Text

Description automatically generated

# **American Sign Language 1**

# **SGNL 1010**

# [Section 008](https://unt.instructure.com/courses/135317): 8:00a – 9:20a in LANG 201

# [Section 007](https://unt.instructure.com/courses/127983): 9:00a – 9:50a in LANG 201

**Instructor:** Audrey Sendejo, M.Ed. (she/her) | **Office:** LANG 401 E **| E-Mail:** [audrey.sendejo@unt.edu](mailto:audrey.sendejo@unt.edu)

**Office Hours**: By appointment on Mondays and Wednesdays from 10:00a – 11:00a

\*Connect with me through email or Canvas. During busy times, my inbox becomes full, so if you contact me and do not receive a response within 2 business days, please send a follow up email.

**Text & Other Materials/Supplies:**

1. [Interactive Online Student Materials for Signing Naturally Units 1-6 ($69.95)](https://www.dawnsign.com/products/details/interactive-online-student-materials-for-signing-naturally-units-1-6)
2. [Canvas](https://unt.instructure.com/) - To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and a recording device for expressive assignments. If circumstances change, you will be informed of other technical needs to access course content.

**Course Description**: American Sign Language I is an elementary course in ASL utilizing a meaningful communication approach to teaching language. Common communicative events and interactions are employed to gain knowledge of a basic vocabulary and grammar of ASL. The course includes development of socio-linguistic behaviors appropriate within the cultural diversity functioning in the Deaf community.

**Expected Learning Outcomes Assessments:** Students will learn to use a variety of simple phrases and sentences in 1:1 and small group conversations.

* Students will demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture
* Students will compare ASL with English.
* Students will use ASL in non-classroom conversational experiences with the Deaf community.

Upon completion of Unit 1, students will effectively use ASL receptively/expressively in the following domains:

* Fingerspelling of names and the numbers 1-15
* Same & different regarding names, shapes, letters, and numbers
* Gender, physical appearance, clothing, colors
* Following instructions - drawing shapes, writing names & writing numbers and letters
* Getting one’s attention

Upon completion of Unit 2, students will effectively use ASL receptively/expressively in the following domains:

* Identifying people, negate and correct responses, ask and answer yes/no questions
* Numbers 1 – 29 and adding and subtracting using American Sign Language
* Leisure activities
* Identifying people, giving information and preferences
* Talking about oneself in a video production

Upon completion of Unit 3, students will effectively use ASL receptively/expressively in the following domains:

* Living situations
* Commands and directions, in the classroom, halls and buildings around campus
* Numbers and counting 1-66
* Living arrangements, including roommates and pets
* Directions
* Modes of transportation and time to work and/or school

**Helpful web resources:** <https://gcdasl.com/a/> |[www.lifeprint.com](http://www.lifeprint.com) | [ASL Grammar: The Workbook](https://www.amazon.com/ASL-Grammar-Workbook-Rochelle-Barlow/dp/1720953562)

## **How to Succeed in this Course**

**No Talking Policy:** We insist on maintaining a signing environment in the classroom for two reasons:

1. It is imperative you develop the habit of signing when Deaf people are present because it is considered rude and insulting to talk in front of a Deaf person. Information should be accessible for everyone present.
2. This is an immersion class; only the target language is used. Using ASL will help develop both comprehension and expressive skills quickly and effectively. Talking disrupts this process and delays language development. If a peer asks for help, use signs you have learned, gesture or by writing back and forth.

**ADA accommodation statement:** The University of North Texas makes reasonable accommodation for students with disabilities. Students needing a reasonable academic accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the student will request their letter of accommodation. ODA will provide faculty with a reasonable accommodation letter via email to begin a private discussion regarding a student’s specific needs in a course. Students may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to meet with faculty regarding their accommodations during office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website.

**Guidelines on Resolving Student Concerns in the WLLC Department:**

When a student has a course-related concern about their instructor (e.g., appeal a grade, disagreement about attendance record, interpretation of a class assignment, assigned grades, etc.), the following steps should be taken to resolve the issue:

1. The student should first attempt to informally resolve their concern by speaking directly with their instructor.
2. If there is no satisfactory resolution to their concern, the student should email a description of the issue to Dr. Christoph Weber, chair of the WLLC department ([christoph.weber@unt.edu](mailto:christoph.weber@unt.edu)).
3. The department chair will contact the assistant/associate chair of the WLLC department. They will meet with the student and instructor separately to resolve the issue.
4. The department chair will inform the student about the resolution of their concern.

**Participation:** Students are expected to attend ALL class meetings and participate during class. It is important to communicate with the professor PRIOR to being absent, so you and the professor, can discuss the impact of the absence on your attainment of course learning goals. Because participation happens in the classroom with the instructor and peers, points cannot be made up. Calculation of participation is based on the number of activities counted by instructor, then divided by the number of participated events students participated in (to give an average).

Research has shown that students who attend class are more likely to be successful. Being punctual indicates our respect for others. Please arrive before class begins to find a seat and connect with your peers. The beginning of class is especially critical however, being late to class is sometimes inevitable. If you are late, know you are welcome to join, but please do so without distracting others.

**Supporting Your Success and Creating an Inclusive Learning Environment**

I value the perspectives students bring to our campus. Work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. I want to ensure a safe and welcoming classroom for all. If you ever feel this is not the case, let me know. We are all learning together.

Every student has the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom’s habits of engagement and I encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding: [Code of Student Conduct](https://deanofstudents.unt.edu/conduct)

## **Assessing Your Work:** Grades are based on mastery of the content. I do not grade on a “curve” because that is a comparison of your outcomes to others. I encourage you to find opportunities to learn with and through others. Explore [Navigate’s Study Buddy](https://navigate.unt.edu/) tool to join study groups. Maximize your learning with our student tutors. Focus on areas you are struggling with by attending scheduled study group sessions or with the tutor before each exam.

**Course Evaluation**

Receptive Exams 30%

Expressive Exams 30%

Attendance/participation 15%

Signing Naturally Homework 15%

Deaf Culture/Deaf Events 10%

A = 90-100% B = 80-89.99% C = 70-79.99% D = 60-69.99% F = 59.99% or less

**Course Policies**

**Classroom:** Appropriate behavior is expected of all students taking this course. Turn off all electronic devices.

The average college student is expected to spend three (3) hours per week for each one (1) hour of class working on the course to learn the content. If you are an “average” college-level learner, you should spend about nine (9) hours per week to studying for this course. Adjust hours to accommodate your learning level.

Help maintain a positive learning environment by arriving on time, turning off phones before arriving to class, and avoiding distracting behaviors. Any student whose behavior disturbs our learning environment may be asked to leave, and participation points will not be awarded for the day.

**Exams:** There will be four receptive and four expressive exams this semester. The instructor has a policy of **NO MAKE-UP EXAMS** unless there is an extreme emergency, and SUBSTANTIAL documentation provided the following class attended. No late documentation will be accepted. Documentation must be provided by a qualified practitioner and will be verified. Students must abide by the UNT Academic Integrity Policy. Students committing academic dishonesty will receive a grade of Zero (0) and will be referred to the Dean of Students office

**Assignments:** Forty percent of your grade will be calculated using your participation, homework assignments and Deaf Culture Events/Assignments. Students will receive regular feedback on their performance from the instructor. This is a college course: **NO EXTRA CREDIT** opportunities will be available.

**Late Work:** A grade of zero (0) will be assigned to any homework assignment that is not completed and turned in on the date and time it is due. NO EXCEPTIONS. Do not send homework to the instructor via email.

**Academic Honesty:** Academic integrity is taking responsibility for one’s own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Ethical behavior and independent thought are essential for the highest level of academic achievement. It is the aim of the faculty the University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students presenting any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.“Scholastic dishonesty” includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Students who plagiarize will receive a grade of zero for the assignment and the case will be submitted to the Office of Student Conduct.

**Deaf Culture Events:** Students are required to attend or complete two (2)

A poster for a sign language club

Description automatically generated**Option 1. ASL Club Meetings** – **ASL Club Meetings** – dates and times tbd

For more information on Deaf Club events - contact information: [officialuntaslclub@gmail.com](mailto:officialuntaslclub@gmail.com)

**Reflection Paper Instructions for Deaf Events**

After attending a Deaf event, you will write a reflection paper to demonstrate your engagement with the Deaf community and highlight the skills you are developing in American Sign Language (ASL). Follow the instructions below to guide your reflection:

**1. Introduction:** In your introduction, briefly describe the event you attended. Explain why you chose this event. You should also introduce the focus of your reflection by mentioning your key takeaways or experiences during the event.

**2. Engagement with the Deaf Community:** Reflect on your interactions with Deaf individuals at the event. Provide specific examples of how you applied your ASL skills you have learned in class, what kinds of conversations or signs you engaged in, and how the experience felt for you. Were you comfortable, or did you face challenges while communicating? Consider how the environment may have influenced your signing ability or confidence.

**3. Cultural Observations:** Describe any aspects of Deaf culture that you observed during the event. Did the event showcase any cultural norms, values, or practices specific to the Deaf community? How did these observations differ from your previous understanding of Deaf culture, or how did they reinforce what you’ve already learned? Think about how these cultural elements may impact communication and interactions within the community.

**4. Personal Growth and ASL Development:** Reflect on how attending this event contributed to your ASL development and personal growth. What did you learn about your own signing skills? What areas do you feel you need to improve based on your experiences? Think about any feedback you received or moments where you struggled and use those to identify areas for growth. Also, consider the aspects of your signing that improved or became more comfortable after the event.

### **5. Conclusion:** Summarize your overall experience at the Deaf event. How has this event impacted your confidence in using ASL or your understanding of Deaf culture? What are your next steps in furthering your ASL learning and engagement with the Deaf community? Conclude by reflecting on whether you would attend a similar event in the future and why.

### **Format Requirements:**

* + Length: 1 full page, single-spaced (approximately 500-600 words)
  + 12-point font, Times New Roman or Arial
  + 1-inch margins on all sides
  + Include your name, date, and the name of the event at the top of the page

**Option 2. National Deaf Center OnDemand Learning**

**A blue and white logo

Description automatically generated**To earn credit, a certificate of completion is required, along with a paragraph reflecting on what you learned from each course and how you plan to apply it in the future. The certificate must include your name and the date of completion. Completing two learning modules will count as ONE Deaf Event. You may choose from the following modules:

[**Building Relationships with Deaf Communities:**](https://nationaldeafcenter.org/courses/building-relationships-with-deaf-communities/)

[**Introduction to Interpreting Services**](https://nationaldeafcenter.org/courses/introduction-to-interpreting-services/)

[**Deaf 101**](https://learn.nationaldeafcenter.org/courses/new-deaf-101)[**Attitudes and Biases as Barriers for Deaf People**](https://learn.nationaldeafcenter.org/courses/new-attitudes-and-biases-as-barriers-for-deaf-people)[**Accommodations 101**](https://learn.nationaldeafcenter.org/courses/new-accommodations-101)[**On Demand Webinar: Does Auto Captioning Effectively Accommodate Deaf People?**](https://learn.nationaldeafcenter.org/courses/on-demand-webinar-does-auto-captioning-effectively-accommodate-deaf-people)[**Transforming Systems to Achieve Equity for Deaf People**](https://learn.nationaldeafcenter.org/courses/transforming-systems-to-achieve-equity-for-deaf-people)[**Captioned Media 101**](https://learn.nationaldeafcenter.org/courses/captioned-media-101)[**Introduction to Interpreting Services**](https://learn.nationaldeafcenter.org/courses/introduction-to-interpreting-services)

**Option 3. SELF-PACED BOOK STUDIES**

[**SELF-PACED BOOK STUDIES**](https://www.signlanguagestudiosllc.com/self-paced-book-studies)\*\*\*If you choose the book study, no additional Deaf events are required. \*\*\*Proof of course work is due by Deaf event 1 due date.

Certificate of completion must be submitted by due date. See Schedule for details.

**A book cover with text and images

Description automatically generated A poster of a person

Description automatically generated A book cover with a person smiling

Description automatically generated A poster of a book

Description automatically generated A cover of a book

Description automatically generated**

## **Course Requirements/Schedule**

**Mon, Aug 18** – Syllabus & Introductions

➤ **HW:** Review the manual alphabet. We will practice our names next class.

**Wed, Aug 20** – Lesson 1.1 and 1.2

**Fri, Aug 22** – Lesson 1.3  
➤ **HW:** 1.2 (Read: 1.1 Strategies for Learning ASL) and 1.3 (Read: Deaf Profile: Andrew Foster)

**Mon, Aug 25** – Lesson 1.4

**Wed, Aug 27** – Lesson 1.5 and 1.6

**Fri, Aug 29** – Lesson 1.7 (Read: 1.7 Cultural: Ways of Communicating with Others)  
➤ **HW:** 1.6 (Read: Key Grammar: WH Questions)

**Mon, Sept 1** – **Labor Day – No Class**

**Wed, Sept 3** – Lesson 1.8

**Fri, Sept 5** – Lesson 1.9 and 1.10  
➤ **HW:** 1.8 (Read: Key Grammar & Sign Tip) and 1.9

**Mon, Sept 8** – Lesson 1.11

**Wed, Sept 10** – Lesson 1.12

**Fri, Sept 12** – Unit 1 Review  
➤ **HW:** 1.11 (Read: Cultural: Getting Others’ Attention) and 1.12

**Mon, Sept 15** – Unit Receptive 1 Exam

**Wed, Sept 17** – Lesson 2.1

**Fri, Sept 19: HW DUE:** DUE: 1.2, 1.3, 1.6, 1.8, 1.9

**Sun, Sept 21** – **Unit 1 Expressive Assignment due by 11:59pm**   
➤ **HW Due:** 2.1 (Read: Key Grammar – Yes/No Questions)

**Mon, Sept 22** – Lesson 2.2

**Wed, Sept 24** – Lesson 2.3 and 2.4

**Fri, Sept 26** – Lesson 2.5 (Read: Deaf Profile – Regina Hughes)  
➤ **HW Due:** 2.2 (Read: Sign Tip, Cultural: Gallaudet University) and 2.4

**Mon, Sept 29** – Lesson 2.6

**Wed, Oct 1** – Lesson 2.7 and 2.8

➤ **HW:** 2.6 and 2.7

**Fri, Oct 3** – **NO CLASS: WLLC Workshop**

**Mon, Oct 6** – Lesson 2.9

**Wed, Oct 8** – Lesson 2.10

**Fri, Oct 10** – Lesson 2.11 (Read: Negotiating a Signing Environment)  
➤ **HW:** 2.9 (Read: Key Grammar – Identifying People who are Present)

**Mon, Oct 13** – Lesson 2.12 (Read: Did you Realize?)

**Wed, Oct 15** – Unit 2 Review

**Fri, October 17** - **Receptive Exam Unit 2**

**Mon, Oct 20** **–** Lesson 3.1 (Read: Key Grammar – Real World Orientation)

**Wed, Oct 22** –

**Fri, Oct 24 – HW:** 2.12 (Read: Did you Realize?) **HW DUE: 2.1, 2.2, 2.4, 2.6, 2.7, 2.9 and Unit 2 Review, ASL/Deaf Event #1 Due by 11:59pm**

**Sun, Oct 26** – **Unit 2 Expressive Assignment due by 11:59pm**

**Mon, Oct 27** – Lesson 3.3 (Read: Deaf Profile – Douglas Tilden)

**Wed, Oct 29** – Lesson 3.4

**Fri, Oct 31** – **NO CLASS**

**Mon, Nov 3** – Lesson 3.5

**Wed, Nov 5** – Lesson 3.6 (Read: Giving Basic Directions, Sign Tip – Distance)

**Fri, Nov 7** – Lesson 3.7  
➤ **HW:** 3.5 (Read: WH-Questions & Sign Tip – Conveying Size)

**Mon, Nov 10** – Lesson 3.8

**Wed, Nov 12** – Lesson 3.9

**Fri, Nov 14** – Lesson 3.10  
➤ **HW:** 3.9 (Read: Spatial Agreement & Sign Tip – Responding to Yes/No) and 3.10 (Read: Sign Tip – Responding to Thank You)

**Mon, Nov 17** – Lessons 3.11, 3.12, 3.13 and 3.14 (Read: Cultural – Visual Ways of Living)

**Wed, Nov 19** – Review Unit 3

**Fri, Nov 21** – Unit 3 Receptive Exam  
➤ **HW:**  3.11 (Read: Sign Tip)

**Fri, Nov 21: HW Due:**  3.1, 3.5, 3.8, 3.9, 3.10, 3.13

**Sunday, Nov 23**

➤ **Expressive Exam Unit 3 due by 11:59pm**

**Nov 24** – **Nov 28** **NO CLASS – Thanksgiving Holiday**

**Mon, Dec 1** – Sound and Fury

**Wed, Dec 3** – Sound and Fury/Wrap up, **Self-Paced Book Study Due by 11:59, Deaf Event #2 Due by 11:59pm**

**Calendar is subject to change**