DESCRIPTION:

This course is second in a series of courses designed to further development of comprehension and production abilities in American Sign Language (ASL). Lessons are designed around recognition and demonstration of more sophisticated grammatical features of ASL with focus on increasing fluency and accuracy. Cultural awareness of the Deaf communities of the world are also instilled.

COURSE OUTLINE:

Unit 4: Residences and Communities
Unit 5: Scheduling
Unit 6: Good Times
**Required Texts/Materials:**


**Instructional Method:**

You will be participating in dual modalities:

**Synchronous Learning Activities:**

**In-person:** Those of you in the campus section will attend classes in a format similar to traditional classroom learning. You **will attend by coming to the physical classroom on UF campus as scheduled.** However, you should be prepared to interact with classmates who are attending class online / remotely. Raise your hand to ask questions, or if it a question that can wait, type it into the Zoom chat. *From time to time, you may be asked about volunteering to assist with monitoring Zoom Chat, Raised Hands, or other inputs from the remote students.*

**Online / Remote:** Those of you in the online / remote designated section **will attend class virtually, in real-time in Zoom.** You will by logging into the virtual classroom in Zoom. Microphone, live chat, video conferencing solutions, and collaborative technologies will allow you to be active participants in the learning experience, despite not being physically present in the classroom. Use the Zoom Chat to ask questions. I will typically address questions at one time during specific break points in our learning activities. If your question needs immediate feedback, you can use the Raise Hand feature in Zoom to signal a question that might have less value out of the context of the moment.

**Asynchronous Learning Activities:**

Pre-work and priming assignments will be provided in Canvas for all students to complete prior to the synchronous sessions. During the synchronous sessions we will engage in a combination of lecture and activities. In addition, as a part of the learning activities, you may be asked to interact with your peers using asynchronous technologies such as Discussions, FlipGrid, or other apps and technologies that facilitate reflection, collaboration and student-to-student interactions but that can be dispersed over a period of time.

**Course Rationale/Objectives:**

The purpose of this course is designed to help you develop the study skills you need to learn a language and to review and practice what you are learning in your language class. This may include lectures, small group activities, use of electronic media, going to ASL Lab, and Deaf events. You will be encouraged to practice your receptive and expressive skills so that you can have a positive experience with your language course. Students are expected to come to class well prepared to participate in daily discussions. The grammatical explanations will be kept to a minimum and students will be required to work in pairs and small groups. Active participation in group work is required for the success of the class.
ASL 2: STUDENT LEARNING OUTCOMES

At the end of this course, the students will be able to:

A. Vocabulary Development
   1. Recognize and produce vocabulary words in each unit.
   2. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items and videos.

B. Grammatical Features
   1. Grammatical features of ASL will be utilized in all conversational exchanges and class exercises. The student is encouraged not to think in ENGLISH.
   2. Demonstrate expressive mastery of dialogues and short sentences, narratives and/or stories utilizing ASL grammatical features.
   3. Demonstrate the ability to recognize and produce complex ASL sentence structures.

C. Conversational and Communication Skills
   1. Demonstrate receptive competence for relatively short narratives, stories, and so forth in ASL that are signed by the professor and/or by Deaf users of ASL and fellow classmates.
   2. Demonstrate the ability to initiate, conduct and terminate context-specific conversations of medium length with Deaf users of ASL other than the professor.
   3. Demonstrate the ability to express self-generated short stories, short narratives and others in ASL.
   4. Demonstrate the ability to communicate effectively by participating in social/cultural Deaf events and then submitting video presentations based on those events.

D. Cultural Awareness
   1. Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.
   2. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

COURSE GRADING SYSTEM:

Your comprehension and production skills will be evaluated regularly. You will also be evaluated on your preparation for class activities and your assignments outside of the class.

1. REFLECTION SUMMARY VIDEO ASSIGNMENTS - 10%
   You are to write 250 words on your work via Canvas and submit your assignments by the due date. Points will be deducted for late assignments.

2. TRUE+WAY ASL (TWA)e-Workbook assignments - 15%
   This workbook is designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by assigned due dates announced in Canvas. Points will be deducted for late assignments.
3. TWA “SOAR” VIDEO ASSIGNMENTS -20%
   The Self-Observation Assessment Review (SOAR) videos at end of each unit in TRUE+WAY ASL e-Workbook website. You are to record your work in Canvas and submit your video by the due date. Points will be deducted for late assignments.

4. QUIZZES - 25%
   Some quizzes will be announced in class and some will be “pop” quizzes. You may not make up any quizzes you miss – if you miss the quiz, you will get a zero. The quizzes will be based mainly on the ability to comprehend ASL and cultural information. Questions may also be drawn from the reading/viewing of the TRUE+WAY ASL e-workbook/video, video assignments, vocabulary, and from class discussions.

5. Unit Tests: Comprehension & Production - 30%
   Unit tests will cover all material presented up to that point of the class. They will include information from quizzes, TRUE+WAY ASL, class notes, handouts, lectures, vocabulary videos, as well as your comprehension and production skills. There will be no make-up of the tests except under circumstances I deem to be extreme or unique.

ASL Zone: This classroom/Zoom is ASL Zone, avoid voicing or English mouthing during class time. Once the professor enters the classroom, please silence yourself and sign with your class peers. Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in Deaf culture. Write notes to each other if you must or SIGN! This NO VOICE rule will be enforced from the beginning until the end of the class. Disruptive students will be asked to leave the class.

VIDEO CONFERENCE ETIQUETTE:

1. Mute yourself when not speaking.
   Even though you may not be speaking and think you're being quiet, most microphones can pick up minor background noises, like coughs, sneezes, or typing. These sounds can easily distract and even potentially annoy other video conferencing participants. Let's say you're typing during the meeting to try and get work done. While you may be able to get away with it, you might not want your professor to call you out for not paying attention. Make it a practice (out of common courtesy to your colleagues) to mute yourself whenever you're not talking. For most video conferencing software, it's as simple as a click of a button.

2. Be on time.
   This one should be standard with any meeting, video or otherwise. However, when you're dialing into a video conference, it's especially important. While you might be able to get away with sneaking into a physical meeting late, everything is more visible in a video conference. Eye contact is extremely important during a video conference, as you want the person or team that's conferencing in to feel engaged. When you walk in late, you'll be making noise and distract anyone who is speaking in the room. This can result in confusion and stoppages. Additionally, when you're on time for a meeting, it'll make getting set up with technology easier and less painful so the meeting can start on time.

3. Ensure your technology works correctly.
You don't want to have to delay a meeting/class because your video conferencing system isn't working properly. Get some help with classmates to do a few test runs to make sure you’re comfortable with the software. This will make sure everything runs smoothly during the real thing.

4. Wear appropriate clothing/Use tables with a chair/Snuggling in bed is not allowed.
   While it might be tempting to work in your favorite sweatshirt and bed all day, consider wearing professional attire to any video conferences you're attending. You don't have to wear anything fancy, but choose something that would be appropriate if the meeting were face-to-face, rather than virtual. You are not allowed to watch Zoom from lying down in your bed. Inappropriate behavior will result in being asked to leave the class and will count as an absence.

5. Frame the camera correctly.
   We've all been on video calls where we end up looking up people's nostrils or seeing the side of their face. When you're on video, make sure you frame your camera in a way that feels natural and allows you to look at the camera. Sit at eye level to the lens, and try to position yourself so that it shows midsection up. Placing it too high leaves other participants staring down at you like a bad tv show. Putting a camera too low can lead to unflattering and awkward angles.

6. Have the right light.
   Poor lighting conditions have an enormous effect on the video quality that you send. You'll want to make sure that there is enough light in the room you're in so that your video isn't grainy and unwatchable. Try to not mix natural lighting and office lighting unless your office bulbs are daylight white. You also don't want any faces being lit from below, as this makes you look like a cartoonish villain from a silent film. Lighting from the sides will make faces look the best, so try for that if you have the ability. Try not to use a place where there is a lot of light behind you, for example, you don’t want an open window behind you.

7. Look into the camera.
   A common mistake is looking at the video feed instead of the camera when signing to a remote participant. While it may seem like the right thing to do, it makes it appear as if you're looking off and not paying attention. This will make you come across as more aloof and less professional. Looking into the camera lens is the equivalent of looking into the person's eyes, so practice doing so until you're comfortable with it.

8. Pay attention.
   Stop checking emails or working on your PowerPoint presentation during video conferences. Not only does research suggest only 3% of people can multitask effectively (Links to an external site.), but you also look rude to your classmates.

   No cell phones should ring, vibrate, or otherwise signal from the moment you enter the zoom live classroom; they should be turned off. Other personal electronic devices such as laptops, iPads, iPods should also be turned off. If this request is not followed, you will be asked to leave for the session, which will be counted as an absence.
Full participation is expected from the beginning to the end of the session, including paying attention visually and actively signing at all times. Inappropriate behavior will result in losing participation points or being asked to leave the class.

**The ASL class is a visual modality environment:** therefore, please dress appropriately (Tank tops and midriffs are not permitted) for easy sign viewing (solid contrasting tops, muted makeup, jewelry, etc.) for any lesson.

**PROTOCOL FOR PRODUCTION OF MEDIA**

**Make sure you sign the following information on each video project in GoReact.**

When producing visual/gestural material, by signing or interpreting, the student must be aware of procedures that will enhance the production:

- **Backgrounds** should be a solid color that contrasts with a student’s skin color.
- **Color of clothes** should be a solid color that contrasts with a student’s skin color.
- Light skinned students wear darker solid color tops.
- Darker-skinned students wear lighter solid color tops.
- Tops should have sleeves; midriff should not be showing, low cut or sleeveless tops not permitted.
- Tops should not have distractions: buttons, emblems, and graphics.

- **Distractions**
  - Hair should be out of the face. Do not wear a hat.
  - Do NOT sign in the BEDROOM/BATHROOM/LIVING ROOM. It is preferable in a professional room with a neat background. Also, do not involve children or someone that is not involved or pets in the video assignment.
  - Jewelry should not be distracting: dangling earrings, shiny necklaces, and sparkly pins.
  - Gum chewing is not permitted.

If students do not follow the protocol, this will result in points being deducted from the final grade of the material produced. Exercises from the TWA Student Ebooks will be assigned each week. Students will be prepared to demonstrate their receptive and expressive sign skills during the Zoom class.

**All must follow the basic ASL cultural rules of eye contact and signing at all times in the classroom and around any Deaf signers.**

**Course Evaluation:**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu) (Links to an external site.). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results](https://evaluations.ufl.edu/results) (Links to an external site.).

Occasionally the teacher may conduct informal surveys to evaluate the progress of the class. This does not substitute for the formal online evaluations which must still be done.
ACADEMIC HONESTY POLICY:

Academic dishonesty in any form will not be tolerated. Students suspected of violating the University’s policies on academic honesty will be dealt with by procedures outlined by the Office of Student Judicial Affairs. If you have not done so already, please familiarize yourself with the University's policy on academic dishonesty. (Links to an external site.)

NOTE: This applies to all forms of communication: written, spoken, signed, gestural, etc. through any media/medium. This includes ‘interpreting’ to help a student or copy-signing.

Cheating: The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

Plagiarism: The attempt to represent the work of another as the product of one's thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

Bribery: The offering, giving, receiving, or soliciting any materials, items, or services of value to gain academic advantage for yourself or another.

Misrepresentation: Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Conspiracy: The planning or acting with one or more persons to commit any form of academic dishonesty.

Fabrication: The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

Audit: If someone wants to audit a class, they must be registered as an official audit.

***No one is permitted in the zoom classroom except the instructor and students.***

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect the diversity of background, experience, and
opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace the University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination concerning race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for the inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

SPECIAL NEEDS AND COUNSELING SERVICES:

The University of Florida (Links to an external site.)Links to an external site., under the guidelines of ADA and 504 federal legislation, is required to make reasonable accommodations to the known physical and mental limitations of otherwise qualified individuals with disabilities. To help provide the best possible service to students, staff, faculty and visitors, the University of Florida (Links to an external site.)Links to an external site. has an Americans with Disabilities Act Office With a coordinator responsible for access for persons with disabilities. The ADA Coordinator assists anyone with questions about access. See http://www.ada.ufl.edu/office/ada.htm For more information.

Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. This information must be given to the instructor by the second class session of the term.

Other resources:

- Disability Resource Center (Reid Hall, 392-8570)
- Student Health Center (Links to an external site.)Links to an external site. (The Infirmary, 392-1161).
- Crisis & Emergency Resource Center(Links to an external site.)Links to an external site. (CERC; Peabody Hall, 392-1575, ask for the CERC receptionist). Emergency walk-in crisis stabilization
- Counseling & Wellness Center(Links to an external site.)Links to an external site. (3190 Radio Road, 392-1575)
  1. Individual, Group, & Couples Counseling
  2. Psychiatric Consultation
- University of Florida Office of Victims Services (392-5648), sexual assault counseling.
- Career Resource Center Reitz Union, 392-1601, career development assistance and counseling, University Police Department – 392-1111 or 9-1-1 for emergencies

Attendance: Students are responsible for satisfying all academic requirements. Absences count from the first class meeting. In general, acceptable reasons for absence from the class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and
professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Bring documentation to the instructor. Please let the instructor know ahead of time of known absences by email.

Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be pre-approved to be excused. Other reasons also may be approved.

Students who do not attend at least one of the first two class meetings and who have not contacted the department to indicate their intent can be dropped from the course. Students must not assume that they will be dropped if they fail to attend the first few days of class. Students can request reinstatement on a space-available basis if documented evidence is presented.

*The university recognizes a professor’s right to make attendance mandatory.* University of Florida policy states that after due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences (including tardiness and leaving classes early).

**Participation:** Using cell phones, texting, doing computer work, not being attentive in class, not being involved in all activities, going out to get food, talking, etc. will be considered as a lack of participation and will have 1-2 points taken off for each incidence. Daily participation is 2 points and will be deducted for each unexcused session missed. Inappropriate behavior can be cause for being asked to leave the zoom class immediately.

**Honor Code:** In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Violations of the honor code will be addressed.

For example, you have not kept your paper secure, and a classmate copied it. Both papers may be subject to a zero grade. This applies to all forms of communication: written, spoken, signed, gestural, etc. through any media/medium. This includes ‘interpreting’ to help a student or copy-signing.

*The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

On all work submitted for credit, the following pledge is implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

**Assignments:** All assignments must be submitted on time online. eWorkbook assignments must be filled out with your answers in time to count as completed work. Narratives must be prepared ahead of time and ready for in-class performance. Videos must be posted properly and on time. Sakai must be checked regularly for course materials, assignments, deadlines, postings, announcements, emails, schedule changes, etc.
Graded Assignment/Projects:

A variety of expressive and receptive activities are provided in and out of class for skills development. Assignments are completed by individuals, pairs, or groups. Videos are viewed outside of class for fuller explanations and enrichment. At no time should anyone have identical or similar work presented since it will be considered cheating. This applies to all forms of communication: written, spoken, signed, gestural, etc. through any media/medium. This includes ‘interpreting’ to help a student or copy-signing.

All Assessments Will Be Housed in Canvas

Assignments and Quizzes will be posted in Canvas to be completed prior to specified due dates.

Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
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<tbody>
<tr>
<td>Percentage</td>
<td>100</td>
<td>93</td>
<td>89</td>
<td>86</td>
<td>82</td>
<td>79</td>
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More information on grades and grading policies is here: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx (Links to an external site.)

Assignment Possible Percent

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflection Summary Video (3)</td>
<td>10%</td>
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<tr>
<td>TWA e-Workbook assignments</td>
<td>15%</td>
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<tr>
<td>TWA SOAR VIDEO ASSIGNMENTS in GoReact (3)</td>
<td>20%</td>
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<tr>
<td>TWA Quizzes</td>
<td>25%</td>
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<tr>
<td>TWA Comprehension and Production Tests</td>
<td>30%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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There will be a tentative schedule for the assignments, which is subject to change with or without notice on Canvas. Please check your assignments due dates on Canvas.

***Tentative Schedule for Summer A 2021

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
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<tbody>
<tr>
<td>1</td>
<td>Unit 4: Residence and Communities (Worksheet/SOAR)</td>
</tr>
<tr>
<td>2</td>
<td>Unit 4: Comprehend/Production Test – Video Reflection Summary Due (Activity/Review)</td>
</tr>
<tr>
<td>3</td>
<td>Unit 5: Scheduling (Worksheet/SOAR)</td>
</tr>
<tr>
<td>4</td>
<td>Unit 5: Comprehend/Production Test – Video Reflection Summary due (Activity/Review)</td>
</tr>
<tr>
<td>5</td>
<td>Unit 6: Good Time (Worksheet/SOAR)</td>
</tr>
<tr>
<td>6</td>
<td>Final Unit 6: Comprehend/Production Test – Video Reflection Summary due (Activity/Review)</td>
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