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# American Sign Language 1

# SGNL 1010

# [Section 005](https://unt.instructure.com/courses/113011): 8:00a – 9:20a in LANG 322

# [Section 006](https://unt.instructure.com/courses/113010): 9:30a – 10:50a in LANG 322

**Instructor:** Audrey Sendejo, M.Ed. (She/Her) **Office:** LANG 401 E **Hours**: By appointment - TTH 11:00am – 12:15pm

**E-Mail :** [audrey.sendejo@unt.edu](mailto:audrey.sendejo@unt.edu)

\*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.

**Tutors:** Jenna Jones**:** [**JennaJones@my.unt.edu**](mailto:JennaJones@my.unt.edu)

**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:** [www.lifeprint.com](http://www.lifeprint.com), [www.aslpro.com](http://www.aslpro.com), [www.aslbrowser.com](http://www.aslbrowser.com)

## **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 academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to hold a private discussion regarding your specific needs in a course. You 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 deliver letters of reasonable accommodation during faculty 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](https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA at (940) 565-4323.

**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 student 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. As a rule, 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 (see Student Code of Conduct).

**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.

A poster for a sign language club

Description automatically generated**Deaf Culture Events:** Students are required to attend or complete two (2) Deaf Culture Events during the semester. Pick any 2 from the following:

**ASL Club Meetings** – dates and times listed in schedule. A full, 1 page, 12-point font reflection paper will be due at the end of event.

Contact information: [officialuntaslclub@gmail.com](mailto:officialuntaslclub@gmail.com)

A poster for a workshop

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**[Conquering Fears](https://www.signlanguagestudiosllc.com/virtual-hybrid-workshops/p/conquering-fingerspelling-fears): Virtual Fingerspelling Workshop**

Presented in English: **November 7, 2024, 5-8pm CT**

Workshop Description: Join us for an engaging workshop focused on mastering receptive fingerspelling and numbers! Discover essential techniques to enhance your understanding and refine your skills. In this interactive session, participants will learn how to analyze their current fingerspelling and implement adjustments for a smoother and more accurate product.

**Certificate of completion is required to earn credit. Certificate must have name and date of completion to earn credit.**

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Description automatically generated**[**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)

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

**[SELF-PACED BOOK STUDIES](https://www.signlanguagestudiosllc.com/self-paced-book-studies) \*\*\***If you choose the book study, no additional Deaf events are required.

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

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## **Course Requirements/Schedule**

Aug 20, Tuesday: Syllabus and Introductions

Aug 22, Thursday: Lesson 1.1 and 1.2 (Read: 1.1 Strategies for Learning ASL)

Aug 27, Tuesday: Lesson 1.3, 1.4 (Read: Deaf Profile: Andrew Foster)

ASL Club Meeting: 6:00 PM - 7:00 PM at UNION 401

Aug 29, Thursday: Lesson 1.5 and 1.6 (Read: Key Grammar: WH Questions)

Sep 3, Tuesday: Lesson 1.7 (read: 1.7: Cultural: Ways of Communicating with Others) and 1.8 (Read: Key Grammar & Sign Tip)

Sep 5, Thursday: Lesson 1.9 and 1.10

Sep 10, Tuesday: No Class

**SN HW Due** by 11:59p: 1.2, 1.3, 1.6, 1.8, 1.9

Sep 12, Thursday: Lesson 1.11 and 1.12 (read: 1.12: Cultural: Getting Others’ Attention)

Sep 17, Tuesday: Review and practice for Unit 1

Sep 19, Thursday: Receptive Exam for Unit 1

**Expressive Exam for Unit 1 due Sunday, Sep 22 by 11:59 PM**

Sep 24, Tuesday:

Lesson 2.1 (read: 2.1: Key Grammar – Yes/No Questions)

Lesson 2.2 (Read: Sign Tip, a Sign of Caution, Insight – Making Connections, Insight – Which Hand do I use?, Cultural: Gallaudet University)

ASL Club Meeting: 6:00 PM - 7:00 PM at UNION 401

Sep 26, Thursday: Lesson 2.3 and 2.4

Oct 1, Tuesday: Lesson 2.5 and 2.6 (Read: Deaf Profile – Regina Hughes)

Oct 3, Thursday: Lesson 2.7 and 2.8

Oct 8, Tues: Lesson 2.9 (Read: Key Grammar – Identifying People who are Present) and 2.10

ASL Club Meeting: 6p – 7p at UNION 401

Oct 10, Thursday: Lesson 2.11 (Read: Negotiating a Signing Environment) and 2.12 (read: Did you Realize?)

**Oct 11, FRI: SN HW DUE:** 2.1, 2.2, 2.4, 2.6, 2.7, 2.9

**Deaf Event 1 Due** by 11:59p on Canvas

Oct 15, Tuesday: Review and practice for Unit 2

Oct 17, Thursday: Receptive Exam for Unit 2

**Expressive Exam for Unit 2 due Sunday, Oct 20 by 11:59 PM**

Oct 22, Tues: Lesson 3.1 (Read: Key Grammar – Real World Orientation) and 3.2

Oct 24, Thursday: Lesson 3.3 (Read: Deaf Profile – Douglas Tilden) and 3.4

Oct 29, Tuesday: Lesson 3.5 (R: Key Grammar – WH-Word ?s & Sign Tip – Conveying Size) & 3.6 (R: Key Grammar – Giving Basic Directions, Sign Tip – Conveying Distance)

Oct 31, Thursday: Lesson 3.7 and 3.8

Nov 5, Tue: Lesson 3.9 (R: Key Grammar – Spatial Agreement & Sign Tip – Responding to YN?s) & Lesson 3.10 (R: Sign Tip – Responding to TY)

Nov 7, Th Lesson 3.11 (Read: Sign Tip), 3.12, 3.13 (Read: 3.14 - Read: Cultural – Visual Ways of Living & 3.16 – Read: Cultural – Speaking in the presence of a Deaf Person…)

**Nov 8, Friday: SNHW DUE: 3.5, 3.9, 3.10, 3.1**

Nov 12, Tuesday: Review and practice for Unit 3

Nov 14, Thursday: Receptive Exam for Unit 3

**Expressive Exam for Unit 3 due Sunday, Nov 17 by 11:59 PM**

Nov 19, Tuesday: Sound & Fury

ASL Club Meeting: 6:00 PM - 7:00 PM at UNION 401

Nov 21, Thursday: Sound & Fury

**Nov 25 - Nov 29**: Thanksgiving Break (No Classes)

Dec 2, Monday: Self-Paced Book Study Due by 11:59p on Canvas

Dec 3, Tuesday: Catch-up and review day

ASL Club Meeting: 6:00 PM - 7:00 PM at UNION 401

Dec 5, Thursday: Course wrap-up and final feedback

**Deaf Event 2 Due** by 11:59p on Canvas

**Calendar is subject to change.**