Course Title and Number: SHS 323: Basic American Sign Language

Course Credit Hours: 3.00

Catalog Description: Introduction to conversational American Sign Language, its grammar and structure, including skill building in fingerspelling and numbers.

Prerequisites: Minimum GPA 2.75. Completion of ENG 101 and ENG 102.

Professor of Record: Dr. Kelly Metz
• Office Hours: Mon/Wed 1:00 - 3:00 and by appointment
• Telephone: 601-266-6245
• Email: Kelly.Metz@usm.edu

Format of Course: Face-to-Face

Day, Time, Location: Thursdays, 6:30 - 9:45 PM, JBG 142

Drop Date: The last day to drop the course without academic or financial penalty is September 6, 2018; last day to withdraw with grade of W is November 1, 2018.

Required Text: Signing Naturally, Level 1
Authors: Ella Mae Lentz, Ken Mikos, Cheri Smith
NOTE THAT IF YOU ORDER A USED BOOK, YOU NEED TO MAKE SURE THAT IT IS NOT ALREADY FILLED IN AND THAT IT HAS A WORKING DVD!

Supplemental Text: American Sign Language Dictionary
Author: Elaine Costello
Publisher: Random House Reference; 2nd edition (June 10, 2008)
ISBN-10: 0375426167
Required Technology:
Students will need to be proficient with using Canvas course management software, including the ability to view power point presentations and videos. Students must have access to a DVD player or a computer with a DVD drive in order to view the DVD that accompanies the student workbook. Additionally students should be proficient with technology for recording and uploading brief (5 – 10 minute) video clips.

Course Objective and Goals:
The target audience for this course is students who are majoring or minoring in deaf education; however the course is open to anyone who has completed English 101-102 with a grade of C or better. In this beginning sign language course, you will begin to learn the vocabulary and grammar of American Sign Language (ASL). You will also begin to learn about Deaf culture. Emphasis will be placed on academic (school-related) vocabulary. The goal of this course is for future educators of the deaf and other professionals who serve students or clients whose primary mode of communication is American Sign Language to begin to develop needed conversational proficiency. Additionally this course provides a foundation in ASL vocabulary and grammar for those with future plans to continue on to intermediate or advanced courses in American Sign Language. Others who would benefit from this course include parents of deaf children, deafened adults, and students needing to fulfill a university foreign language requirement.

Instructional Strategies:
This is a full immersion course; therefore, NO VOICE will be permitted in the classroom! With the exception of a couple of special activities which we will do during the first class, All instruction will be provided in American Sign Language. Instructional strategies will include lecture, discussion, cooperative learning activities, games, role-playing, and sign language videos. A high level of classroom participation is expected. You will be provided with ample opportunities for practicing your receptive and expressive sign language skills!

CEC-CED Standards
The Council on Education of the Deaf Standards addressed in this course are as follows:
Standard 5 Instructional Planning and Strategies
• DHH5S7 Develop proficiency in the languages used to teach individuals who are deaf and hard of hearing.

Standard 6 Professional Learning and Ethical Practice
• DHH6S1 Communicate proficiently in spoken language or the sign language indigenous to the Deaf community.
• DHH6S4 Develop and enrich cultural competence relative to the Deaf community.
Student Learning Outcomes from Course:
The student will demonstrate communicative competence in American Sign Language as evidenced by the following skills: (Corresponding CEC-CED Standards are referenced in brackets after each learning outcome.)

1. Receptively comprehend finger-spelled words and numbers. [DHH5S7, DHH6S1]
2. Expressively use finger-spelled words and numbers. [DHH5S7, DHH6S1]
3. Possess a sizeable bank of ASL vocabulary/concepts. (Upon completion of this 1st semester of sign language instruction, the student should have acquired at least 200 - 400 words of sign vocabulary). [DHH5S7, DHH6S1]
4. Receptively comprehend and expressively communicate vocabulary, phrases, and some connected discourse signed in ASL in different communication situations such as the following: [DHH5S7, DHH6S1]
   a. Meeting and Greeting Phrases
   b. Describing People and Places
   c. Asking and Answering WH questions
   d. Giving and Following Directions
   e. Family Vocabulary
   f. Discussing Daily Activities and Events
   g. Vocabulary Related to School and Occupations.
   h. Several-Turn Conversations
   i. Simple Stories

5. Demonstrate culturally appropriate behavior for interacting in the Deaf community (e.g. the discipline to always sign when a deaf person is present, use of appropriate attention-getting behaviors, introducing one’s self, etc.) [DHH6S4]
6. Demonstrate receptive comprehension and expressive use of the following grammatical features of ASL [DHH5S7, DHH6S1]
   a. Non-manual markers used to convey WH questions and Yes/No questions.
   b. Use of classifiers to describe people, animals, objects and location or movement of people, animals and objects.
   c. Noun-Verb Pairs: (e.g. chair vs. sit, airplane vs. fly, food vs. eat).

Course Workload Statement: Students are expected to invest considerable time outside of class in learning the material for this course. The expectation of the University of Southern Mississippi is that each week students should spend approximately 2-3 hours outside of class for every hour in class working on reading, assignments, studying, and other work for the course. Most students work and have family or other obligations, thus excellent time management is critical for student success. Resources for academic support can be found at https://www.usm.edu/success.
Evaluation Methods:

<table>
<thead>
<tr>
<th>Student Learning Outcome #</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value/ % of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 6</td>
<td>Attendance and Participation</td>
<td>Ongoing (Approximately 8.3 points per class X 12)</td>
<td>100 = 10%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Weekly Study Group (12 weeks are possible, 10 weeks are <strong>required</strong>!)</td>
<td>Weekly</td>
<td>100 = 10%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Student Workbook and Video Text Assignments</td>
<td>Weekly (Random spot-checking)</td>
<td>100 = 10%</td>
</tr>
<tr>
<td>1 - 6; 4 A-D</td>
<td>Unit 1 Exam</td>
<td>September 6</td>
<td>100 = 10%</td>
</tr>
<tr>
<td>1 - 6; 4 A-D, F</td>
<td>Unit 2 Exam</td>
<td>September 20</td>
<td>100 = 10%</td>
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<tr>
<td>1 - 6; 4 A-E</td>
<td>Unit 3 Exam</td>
<td>October 4</td>
<td>100 = 10%</td>
</tr>
<tr>
<td>1 - 6; 4 E</td>
<td>Unit 4 exam</td>
<td>October 25</td>
<td>100 = 10%</td>
</tr>
<tr>
<td>1 - 6; 4 F - H</td>
<td>Unit 5 Exam</td>
<td>November 8</td>
<td>100 = 10%</td>
</tr>
<tr>
<td>1 - 6; 4 I</td>
<td>Unit 6 Exam</td>
<td>November 15</td>
<td>100 = 10%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Final Exam Receptive 50, Expressive 50</td>
<td>November 29</td>
<td>100 = 10%</td>
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</tbody>
</table>

**TOTAL POINTS POSSIBLE** 1000 = 100%

Grading Scale:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>0-59</td>
<td></td>
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</tbody>
</table>

Assignment Descriptions:

- **Attendance and Participation.** This is 20% of your grade! (Ten percent for in-class participation and ten percent for study group participation.) The way you will learn sign language is largely by actively communicating with others in sign language. Unless you have Deaf friends or family members, the only way for you to do this is through class attendance and participation, study group participation, and by participating in Deaf community activities, which are mostly non-existent in Hattiesburg. I will make you aware of Deaf community activities in Gulfport or surrounding areas, but your primary opportunity for signing is in sign class; therefore it is imperative that you have excellent attendance and participation. You will be signing with partners and groups every week, and most weeks you will be in front of the class signing by participating in role play, dialogues, brief narratives, or asking and answering questions. The best way to learn any foreign language is through total immersion, thus we will observe a no-voice policy.
Voicing in the classroom (even before or after class or during break) will result in LOSS OF PARTICIPATION POINTS! At times, we may also have Deaf guests in class. It is considered rude not to sign when a Deaf person is present. When watching others sign, try to get the gist of the overall message, without worrying about whether or not you understand every sign; however if you do not understand the overall message, do interrupt and ask for clarification (via sign of course!) If you do not understand a sign your instructor uses, she will explain via sign, mime, gesture, or if necessary drawing or writing. You may also clarify signs or concepts in this manner if a peer asks you the meaning of a sign or indicates that he/she does not understand you. Additionally you may ask questions of your instructor before or after class or during break via sign, mime, gestures, or as a last resort, drawing or writing. In addition to in-class participation, there may be some special projects, on-line discussions, or written assignments posted on Canvas, which count toward your participation points. See attached Sign Course Communication Policy and Attendance/Participation Rubric.

• Weekly Study Group. Participation in a sign language study group is mandatory! A study group of 3 – 4 people who meet for 2 - 3 hours a week to review sign vocabulary and practice signing is an invaluable tool to aid your progress in becoming a fluent signer. Meet somewhere convenient and fun (like the food court in the mall) and attend study group religiously! There are 12 possible weeks that you could meet with your study group. Attendance is mandatory for at least 10 of these sessions; however, it is highly recommended that you attend all 12 if possible. Missing a study group could have a detrimental effect on your exam grade for that unit! (I do not give extra credit for attending all 12 study groups; however when final grades are calculated, if you are only one or two points (not percentage points, but raw points) away from the next highest grade, and I see that you have had excellent attendance and participation, and that you attended all 12 study groups, I would be likely to award you the extra point or two to bump you up to the next highest grade!) See attached study group documentation page and samples for how to complete it.

• Student Workbook and Video. You must complete workbook activities for the unit we are covering prior to each class period, and bring your workbook with you to class. I will be doing random spot-checking to be sure you are keeping up with your assignments. The workbook is worth 100 points (the same as one exam). There is no reason for everyone not to have an A on this assignment, because to earn all points, you simply have to do it. See attached rubric for grading workbooks. Completing all activities in your workbook, and watching and re-watching the videos as often as needed to comprehend them may be the single most beneficial thing you can do to ensure ASL skill acquisition and to increase your chance of getting a good grade on the
tests. In addition to watching the videos and completing the homework activities, you should also practice your expressive skills by copying the signers.

- **Unit Exams.** Unit exams will test your receptive skills and comprehension of the signs and concepts discussed in that unit.
- **Final Exam.** The final exam is comprehensive and will consist of both a receptive and an expressive portion.
- **Extra Credit.** You may choose ONE of several extra credit options, each of which is worth 7 - 12 points (or up to that many points, depending on the quality). I do not provide a great deal of extra credit activities for sign classes, because your grade in this class is meant to be a reflection of your mastery of the course learning outcomes (i.e. ASL acquisition). The course exams are the primary measure of your skill acquisition. Thus, if your average exam grade is a C, you should not expect to boost your course grade to an A simply by having good attendance and doing extra credit assignments! However, I do wish to decrease student stress and provide some support to help students compensate for the possibility of one poor exam score or of having to miss an exam due to unavoidable circumstances. Therefore, I have provided several extra credit assignments on Canvas from which you can choose. **You may only choose one of these extra credit assignments, thus doing this extra credit will not make up for failing or missing an exam, but it will help to mitigate the detrimental effect on your grade!**

**Class Policies:**

- Students are expected to actively participate in all class discussions and activities and to complete all assignments. You are expected to be an attentive and active listener. **When you are in class, turn off your cell phone and put it in your backpack!** If you are texting, checking emails, or surfing the web via smartphone, tablet or laptop, you will lose most, if not all, participation points for that period.
- **Violation of the No Voice Policy will result in loss of ALL participation points for that class period! I AM SERIOUS ABOUT ENFORCING THIS POLICY, AND WILL DO SO EVEN BEFORE AND AFTER CLASS. IF YOU WANT TO VOICE, DO IT OUTSIDE - WHEN YOU ENTER THE CLASSROOM TURN OFF YOUR VOICE AND START CHATTING IN SIGN - YOU NEED EVERY OPPORTUNITY FOR PRACTICE THAT YOU CAN GET!!!**
- Be attentive when others are communicating, demonstrating active “listening” skills.
- Treat your instructors and your fellow classmates with respect and kindness. Mistakes are par for the course when communicating in a foreign language. Do not make fun of anyone for making a mistake in expressive or receptive sign communication! **I AM ADAMANT ABOUT THIS POLICY AS WELL. IF YOU ARE LAUGHING AT OR POKING FUN AT SOMEONE WHO IS HAVING TROUBLE COMPREHENDING, I WILL DEDUCT ALL OF YOUR ATTENDANCE AND PARTICIPATION POINTS FOR THAT PERIOD!!!**
- You should plan on spending at least **4 hours outside of class** every week doing
homework: (2 hours in study group) plus 2 hours for assigned workbook activities, reviewing vocabulary and concepts taught, videotaping yourself signing, then watching it to self-critique. [NOTE THAT THIS IS THE MINIMUM TIME YOU SHOULD SPEND. ACCORDING TO USM POLICY, YOU SHOULD BE SPENDING 2 - 3 HOURS PER WEEK OUTSIDE OF CLASS FOR EVERY HOUR SPENT IN CLASS, THUS FOR THIS 3 HOUR, 15 MINUTE CLASS, YOU SHOULD BE SPENDING 6 - 9 HOURS OUTSIDE OF CLASS STUDYING!]

Remediation Statement: According to SHS department policy, students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra activities or assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills.

Course Communication: (See attachment regarding the Sign Language Course Communication Policy). You may contact me via phone, text, or email. Please let me know if/when you plan to stop by during office hours. You also have an opportunity on your weekly study group documentation to ask questions or express concerns.

Policy on Attendance and Make-up Work:
• Missed classes and assignments (for any reason) will result in loss of attendance and participation points.
• Due to the fact that exams require the instructor to be present to sign large portions of the test, only one missed exam can be made up! The make up exam, regardless of which unit exam was missed, will consist of one comprehensive exam offered at the end of the term. Missing more than one exam will result in a grade of 0 for that exam! Thus, the impact of missing an exam may have a deleterious effect on your final course grade. (Consider this: missing one exam will result in either a score of 0 on that exam, or in having to take a comprehensive [covering all units] make up exam that will be more difficult than the missed exam. Missing a 2nd exam WILL result in a score of 0 for that exam.)
• Students are expected to turn off cell phones and not text or communicate electronically during class. If you are texting, emailing, or surfing the web during class, then you are not truly “present,” thus this will result in loss of attendance and participation points.

Academic Honesty Statement:
All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
• Cheating (including copying from others’ work)
• Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
• Falsification of documents
• Disclosure of test or other assignment content to another student
• Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
• Unauthorized academic collaboration with others
• Conspiracy to engage in academic misconduct

Cheating on exams (or even attempting to cheat) will result in a grade of F for that exam! I will also report the violation to the provost’s office so that they may track repeat offenders. You can find a copy of USM’s academic integrity policy here: https://www.usm.edu/institutional-policies/policy-acaf-pro-012

ADA Statement:
If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586 • Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email at oda@usm.edu

Resources for Student Success:
Student Resources for Writing and Speaking Assignments

As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Centers on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

• Speaking Center - 601.266.4965, Cook Library 117, www.usm.edu/speaking-center
• Writing Center - 601.266.4821, Cook Library 112, www.usm.edu/writing-center
<table>
<thead>
<tr>
<th>Date</th>
<th>To Prepare for Class:</th>
<th>Unit/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8.30</td>
<td><strong>Read the student workbook introduction</strong> <em>(p. iii - xiv)</em> and highlight key points. <strong>Complete homework activities # 1.1 - 1.3</strong> <em>(pages 1 - 3 in your workbook)</em></td>
<td><strong>Syllabus, Quiz on Introduction, Unit 1: Getting to Know You, Study Group Sign Up, and THE NAME GAME</strong></td>
</tr>
<tr>
<td>Week 2 9.6</td>
<td>*<em>Meet with your study group. Practice Alphabet, Fingerspelling Names, and Introducing Yourself. Play Go Fish or Concentration with Unit 1 Vocabulary Cards. Play <em>Silent UNO.</em> Finish all of Unit 1 Workbook Activities (Through page 44.)</em></td>
<td><strong>Unit 1: Getting to Know You. 6:30 - 8:30, Finish Unit 1 Activities; 15 mn Break; 8:45 - 9:45 Unit 1 Exam!</strong></td>
</tr>
<tr>
<td>Week 3 9.13</td>
<td><strong>Study Group. Student Workbook 2.1 - 2.6</strong></td>
<td><strong>Unit 2: Exchanging Personal Information</strong></td>
</tr>
<tr>
<td>Week 4 9.20</td>
<td><strong>Study Group. Student Workbook 2.7 - 2.12. Study for Unit 2 Exam.</strong></td>
<td><strong>Unit 2: Exchanging Personal Information; Unit 2 Exam</strong></td>
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<tr>
<td>Week 5 9.27</td>
<td><strong>Study Group. Student Workbook 3.1 - 3.9</strong></td>
<td><strong>Unit 3: Discussing Living Situations</strong></td>
</tr>
<tr>
<td>Week 6 10.4</td>
<td><strong>Study Group. Student Workbook 3.10 - 3.16. Study for Unit 3 Exam</strong></td>
<td><strong>Unit 3: Discussing Living Situations; Unit 3 Exam</strong></td>
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<td><strong>FALL BREAK OCTOBER 11 - 12</strong></td>
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</tr>
<tr>
<td>Week 7 10.18</td>
<td><strong>Study Group. Student Workbook 4.1 - 4.9</strong></td>
<td><strong>Unit 41 - 4.9: Talking About Family</strong></td>
</tr>
<tr>
<td>Week 8 10.25</td>
<td><strong>Study Group. Student Workbook 4.9 - 4.15. Study for Unit 4 Exam</strong></td>
<td><strong>Unit 4.9 - 4.15, Unit 4 Exam</strong></td>
</tr>
<tr>
<td>Week 9 11.1</td>
<td><strong>Study Group. Student Workbook 5.1 - 5.7</strong></td>
<td><strong>Unit 5.1 - 5.7: Talking About Activities</strong></td>
</tr>
<tr>
<td>Week 10 11.8</td>
<td><strong>Study Group. Student Workbook 5.8 - 5.9. Study for Unit 5 Exam; Workbook 6.1 - 6.8</strong></td>
<td><strong>6:30 - 7:30, Unit 5.7 - 5.9; 15 mn Break, 7:45 Unit 5 Test &amp; 8:30 Unit 6.1 - 6.8: Story Telling</strong></td>
</tr>
<tr>
<td>Week 11 11.15</td>
<td><strong>Study Group. Student Workbook 6.9 - 6.17, Study for Unit 6 Test</strong></td>
<td><strong>6:30 Unit 6.9 - 6.17 Storytelling; Break; 7:45 Unit 6 Test, 8:30 Mini Review for Final</strong></td>
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<td><strong>THANKSGIVING NOVEMBER 21 - 23</strong></td>
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<tr>
<td>Week 12 11.29</td>
<td><strong>Study Group. Review all vocabulary for receptive portion of comprehensive final. Prep for expressive portion by practicing your story. Video tape yourself and self-critique!</strong></td>
<td><strong>FINAL 6:30, Receptive, 7:30 Expressive</strong></td>
</tr>
</tbody>
</table>
USM Sign Language Course Communication Policy

The most effective way to learn any foreign-language is through total immersion. If this were a Spanish class, it would be conducted in Spanish. If this were a French course, it would be conducted in French. Since this is a course in American Sign Language, it will be conducted entirely in ASL; thus, we will adhere to a strict no voice policy during this course. In addition to the fact that total immersion is considered the best practice for learning a foreign language, there are other important reasons for adhering to the no voice policy in sign class. At times, you may have a classmate who is Deaf. Additionally, we may also have Deaf visitors or guest speakers. Whenever a Deaf person is present, unless the Deaf person is communicating through an interpreter, it is rude for anyone who knows sign not to sign. This includes people who are just learning sign such as sign language students and friends or family members of Deaf individuals. Of course in some contexts, such as in a social setting where d/Deaf individuals are present, it would be acceptable for hearing people with limited sign skills to voice their communication while at the same time signing to the best of their ability - out of courtesy, respect, and an attempt to include the d/Deaf people who are present. This is called Simultaneous Communication (or Sim-Com) when a person speaks and signs at the same time. However, we will NOT use Sim-Com in this class! This is because you are learning ASL, a natural language, which consists not only of vocabulary words, but also of unique grammar and syntax. Just as the grammar and syntax (or word order) of Spanish differs from that of English, so does the grammar and syntax of ASL differ from that of English. Thus, it is not possible to communicate simultaneously in oral English and ASL. When talking and signing at the same time, you are actually using a form of Manually Coded English (MCE) as opposed to ASL. Although you can use ASL signs and strive to sign the right concepts¹, both your signing and your oral English suffer when using Sim-Com. Your signing will suffer because you will be signing in English word order rather than using ASL grammar and syntax, and your oral English will suffer because you may adjust what you are voicing to fit what you are able to sign rather than expressing your message in the same words you might use if you were free to express yourself in your native language of English without having to sign at the same time.

Excellent attendance and class participation are crucial to your progress in this course. In order to receive full attendance and participation points for each class, you are expected to be fully present and attentive. If you are physically present but you are texting, surfing the web, or not paying attention and participating, then you are not fully present and thus will lose attendance and participation points for that class. If you violate the no voice policy, you automatically lose ALL attendance and participation points for that class period. (See attached rubric.)

Please note that even if you do not use your voice, if you are mouthing the words you are still more or less using Sim-Com rather than ASL, so try to avoid doing this. I will do the same as my goal is to teach you American Sign Language rather than to teach you to become good speech readers!

¹ For example if speaking about babysitting, I would not sign BABY SIT [unless I intended to sit on the baby!], but rather I would sign BABY TAKE-CARE-OF.
How Can I Ask For Clarification if I Do Not Understand?

Don’t be afraid to interrupt and ask for clarification if you do not understand. In fact, you are accountable for understanding classroom instruction and directions, so it is your responsibility to ask for clarification when needed. Your instructor, Deaf students, and Deaf guests or visitors will be patient about repeating, rephrasing, or explaining any signs or concepts that you do not understand. You can ask for clarification in the following ways:

- Raise your hand and sign, "I don't understand, again please."
- Repeat/copy the sign or phrase that you did not understand, with a puzzled expression, to indicate that you need clarification of that sign or phrase.
- If you are really lost, you are welcome to email the instructor or write her a note outside of class to ask for clarification, but don’t use this as your first go-to method of asking for clarification for the following reasons -
  - By relying on written communication rather than signing, you are missing an opportunity to practice and improve your sign skills.
  - If you wait until after class or sometime during the week to ask for written clarification rather than getting real-time, on-the-spot clarification, your comprehension is delayed. Nevertheless, as a last resort a written note may be helpful for asking a complex question that you are not able to communicate in sign (for example perhaps for asking for clarification regarding a point of grammar or some concept that you have been repeatedly struggling to grasp).

How Will My Instructor or Communication Partner Clarify if I Indicate that I Don’t Understand?

If you indicate that you do not understand something, methods that your instructor may use (or that you may use with each other) to clarify are as follows:

- Repeat a signed phrase or finger-spelled word at a slower pace to give you time to process it.
- Rephrase a direction or explain a concept in a different way.
- Explain a new or unknown sign by
  - defining it,
  - giving an example,
  - giving a synonym or antonym,
  - miming or acting out the word
  - drawing a picture
  - fingerspelling the word, or as a last resort
  - writing it down.
# Sign Language Class Attendance and Participation Rubric

<table>
<thead>
<tr>
<th>You <strong>earn</strong> Attendance and Participation Points when you do the following:</th>
<th>You <strong>lose</strong> Attendance and Participation points if you do the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being present in class.</td>
<td>Missing all or part of a class session, (for any reason).</td>
</tr>
<tr>
<td>Being an active listener.</td>
<td>Not paying attention or texting during class.</td>
</tr>
<tr>
<td>Taking your turn when called upon to participate in class activities.</td>
<td>Refusing to participate in class activities, not having a good attitude about participation, or not making a good effort.</td>
</tr>
<tr>
<td>Volunteering to participate in class activities.</td>
<td>Never volunteering or demonstrating enthusiasm for class participation.</td>
</tr>
<tr>
<td>Participating in class discussions (via sign) by making comments, asking questions, or asking for clarification if you do not understand a sign, a concept, or a direction.</td>
<td>Not asking for clarification if you do not understand.</td>
</tr>
<tr>
<td>Paying attention when it is a classmate’s turn to communicate or perform. Being polite and respectful when others are communicating and patient if others misunderstand or need to ask for clarification.</td>
<td>Being rude or disrespectful when others are communicating; teasing or mocking a classmate who needs to ask for clarification or repetition, or who may be slow to catch on, or who may make a mistake in signing.</td>
</tr>
<tr>
<td>Adhering to the no voice policy!</td>
<td>Speaking during class - <strong>THIS WILL RESULT IN LOSS OF ALL POINTS FOR THAT CLASS PERIOD!</strong></td>
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SHS 323 Sign Language Weekly Study Group Documentation

Name: **Scooby Dooby Doo**

Date: 9.8.2018  Time: 9:00 – 11:30 AM  Total Hours: 2 ½ Hours

Place of Meeting: **Turtle Creek Mall, Food Court**

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<tr>
<th>Name of Group Member</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Shaggy</td>
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<td>Velma</td>
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<td>Fred</td>
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<td>Daphne</td>
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Activities completed: (in your own words – all group members should be reporting the same topics/activities, but in your own words... don’t copy word for word from each other. I want YOUR description.)

*We discussed and compared our vocab lists from 9.6.2018 and filled in any words or descriptions that were missing or incorrect. We practiced introducing ourselves and fingerspelling each other’s names. We played Silent Uno to practice colors and numbers. My Pal Shaggy won. Velma made us 2 sets of unit one vocabulary flash cards and we played Go Fish. This time I won, so Daphne rewarded me with a Scooby Snack! Yumm!* *We practiced signing the dialogues that Dr. Metz gave us to use for study group.*

The most helpful activity my group did this week was: After practicing signing dialogues in study group this week, I will be more confident about signing in front of the class!

Problems/questions or concerns I have are: 1. My group members are all complaining that they cannot read my fingerspelling... but you try fingerspelling with Paws! 2. Fred is more interested in chasing ghosts than participating in study group!

Your Signature: **S. Doo**
Sign Language Weekly Study Group Documentation

Name: **Velma**

Date: 9.8.2018   Time: 9:00 – 11:30 AM   Total Hours: 2 ½ Hours

Place of Meeting: Turtle Creek Mall, Food Court

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<tr>
<th>Name of Group Member</th>
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<tbody>
<tr>
<td>Scooby Doo</td>
<td>[Paw Print]</td>
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Activities completed: (in your own words – all group members should be reporting the same topics/activities, but in your own words… don’t copy word for word from each other. I want YOUR description.)

*I prepared for study group by making 2 sets of unit 1 vocabulary flash cards for the group to play “Go Fish.” Of course, I had to help my group members with the vocabulary that Dr. Metz taught us this week. Shaggy and Scooby are especially slow to catch on, and they don’t pay attention unless we reward them every few minutes with Scooby Snacks! We practiced signing the dialogues that Dr. Metz gave us to use for study group. Also, Fred taught us what a sign language “ABC story” is, and shared with us an ABC story he made up — of course it was about ghost chasing!*

The most helpful activity my group did this week was: *I enjoyed practicing the dialogues, but I’m sure the most helpful activity for everyone was playing the Go Fish vocab game with the cards!*  

Problems/questions or concerns I have are: *Jinkies — it sure is hard to read Scooby’s Fingerspelling!*  

Your Signature: **Velma**
SHS 323 Sign Language Weekly Study Group Documentation

Name: Daphne

Date: 9.8.2018  Time: 9:00 – 11:30 AM  Total Hours: 2 ½ Hours

Place of Meeting: Turtle Creek Mall, Food Court

Name of Group Member | Signature
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Scooby Doo | 
Shaggy | Shaggy
Velma | Velma
Fred | Fred

Activities completed: (in your own words – all group members should be reporting the same topics/activities, but in your own words… don’t copy word for word from each other. I want YOUR description.)

*We played Silent Uno to practice signing colors and numbers. We practiced introducing ourselves by using the sample dialogues that Dr. Metz gave us to use for study group. We practiced unit one vocabulary by playing Go Fish, but I had to keep rewarding Shaggy and Scooby with Scooby snacks to keep them engaged and attentive!*  

The most helpful activity my group did this week was: *Practice the dialogues helped me get used to signing and also provided an opportunity to practice finger spelling and reading finger spelled names. Also, while we were studying in the mall, a Deaf man saw us signing and came over to introduce himself and offer us encouragement. That was really cool to have an opportunity to use my new ASL skills to communicate with a Deaf Person!*

Problems/questions or concerns I have are: 1. We’ve gotta stop meeting in the food court because Shaggy and Scooby’s snack breaks are cutting into study time. 2. It sure is hard to read Scooby’s fingerspelling!  

Your Signature: Daphne
Sign Language Weekly Study Group Documentation

Name: Fred

Date: 9.8.2018  Time: 9:00 – 11:30 AM  Total Hours: 2 ½ Hours

Place of Meeting: Turtle Creek Mall, Food Court

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Activities completed: (in your own words – all group members should be reporting the same topics/activities, but in your own words... don’t copy word for word from each other. I want YOUR description.)

*We practiced fingerspelling names and we played Silent Uno and Go Fish using the unit one vocabulary. Also, this week I watched some YouTube videos with ABC stories, so I made up an ABC story to share with the group about the time we caught a ghost in an old deserted mining town. I also kept everyone on task and made sure Shag and Scoob didn’t take too many snack breaks!*

The most helpful activity my group did this week was: *I think everyone really enjoyed my ABC ghost story more than anything – I’m a great group leader!*

Problems/questions or concerns I have are: 1. I think we are going to have to find a new meeting place because I’m certain there is a ghost haunting the Turtle Creek Mall and it is really distracting when we’re trying to study. 2. It sure is hard to read Scooby’s fingerspelling!

Your Signature: Fred
Sign Language Weekly Study Group Documentation

Name: Shaggy

Date: 9.8.2017 Time: 9:00 – 11:30 AM Total Hours: 2 ½ Hours

Place of Meeting: Turtle Creek Mall, Food Court

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Activities completed: (in your own words – all group members should be reporting the same topics/activities, but in your own words... don’t copy word for word from each other. I want YOUR description.)

After Fred stopped talking about catching the Turtle Creek Mall ghost, we discussed the vocabulary from 9.6.2018. Velma helped us with any signs we could not remember. Man is she smart!! Daphne rewarded Scoob and I with Scooby snacks for every vocabulary word we remembered! We played a vocabulary game with cards that Velma prepared, and we played Silent Uno. I like won the Uno game! During a snack break, a Deaf man came up to our group and we got to practice introducing ourselves – that was too cool!

The most helpful activity my group did this week was: My buddy Scoob knows the signs for ALL the foods available in the food court, and he taught me all the food signs!

Problems/questions or concerns I have are: Zoinks! Reading Fingerspelled words sure is hard – especially when Scooby is the one spelling!

Your Signature: Shaggy
Sign Language Weekly Study Group Documentation

Name: __________________________________________________

Date: ________________  Time: _______________  Total Hours: ________________

Place of Meeting: ____________________________________________

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The most helpful activity my group did this week was:

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____________________________________________________________________________________________

Problems/questions or concerns I have are:

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

Your Signature: ___________________________________________________________
SHS 323 Student Workbook Rubric
Due to time constraints (we only have 12 course sessions, including the final exam) we may not formally go over every section of every unit in the Signing Naturally curriculum; however you will be expected to complete the entire workbook, even if we have not formally covered some sections. (Note that we will not be skipping any entire units, only some subsections of some units. Additionally you always have the opportunity to ask questions about any workbook exercises that are having difficulty with!) The workbook is worth 100 points (the equivalent of one exam grade). If you are diligently doing the workbook activities, you should earn all 100 points, because you are not losing points if you make an error. You are only losing points if you fail to complete the pages and self-correct your work (most answers are provided in the back of your book, others are given in class or posted on Canvas). The best way to use your book is to watch each section repeatedly until you have gotten all you can out of it, and fill in all the answers to the best of your ability before you check your work against the answer key in the back of the book. Grade your work with a different color pen. On pages with text explaining features of ASL grammar and/or Deaf culture notes, you should read them and highlight key points. [Keep in mind that when you complete your student workbook, you are not only getting points for doing the work, but you will also do much better on unit exams and pop quizzes, particularly if you have viewed each section multiple times!] The three things I look for when grading your workbooks are as follows:

- Activity pages are complete.
- Evidence of having checked your work (grade with different colored pen).
- Highlighted key points on text pages.

You must bring your workbook to class each week as your instructor and/or the Teacher’s Assistant will be randomly checking workbooks. If you do not have your workbook with you, or you are not caught up to the pages/activities assigned, YOU WILL LOSE POINTS! NO EXCEPTIONS!!!

RUBRIC

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<th>Student Name: ___________________________________________</th>
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<td>Key: + = complete  ✓ = partially done  ✗ = not done</td>
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