

ASL 101-01 AMERICAN SIGN LANGUAGE

Course Syllabus and Calendar (Version 1.0, 08/20/24)

Section Information


Section 01

TTH / 12:30 pm – 4:20 PM

Location: Online and In-Class Humanities and Social Science Room 101 (HSS101)

Virtual Classroom Website:

(This virtual classroom will be available starting on the first day of classes.)

Moodle Enrollment Key: 

Instructor Information

Fredalynn M. Hecita, MA

Email: hecitaf@triton.uog.edu

Office Hours: TTH / 8am – 10 am & by appointment

Diana Glaizy Peregrino; Administrative Assistant Office

Email: peregrinod@triton.uog.edu Phone: 671-735-2800

Time Zone: GMT/UTC +10

Welcome Message:

Welcome to ASL 100. I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design.

COURSE CATALOG DESCRIPTION

This course introduces students to basic skills in American Sign Language (ASL) and person-to-person communication in signs. Students learn about vocabulary, grammatical structures, appropriate facial, gestural expressions, and the use of signing space in a variety of interactions. Further, students will learn fundamental deaf culture locally and in mainland United States. The student signed presentations include a song demonstration and informative signed speeches of 2 – 5 minutes in length. Out-of-class participation in deaf community gatherings, events, and lab assignments is required. ASL 100 is a 4-hour credit course and satisfies the Modern Language requirement. Prerequisite: None

COURSE CONTENT

The course focuses on the acquisition and correct use of non-manual signals, grammatical structures, functional vocabulary, and uncomplicated cultural concepts. An emphasis is placed on developing skills in basic conversations and interactions. Successful students have practiced and will be able to use the following communication topics and structure: introduction and greetings, grammatical structures,

cardinal numbers, the alphabet, fingerspelling, basic commands, basic questions, culturally appropriate communication, physical characteristics, personal and physical narratives, basic non-manual signals, basic directions, introduction to the Deaf Community, and professionalism. An emphasis is placed on developing skills in public communication including hands-on participation and presentations.

STUDENT LEARNING OBJECTIVES ALIGNMENT MATRIXe

ASL 100 Course Student Learning Outcomes	GenEd Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
<p>SLO 1. Explain and demonstrate the basic parts and topics of communication in fingerspelling, vocabulary, number usage, grammatical structures, and classifiers.</p>	<p>GLO 1. Developing themes with appropriate consideration of the audience and purpose.</p> <p>GLO 1. Developing and presenting material around a central theme.</p>	<p>N/A</p>	<p>ILO 3. Effective oral and written communication</p>
<p>SLO 2. Comprehend (listening & reading) simple sentences and answer questions.</p>	<p>GLO 2. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English.</p> <p>GLO 2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing.</p>	<p>N/A</p>	<p>ILO 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context.</p>
ASL 100 Course Student Learning Outcomes	GenEd Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
<p>SLO 3. Participate in simple conversations using basic fingerspelling vocabulary, grammar, facial markers, non-manual signals, appropriate facial expressions, and gestures to engage in common interactions while applying the basic</p>	<p>GLO 3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to</p>	<p>N/A</p>	<p>ILO 3. Effective oral and written communication</p> <p>ILO 4.</p>

differences between Deaf and Hearing cultures with sensitivity and professionalism.	conventions of Standard Written English GLO 2. Using organization and language to effectively present material to an audience.		Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context.
SLO 4. Demonstrate knowledge of ASL techniques facial expressions, gestures, and culture professionally and effectively to increase communication credibility within the Deaf community while applying the basic differences between Deaf and Hearing cultures with sensitivity.	GLO 4. Utilizing various formats, lengths, and citation styles as appropriate for the task. GLO 2. Using organization and language to effectively present material to an audience	N/A	ILO 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context ILO 6. An appreciation of the arts and sciences. ILO 7. An interest in personal development and lifelong learning.

Written Communication

UOG students will be able to formulate ideas, perspectives, and values clearly and persuasively in writing by:

1. Developing themes with appropriate consideration of the audience and purpose;
2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing;
3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English;
4. Utilizing various formats, lengths, and citation styles as appropriate for the task; and
5. Using writing to analyze complex events and foster intellectual discovery

Oral Communication

UOG students will be able to articulate ideas, perspectives, and values clearly and persuasively in oral form by:

1. Developing and presenting material around a central theme;
2. Using organization and language to effectively present material to an audience;
3. Considering contexts and cultures when crafting and delivering messages for different audiences;
4. Identifying, evaluating, and applying different styles and modes of presentation in public speaking and listening;

5. Demonstrating appropriate ethical standards and properly citing sources while researching and presenting materials;

COURSE REQUIREMENTS

Required Text

Humphries, Tom, and Carol Padden. *Learning American Sign Language, second edition*, Pearson Education, Inc., 2004

Required Technology

You will need access to a computer that has reliable internet access. This can be your computer or one in a computer lab or internet café. Using public Wi-Fi hotspots is unsafe, so be sure that your computer has up-to-date internet protection.

Although UOG Moodle is compatible with mobile devices, we strongly recommend that you use a desktop or laptop to take online quizzes and assignments. If you don't have your own computer or mobile device, you still have a couple of options for accessing Moodle. You can use the computer labs available on campus.

The following is a list of commonly needed software/apps that you should have installed on your computer or mobile device. Some of these are available to UOG students. Some of these are free downloads from the Internet.

- **Web browser**
You will need a program to let you get on the Internet. Most computers and mobile devices already have a web browser installed. Some common browsers are DuckDuckGo, Microsoft Edge, Safari, and Google Chrome.
These are common and should be compatible with UOG Moodle. However, Mozilla Firefox is the most compatible web browser with UOG Moodle..
- **Microsoft Office Suite (Word, Excel, PowerPoint, Outlook)**
This is available to you from the UOG Computer Center. [Learn how to get Microsoft Office on your computer.](#)
- **Adobe Acrobat Reader**
Some of the documents you will see in your classes or while doing research will be PDF files. You will need a PDF reader to open these files. Acrobat Reader is free. [Download Adobe Reader here](#)
- **Internet Protection**
Finding a free anti-virus option is okay, but they don't offer you the best protection from threats that are NOT viruses. If you can afford it, get something that offers Internet Security. This will help with threats like spyware, hacking, spam, phishing, and more.
Check out companies like Norton, AVG, Avast, Panda, Eset, Kaspersky, and McAfee.
- **Media Player**
You will have audio recordings or videos for you to watch. Most computers and mobile devices

will already have a media player installed. Just in case yours does not, you should look for a free media player to install. One of the more popular ones is VLC Media Player. [Download VLC media player here](#)

Final Grades

UOG Grade points /quality points (for computing averages) are assigned to letter grades as follows:

Letter Grade	Grade Point Value	Percent Grade	Definition
A+	4.00	98-100%	Outstanding Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%	
A-	3.67	90-92%	
B+	3.33	87-89%	Good Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%	
B-	2.67	80-82%	
C+	2.33	77-79%	Adequate Students have achieved the level of competency needed for advancing to a subsequent course that has this course as prerequisite.
C	2.00	70-76%	

Letter Grade	Grade Point Value	Percent Grade	Definition
D	1.00	60-69%	Deficient Minimal passing, but not adequate to take a subsequent course that has this course as prerequisite.
F	0.00	<60%	Failure Inadequate to receive credits.
P	-		Pass
I	-		Incomplete
NC	-		No Credit

A GPA is computed from the credit hours of all courses (100-level or above) for which conventional grades are reported. (The grade “NC” is not used in these computations.) The GPA is determined by dividing the total number of grade points by the total number of credit hours attempted for which a letter grade of A, B, C, D, or F, including pluses and minuses, has been assigned. The GPA is calculated to three decimal places and is not rounded. GPA averages listed in these regulations are cut-off points and not measurements.

Grade Categories and Percentages (Average percentages and subject to change at the instructor’s discretion)

	Points	Qty	Total	Percent
ICA	7	5	35	7%
HW	12	5	60	11%
Midterm	1	30	30	6%
Final	1	30	30	6%
DF	1	10	10	2%
PR1	1	30	30	6%
PR2	1	70	70	13%

PR3	1	90	90	17%
PR4	1	100	100	19%
Lab Events	1	80	80	15%

General Expectations & Technical Skills

Here are some important study habits and personality traits to be successful in my class.

- **Independent Learner**
You must feel comfortable in a learning environment that emphasizes individuals taking responsibility for their learning process.
- **Goal-Oriented**
You must be self-disciplined and goal-oriented as you work to complete your weekly assignments, post email messages, and work with your classmates. This class moves quickly and attempting to "make up" missed discussions or assignments may not be feasible or approved.
- **Proficient Readers & Communicators**
You are expected to glean information from lectures, textbook, online materials, and discussions.
- **Basic Computer Skills**
The computer is an integral part of this course. Basic skills include proficiency in sending and receiving emails with attachments, cut and past from Word, and communicating with fellow students and instructor.
- **Set a Schedule & Stick to It**
You are expected to be organized in setting a schedule that allows you to meet the deadlines. This is not a self-paced class. This is a four-credit course, you should be able to commit 8-10 hours per week to your coursework.
- **Not Easily Frustrated**
You will be faced with obstacles that are out of your control: computers can break, ISP servers can crash, and electric power can go out. To be successful you need to be able to identify solutions for unexpected "catastrophes" by thinking ahead about solutions to potential problems.
- **Remember Etiquette and Netiquette**
You need to exhibit respect for the classroom environment and remember your "manners" when communicating to your classmates and your instructor. You understand that taking out your anger and/or frustration on your classmates and your instructor is not proper.
- **Take Responsibility for the Learning Process**
To be successful you need to put your schoolwork at the top of your list of priorities. Do not be afraid to ask questions; however, ask for clarification after you have attempted to understand the material on your own by rereading the textbook, the instructions, or the lecture.

Assignments and Descriptions

- **Student Participation**

Module Learning Objective: 1.2 Demonstrate and/or identify signed sentences and word orders, the alphabet, numbers, fingerspelled words, vocabulary, and proper word order during class activities and practice sessions. (SLO1)

Assignment Description: Student participation is mandatory. Students must turn on cameras for the class session to count towards attendance/participation. In the event the student's camera is not working, participation is still required. Students who fail to respond to a question directed to them after the third time will be penalized for an absence. Students will identify and perform fingerspelling, vocabulary, grammar structure, proper facial expressions, and gestures during teacher-led exercises in proper delivery. Exercises are performed live as student to student and/or student to teacher demonstrations.

Points Earned for each: Student participation varies through ICAs, exercises, quizzes, exams, presentations. Attendance policy applies.

- **In-Class Activities (ICA)**

Module Learning Objective: 1.1 Identify and/or list the alphabet, numbers, fingerspelled words, vocabulary, grammar structures, and deaf culture theories in a variety of test-like settings using computer technology. (SLO1)

Assignment Description: In-class Activities are short, graded quiz assignments administered during the class session. This is a measurable assessment in the form of short answers, multiple-choice, matching, fill-in-the-blanks, and true and false type questions introduced in lectures and assignments. The student must apply basic logic, reasoning, ethics, and interpretation of the theories introduced during the semester. A password to enter the ICA will only be provided during the class session. Students absent on the day of the quiz will not be allowed to take it. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 5-10 points.

- **Homework**

Module Learning Objective: 1.1 Identify and/or list the alphabet, numbers, fingerspelled words, vocabulary, grammar structures, and deaf culture theories in a variety of test-like settings using computer technology. (SLO1)

Assignment Description:

- Homework video units cover units 1–12. They are signed vocabulary and key structures where students must view a pre-recorded signer/interpreter and provide the correct translation. Answers must match the video for points to be earned.
- Homework culture note videos. They are informative videos on Deaf culture.
- Homework grammar note videos. They are videos on ASL grammar.

Students are given unlimited attempts on Homework to get a perfect score. It must be completed by the due date. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 5 points. (60 points total)

- **Midterm Exam**

Module Learning Objective: 1.1 Identify and/or list the alphabet, numbers, fingerspelled words, vocabulary, grammar structures, and deaf culture theories in a variety of test-like settings using computer technology. (SLO1)

Assignment Description: The midterm exam covers units 1, 2, 3, 4, 5, and 6 the lecture, discussions, and homework. It is closed book and notes. The midterm exam is administered during the class session. This is a measurable assessment in the form of short answers, multiple-choice, matching, fill-in-the-blanks, and true and false type questions introduced in lectures and assignments. The student must apply basic logic, reasoning, ethics, and interpretation of the theories introduced during the semester. A password to enter the midterm exam will only be provided during the class session. Students absent on the day of the midterm exam will not be allowed to take it. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 30 points.

- **Final Exam**

Module Learning Objective: 1.1 Identify and/or list the alphabet, numbers, fingerspelled words, vocabulary, grammar structures, and deaf culture theories in a variety of test-like settings using computer technology. (SLO1)

Assignment Description: The final exam covers units 7, 8, 9, 10, 11, and 12 the lecture, discussions, and homework. It is closed book and notes. The final exam is administered during the class session. This is a measurable assessment in the form of short answers, multiple-choice, matching, fill-in-the-blanks, and true and false type questions introduced in lectures and assignments. The student must apply basic logic, reasoning, ethics, and interpretation of the theories introduced during the semester. A password to enter the final exam will only be provided during the class session.

Students absent on the day of the final exam will not be allowed to take it. Due to the final exam administered late in the semester, no RIPs will be considered.

Points Earned for each: 30 points.

- **Discussion Forum**

Module Learning Objective: 3.1 Analyze a deaf culture scenario when using gestures and expressions and recommend the most appropriate response in a peer discussion forum. (SLO3)

Assignment Description: The Discussion Forum covers random topics presented in the textbook and/or lecture. This is a qualitative assessment. The student must apply the theories presented during lectures, in the textbook, and assignments. The student's posts must exhibit careful thought, logical reasoning, and provide evidence/citation for his/her position. Each post should be at least one well-developed paragraph, 12 to 15 sentences not more than 15. Use correct spelling, punctuation, and grammar. The discussion forum will open at the beginning of the class session and close at the end of the class session. The discussion must be completed by the due date specified. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 10 points.

- Presentation 1 (PR1) – Expression and Gestures (3 min.)**

Module Learning Objective: 2.1 Demonstrate signing a song using facial expressions, gestures, and body language acceptable in the Deaf culture. (SLO2)

Assignment Description: Students will demonstrate the song called “Lean on Me” by Bill Withers. Emphasis will be made on appropriate facial expressions and gestures sensitive to the Deaf. Students are expected to present in business professional attire as instructed and demonstrated in class. Students are evaluated against the rubric taught in class and available in Moodle. Students are expected to be ready to present on the first scheduled day, failure to be ready will result in a zero. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: 30 points.
- Presentation 2 (PR2) – Syntax (3 - 3 1/2 min.)**

Module Learning Objective: 2.2 Demonstrate an informative PowerPoint speech using the proper technique of fingerspelled words, vocabulary, syntax, expressions, gestures, and body language. (SLO2)

Assignment Description: Students will deliver a live, short, and informative signed speech of a personal journey following proper speech delivery covered during class lectures, unit assignments, and practice labs. Students demonstrate ASL techniques, grammatical structures, appropriate facial expressions, and gestures sensitive to the Deaf. Students are expected to present in business professional attire as instructed and demonstrated in class. Students submit an outline via Moodle using the template provided and a PowerPoint. Submissions without a presentation will earn a zero for their outline and PowerPoint. Students will conduct a peer evaluation for each presentation and submit it in Moodle by the due date. Students are evaluated against the rubric taught in class and available in Moodle. Submissions without a presentation will earn a zero for their outline and PowerPoint. Students are expected to be ready to present on the first scheduled day, failure to be ready will result in a zero. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: Evaluation (50), Outline (5), PowerPoint (5), Peer Evaluation (10): 70 points.
- Presentation 3 (PR3) – Expression and Gestures and Syntax (4 min.)**

Module Learning Objective: 2.2 Demonstrate an informative PowerPoint speech using the proper technique of fingerspelled words, vocabulary, syntax, expressions, gestures, and body language. (SLO2)

Assignment Description: Students will deliver a live, short story following proper speech delivery. This may be a personal story, children's story or a simple story. Students demonstrate ASL techniques, grammatical structures, appropriate facial expressions, and gestures sensitive to the Deaf. Students are expected to present in business professional attire as instructed and demonstrated in class. Students submit an outline via Moodle using the template provided and a PowerPoint. Submissions without a presentation will earn a zero for their outline and PowerPoint. Students will conduct a peer evaluation for each presentation and submit it in

Moodle by the due date. Students are evaluated against the rubric taught in class and available in Moodle. Submissions without a presentation will earn a zero for their outline and PowerPoint. Students are expected to be ready to present on the first scheduled day, failure to be ready will result in a zero. No make-up will be considered unless the student initiates a Reassessment Individual Plan within 24 hours of the due date.

Points Earned for each: Evaluation (80), Outline (5), PowerPoint (5), Peer Evaluation (10): 100 points.

- **Presentation 4 (PR4) – Classifiers (5 min.)**

Module Learning Objective: 2.3 Illustrate a team cooking demonstration with PowerPoint using the proper technique of fingerspelled words, vocabulary, syntax, appropriate gestures, body language with an emphasis on utilizing classifiers. (SLO2)

Assignment Description: This is a team demonstration. Each team will deliver a 4 to 5-minute signed speech of a favorite dish. Teams will demonstrate the steps to preparing a recipe following proper speech outline instructions covered during class lectures, in unit assignments, and practice labs using PowerPoint/Google Slides. Teams will divide the performance equally to demonstrate ASL techniques, grammatical structures, appropriate facial expressions, and gestures sensitive to the Deaf with an emphasis on classifiers. Teams are expected to present in business professional attire as instructed and demonstrated in class. Individual members must submit an outline via Moodle using the template provided and a PowerPoint. Submissions without a presentation will earn a zero for their outline and PowerPoint. Individual members of a team submit a pie evaluation of themselves and team member's contribution to the presentation. Members fairly share expenses incurred for the presentation. Members are evaluated against the rubric taught in class and available in Moodle. Teams are expected to be ready to present on the first scheduled day, failure to be ready will result in a zero. Due to the presentation assigned late in the semester, no RIPs will be considered.

Points Earned for each: Evaluation (80), Outline (5), PowerPoint (5), Pie Evaluation (10): 100 points.

- **Lab Events (TBA)**

Module Learning Objective: 1.2 Demonstrate and/or identify signed sentences and word orders, the alphabet, numbers, fingerspelled words, vocabulary, and proper word order during class activities and practice sessions. 3.3 Apply culture sensitivity through basic conversations using proper vocabulary, grammar structure, facial expressions, gestures, and body language in a social event. (SLO1) (SLO3)

Assignment Description: Students are to attend and participate in fifteen (15) live lab events. Lab Events cover units 1–12, lectures, and local signs. It is live via ZOOM and onsite venues. Students will identify vocabulary, definitions, theories, and practice with their peers and signers in ASL and local structured conversations. Attendance will be taken at the beginning of each lab. Failure to complete fifteen (15) will result in a zero. Lab events will be available via Moodle. Additional events may be offered such as Deaf and interpreter club meetings, Deaf social get-togethers, faith-based gatherings with the Deaf community, Deaf Awareness Month

activities, and college activities involving the Deaf such as Fall and Spring Festivals and CHamoru Month activities. There will be 16 ZOOM Lab Event sessions and 16 Live Lab Events available for a total of 32 Lab Events offered during the semester. No make-up will be considered due to labs being offered above the requirement.

Points Earned: 80 points.

COURSE PROGRAM AND POLICIES

Attendance Policy

Attendance will be taken daily. If sessions are held online, students must turn on cameras for the duration of the class session to count towards attendance/participation.

- Seven (7) absences (Unexcused or Excused) fail the course.
- Four (4) absences (Unexcused or Excused), late entries, early departures, and camera off (10 minutes) result in a letter grade down.
- Students are responsible for informing the instructor regarding an absence.
- Students are responsible for obtaining all information. Ask your classmates, refer to the syllabus/Moodle for missed information before contacting the instructor.
- Students claiming illness or surgery, accidents, and funeral attendance must submit certified doctor/nurse slips or documents to be considered excused.

Make-up Policy: Reassessment Individualized Plan (RIP)

A Reassessment Individual Plan is student-initiated and must be requested within 24 hours of the due date of a missed assignment or activity. RIP requests will not be approved for PR3, PR4, Final Exam, Deaf Interview, and Lab Events due to the assignments or they are close to the end of the semester. Only three (3) RIPS may be approved for the semester. RIPS are approved at the instructor's discretion.

Classroom Etiquette/Netiquette

This list of etiquette tips will provide a general idea of what will be expected of you.

- Behavior: Disruptive outbursts, unprofessional language, sleeping, being a distraction, speaking rudely to the instructor and classmates, viewing, or answering your phone that is not related to the class, and doing work for another class during the session will not be tolerated.
- Dress Code: Dress appropriately for all class meetings whether on campus or online. Students should dress in college business casual wear. Refrain from immodest and revealing clothing. i.e., tube tops, pajamas, shirts with inappropriate graphics, short shorts, miniskirts, and seductive clothing. Professional business wear is required during presentations.
- As college professionals, you are expected to "interact with others in a positive, cooperative, and supportive manner and display respect for the privacy and rights of others."
- A reminder of some best practices when online:
 - Pick a quiet room so background noise is minimized.
 - Log in a little early so there is no delay in your efforts to connect.
 - Stay muted until ready to speak. Then re-mute when done speaking.

- Speak loudly, clearly, and not too fast.
- Login with full name. This is your first and last name.
- Have your video camera on during the session.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Use clear, concise, and clean spelling and grammar language.

Email and Office hours

Office hours are Tuesdays and Thursday from 8 am to 10 am. E-mail and Moodle messenger are the only approved mode for communicating with the instructor. Students should use their UOG e-mail address, not a personal email. Not responding to E-mails/Moodle messages is considered inappropriate and unprofessional. Students may request an appointment outside of office hours. In the event of an emergency and you cannot get hold of me, please contact the department Administrative Assistant at 735-2800.

Constructing emails

As college professionals, you are expected to construct professional business emails/messages to include: The subject line, greeting, intro/purpose, ask/action, and closing with correct grammar and spelling. Your greeting should be professional such as **Dear**. Your closing should be professional such as **Very respectfully**.

Withdrawal Policy

The last day for voluntary withdrawal from classes with a grade of "W" is October 2. Students who desire to withdraw after must submit a Petition to Withdraw form from the Office of Admissions and Records and get all required signatures and submit the form by December 6.

Student Questions, Assignment Feedback, and Responses

Student's grades are updated in real-time through Moodle. However, some grades may be posted up to four class sessions after the due date. The instructor will reply privately to student questions via email or Moodle Messenger within 48 hours (about 2 days) during the weekdays and 72 hours (about 3 days) if the question is asked on the weekend. In the event of frequently asked questions that would benefit the entire class, a generic response will be posted in Moodle.

GENERAL POLICIES

Students are advised to consult the Student Handbook for further information about UOG policies. Below are a few highlighted ones:

- **No Unauthorized Recording.**
- **Guam PDN Alerts.** To keep all UOG constituents current on-campus happenings, students are encouraged to sign up for the PDN Mobile Alert System.

- **EEO/ADA Statement** - The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & Title IX Office at (671) 735-2244, (671)735-2971, TDD (671)735-2243 or eeo-ada@triton.uog.edu.
- **ADA Accommodation Services** - For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.
- **FERPA statement**
Under the Family Educational Rights and Privacy Act (FERPA), your educational records are confidential and protected. Under most circumstances, your records will not be released without your written consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file.
- **Academic integrity**
Academic integrity is fundamental to learning and is consistent with the Institutional Learning Outcomes (ILOs) espoused at University of Guam. The concept of academic integrity lies at the very heart of any college and learning, and scholarship cannot thrive without this fundamental value. Therefore, academic dishonesty cannot be tolerated. Students who commit such acts expose themselves to sanctions as severe as expulsion from the College. Academic dishonesty can take different forms, including, but not limited to cheating, plagiarism, and technology misuse and abuse. In any situation in which a student is unsure of what constitutes academic dishonesty, it is the student's responsibility to raise the question with the instructor. It is also the student's responsibility to be familiar with the student guidelines on academic integrity. Additional information and definitions may be found in the Student Handbook.
- **Power Outages and Internet/Technical Problems**
Occasionally power outages may occur (especially during typhoon conditions) and technical problems with internet connections can happen at any time. Do not wait until the last minute to complete your assignments and exams. Also, it is advisable to download and/or print copies of this syllabus.
- **Title IX**

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." - Title IX of the Education Amendments of 1972.

COURSE CALENDAR (Revisions are subject to change by the discretion of the instructor)

The course calendar provides the session, date, topic, and due dates in a chronological format. The topics View video then answer questions in Moodle and Homework due are performed outside of live sessions.

Session 1 Thursday, August 15

- Attendance

Session 2 Tuesday, August 20

- Introduction and Syllabus

Session 3 Thursday, August 22

- ICA1
- Manual Alphabet and Numbers

Session 4 Tuesday, August 27

- Unit 1 Introductions and Personal information
- Video Lab 1

Session 5 Thursday, August 29

- Unit 2 Learning ASL, Numbers, and Fingerspelling
- Presentation 1 Instruct
- 1Culture Note: Introductions
- Video Lab 2

Session 6 Tuesday, September 3

- Unit 3 Politeness and Fingerspelling
- Presentation 1 Instruct
- Video Lab 3

Session 7 Thursday, September 5

- Quiz 1 (Units 1 – 3, lecture, Grammar time, and Cultural Notes.
- 2Culture Note: Introductions

Session 8 Tuesday, September 10

- Unit 4 Descriptions and Fingerspelling
- 1Grammar Time: Nonmanual markers
- ICA2
- Video Lab 4

Session 9 Thursday, September 12

- ICA3
- Presentation 2 Practice
- 2Grammar Time 2: OH-I-SEE

Session 10 Tuesday, September 17

- Presentation 2

Session 11 Thursday, September 19

- Unit 5 Requests
- 3Culture Note: Identification
- Video Lab 5

Session 12 Tuesday, September 24

- ICA4
- Unit 6 Expressing Yourself
- 3Grammar Time: Directional Verbs
- Video Lab 6

Session 13 Thursday, September 26

- Presentation 3 Instruct
- 4Culture Note: Polite Attention Getters

Session 14 Tuesday, October 1

- 4Grammar Time: Noun-Verb Pairs
- ICA5

Session 15 Thursday, October 3

- Presentation 3 Instruct

Session 16 Tuesday, October 8

- Fall Break No Classes

Session 17 Thursday, October 10

- **Fall Break No Classes**

Session 18 Tuesday, October 15

- Discussion Forum Part 1

Session 19 Thursday, October 17

- Discussion Forum Part 2

Session 20 Tuesday, October 22

- Midterm (Units 1 – 6, lecture, and assignments)
- 5Culture Note: Blunt

Session 21 Thursday, October 24

- ICA6
- Unit 7 More Descriptions
- Video Lab 7
- 5Grammar Time: Being Polite

Session 22 Tuesday, October 29

- Unit 8 Family and Friends
- Video Lab 8
- 6Culture Note:

Session 23 Thursday, October 31

- Unit 9 More Descriptions
- Video Lab 9
- 6Grammar Time: WHQ and Expressions

Session 24 Tuesday, November 5

- **Quiz 2 (Units 7 – 9, Lecture, Grammar time, and Cultural Notes**
- **Presentation 3 Instruct**

Session 25 Thursday, November 7

- Unit 10 At Home and Daily Living
- Video Lab 10
- ICA8

Session 26 Tuesday, November 12

- **Presentation 3**

- **Presentation 3 Upload documents**

Session 27 Thursday, November 14

- **Unit 11 Food and Food Shopping**
- **Video Lab 11**

Session 28 Tuesday, November 19

- **Unit 12 Offering and Declining**
- **Video Lab 12**

Session 29 Thursday, November 21

- **Presentation 4 Group Work**

Session 30 Tuesday, November 26

Session 31 Thursday, November 28

- **Exam**

Session 32 Tuesday, November 3

- **Presentation 4 Group Work**

Session 33 Thursday, December 5

- **Presentation 4**

Final Exam Tuesday, December 10

- **12:30 – 2:00 All documents due.**