

American Sign Language III- 2040
Fall 2022

Sections 001 (Tue./Thu. 9:30-10:50 am)	Sections 004 (Mon./ Wed. 12:30-1:50 pm)
Sections 002 (Tue./Thu. 11:00-12:20 pm)	Sections 005 (Mon./ Wed.11:00-12:20 pm)

Instructor: Mrs. Erika Trammell-Conerly (She/Her)

Office: World Languages 401 E

E-Mail : Erika.Trammell-Conerly@unt.edu

Office Hours: after class and by appointment on Tuesday and Thursday

*Connect with me through email and/or by scheduling an appointment with me. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email.

Teaching Assistants: Debbie Xoca, Ariel Hatley, Emma Cook, Sydney Dixon

Tutors: Meghan McAnally, Peyton Rogers, Felicity Shelton

Class Location: World Languages Building 316

Text(s) & Other Materials/Supplies:

1. Student Text: Signing Naturally Level 1 Units 1-6 student workbook by Lentz, Mikos, and Smith.
2. Resource Only: Master ASL - Level One (with DVD) (9781881133209) by Zinza, Jason E.
2. Canvas - To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and any recording device for express assignments. If circumstances change, you will be informed of other technical needs to access course content. Information on

how to be successful in a digital learning environment can be found at:
<https://online.unt.edu/learn>

3. Students will Subscribe to GoReact.com and ASLDeafined.com

Course Description: American Sign Language III is an advanced course in American Sign Language utilizing a meaningful communicative approach to teaching language. Common communicative events and interactions are employed to gain knowledge of the advanced vocabulary and grammar of ASL. The course includes development of social linguistic behaviors appropriate within the Deaf Community, as well as cultural issues with that same community.

Expected Learning Outcomes Assessments:
Students will:

- Gain advanced understanding of ASL grammatical structure and be able to replicate it.
- Demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Communicate with members of the Deaf community through knowledge and understanding of the language.
- Compare and contrast ASL and English syntax.

Upon completion of Unit 7, the student will effectively use ASL receptively and expressively for the following domains:

Unit 7: Giving Directions	Objectives: Asking/telling where Explaining need Interrupting conversations Confirming: RIGHT Expressing uncertainty Ordinal numbers Topic/comment structure Spatial Referencing	Instructional Methods: "What's Around Here?" "Snack Time" "Expressing Uncertainty"	Assessments: Dialogue Story: (3 min) Directions to places on campus <ul style="list-style-type: none">- Library- Bookstore- Union
---------------------------	--	---	---

Upon completion of Unit 8, the student will effectively use ASL receptively and expressively for the following domains:

Unit 8: Describing Others	Objectives: Identifying present people: SEE Confirming: THAT-ONE Correcting: "wave-no" Wh-question: WHO Descriptive classifiers: body parts and clothing	Instructional Methods: "Describing Hair, Faces, and Racial Identity" "Describing Body Types" "Describing Style and Pattern of Clothing" "Lost and Found"	Assessments: Dialogue story: (3 min) Including <ul style="list-style-type: none">-body type-Facial features-Style of clothing
---------------------------	---	--	---

	Contrastive structure Numbers: multiples of 5, 10, 11	(Guess Who)	
--	--	-------------	--

Upon completion of Unit 9, the student will effectively use ASL receptively and expressively for the following domains:

Unit 9: Making Requests	Objectives: Giving locations Giving commands Offering assistance Accepting/declining offer Asking for clarification Spatial Verbs Inflecting verbs Spatial referencing Role Shifting Money Numbers Numbers: 1-75	Instructional Methods: "Giving Commands: Spatial Verbs" "Giving Commands: Inflecting Verbs" "Give Reasons, Make Requests" "Offering Assistance"	Assessments: Dialogue story: (3 min) Including -three people all different heights -numbers -request/offer assistance
-------------------------	---	---	--

Helpful web resources: www.lifeprint.com, www.aslpro.com, 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 that 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 only will help develop both comprehension skills and expressive skills quickly and effectively. Talking disrupts this process and delays language development. If a fellow student asks for help, feel free to use signs you have learned, gestures or if needed 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 begin 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](#). You may also contact ODA at (940) 565-4323.

Attendance: Students are expected to attend ALL class meetings and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team PRIOR to being absent, so you, the professor, and the instructional team can discuss the impact of the absence on your attainment of course learning goals.

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, prepare your materials, and connect with your peers. The beginning of class is especially critical—just like the beginning of a movie or book. Being late to class is sometimes inevitable. If you are late, know that you are welcome to join the class, but please do so without distracting others.

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please 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. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Every student in this class should have 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 also 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](#)

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 do, however, encourage you to find opportunities to learn with and through others. Explore [Navigate's Study Buddy](#) tool to join study groups.

Maximize your learning with our student tutors. Focus on areas where you are struggling in this course by attending scheduled study group sessions with the TAs before each exam.

Course Evaluation

Five exams	50%
Attendance/participation/homework/videos	40%

Lab/tutoring/ Study Sessions 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. Silent all electronic devices such as cell phones and laptops. Generally, average college students are expected to spend three (3) hours per week for each one (1) hour of class time working on the course to be able to successfully learn the content. If you are an “average” college-level learner, you should spend about nine (9) hours per week if you expect to successfully complete this course. Adjust hours to accommodate your learning level. Help maintain a positive learning environment by arriving on time, turning off cellular phones and beepers before arriving in class, and avoiding distracting behaviors. Any student whose behavior disturbs our learning environment may be asked to leave.

In addition to standards for success in courses, there are UNT policies and procedures that you may list or link to in your syllabus. You can access these policies in Navigate (Navigate.unt.edu), in Canvas under the Help menu, in EIS, and on the [Student Support Services & Policies](#) page.

Exams: There will be several exams during the semester. Instructors have a policy of **NO MAKE-UP EXAMS** unless there is an extreme emergency and SUBSTANTIAL documentation is provided at the following class that is 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 attendance, participation, homework assignments including GoReact videos and sentences. Students will receive regular feedback on their performance from the instructor & the instructional team. Since 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 brought to class on the date and time that it is due. NO EXCEPTIONS. Do not send homework to the instructor or the instructional team via email.

Labs/Tutoring: Ten percent of your grade will be earned through attending 10 hours of a lab or

tutoring session. Sign-up sheets will be distributed once the tutors/TA's have finalized their schedules.

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 of 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.

Course Requirements/Schedule:

[Home](#)

work

<i>Tue,</i> 8/30/2022	Introductions & American Deaf Culture	Class Syllabus and Expectations	
<i>Thu,</i> 9/1/2022	ASL Foundation Review	ASL Foundation Review	
<i>Mon,</i> 9/5/2022	Labor Day –No Classes–University Closed!		
<i>Tue,</i> 9/6/2022	Introducing Unit 7		
<i>Thu,</i> 9/8/2022	UNIT 7 Cont.		
<i>Tue,</i> 9/13/2022	UNIT 7 Cont.		

<i>Thu,</i> 9/15/2022	UNIT 7 Cont.		
<i>Tue,</i> 9/20/2022	UNIT 7 Cont.		
<i>Thu,</i> 9/22/2022	Unit 7 Review		Unit 7 Expressive Assessment
<i>Tue,</i> 9/27/2022	Unit 7 Receptive Assessment		
<i>Thu,</i> 9/29/2022	Unit 8		
<i>Tue,</i> 10/4/2022	UNIT 8: Cont.		
<i>Thu,</i> 10/6/2022	UNIT 8: Cont.		
<i>Tue,</i> 10/11/2022	UNIT 8: Cont.		
<i>Thu,</i> 10/13/2022	UNIT 8: Cont.		
<i>Tue,</i> 10/18/2022	UNIT 8: Review		Unit 8 Expressive Assessment
<i>Thu,</i> 10/20/2022	Unit 8 Receptive Assessment		
<i>Tue,</i> 10/25/2022	Unit 9		

<i>Thu,</i> <i>10/27/2022</i>	Unit 9: Cont.		
<i>Tue,</i> <i>11/1/2022</i>	Unit 9: Cont.		
<i>Thu,</i> <i>11/3/2022</i>	Unit 9 Cont.		
<i>Tue,</i> <i>11/8/2022</i>	Unit 9 Cont.		
<i>Thu,</i> <i>11/10/2022</i>	Unit 9 Review		Unit 3 Expressive Assessment
<i>Tue,</i> <i>11/15/2022</i>	Receptive Exam		
<i>Thu,</i> <i>11/17/2022</i>	Cultural Lesson		Last day Drop with a Grade of W – Nov 18
<i>Tue,</i> <i>11/22/2022</i>	Culture Connection (Virtual Class Meeting via Zoom- Presentation)		
<i>Thu,</i> <i>11/24-26/2022</i>	Thanksgiving Break- No Classes; University Closed		
<i>Tue,</i> <i>11/29/2022</i>	Semester Review Part 1		
<i>Thu,</i> <i>12/1/2022</i>	Semester Review Part 2		
<i>Tue,</i> <i>12/6/2022</i>	Semester Review Part 3		(Last Regular Class Meeting)

<i>Thu,</i> <i>12/8/2022</i>	Semester Review Part 4		
<i>Tue,</i> <i>12/13/2022</i>	Final Exam		
<i>Thu,</i> <i>12/15/2022</i>	Final Exam		

*****This Calendar is subject to change; Notification of any changes will be given verbally in class and posted in Canvas! *****