



Semester 1 and 2 2019 - 2020

***Humanities Department/World
Languages***
SIGL 102

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Students and Instructors are accountable for all information on the Course Syllabus which is located on Google Classroom for this course.

Instructor Availability

- I am available during school hours from 8:00 am - 3:30 pm. My prep hour is during 2nd.
- Communication should be filtered through thardy@msd134.org,
- You may set up a time to meet with me before or after school
- You will be set up in Google Classroom and can communicate through this forum in addition to email.

Course Description

This course continues to build on basic American Sign Language conversation, vocabulary, and grammar developed in ASL I (required as a prerequisite). A more in depth study of the history and culture of American Sign Language will be completed including research projects of important cultural elements of Deaf history, Deaf education, and the linguistics of ASL. Students will continue to develop their ASL website portfolio.

General Education Competency Area (This section is required for General Education Courses)

This course fulfills the Idaho State General Education competency area for humanities.

Academic Affairs Objectives:

This section is required for all classes. Please check appropriate boxes for your course, as outlined by your department:

- Learn to Learn.** Students learn that as important as content knowledge is, shaping one's future requires the development of skill in discerning, applying, analyzing, synthesizing and evaluating knowledge in diverse contexts. The educational experience at CWI prepares students for a world in which they are likely to change occupations and face unpredictable life events. We strive to develop courses and learning experiences that give students the tools to confidently thrive in a complex, information-saturated, diverse, and dynamic world.

- **Make Connections.** Students learn, success in today's interconnected world, requires deliberate engagement and comfort with multiple perspectives, cultures, and contexts. In navigating difference and diversity in the natural and social worlds, students connect ideas, forms of knowledge, and practices to create a richer understanding of themselves as personally and socially responsible citizens.
- **Solve Problems.** Students identify problems, analyze and implement solutions, and interpret and reflect on outcomes to develop skills to individually and collaboratively face challenges and create opportunities.
- **Reason Ethically.** Students learn that ethical ideas and moral conduct may be understood from many perspectives: as products of historical, cultural, and religious forces, as reflections of human nature, and as personally held attitudes and beliefs. Students learn to articulate ethical self-awareness, ethical issue recognition, and varieties of ethical perspectives to evaluate, create, and live consciously according to their own personal moral values.

Course Schedule

The class is a year long class divided into two semesters. It is a prerequisite for ASL 102

- ASL II meets daily
 - Period 1 meets from 8:10 - 9:03 Monday, Tuesday, Thursday, and Friday, and from 8:10 - 8:49 on Wednesday
 - Period 7 meets from 2:22 - 3:15 Monday, Tuesday, Thursday, and Friday, and from 1:07 - 1:45 on Wednesday
- Semester 1 begins Aug. 19 and ends December 20;
- Semester 2 begins Jan. 4 and ends May 27

Course Focus

Learning a second language has many benefits. [Why learn a foreign language? Benefits of bilingualism](#) making cross cultural connections will help you develop a globally minded world view. Focus will be placed on the structure of the language through a study of linguistics.

Course Objectives and Outcomes

The course will continue to help students develop skills in gesturing and mime using hands, body and face, further enhance an understanding of the grammar and structure of ASL, develop a greater understanding and appreciation for Deaf history and culture, begin to understand the anatomy of sound and the ear and how physiological changes affect an entire culture, continue to enhance your skills communicating in American Sign Language in the context of everyday living, and begin the study of the Linguistics of American Sign Language.

Outcomes Assessment

Assessment is done through Google Classroom. Daily, weekly and unit quizzes and tests will be administered and serve as both formative and summative assessment. Story videos and projects will be uploaded to Google Classroom for evaluation. Semester projects are assigned as signature assignments through Google Classroom.

Signature Assignments

Semester 1 Research Project,
Semester 2 Deaf history timeline, Deaf education timeline

Grading Policy

- Skyward Grading

| Score Method | Term Grades (MHS Policy) | Grading Scale (MHS Policy) |
|--------------|---|--|
| Total Points | <p>Fall Quarter 1=40% Quarter 2=40% End of Course Assessment=20%</p> <p>Spring Quarter 3=40% Quarter 4=40% End of Course Assessment=20%</p> | A=90%-100% B=80%-89% C=70%-79% D=60%-69% F=Below 60% |

Coursework Grading Scale

60% Summative Assessment -

Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a unit test
- a final project
- a paper
- A video

30% Formative Assessment -

Formative assessments are generally *low stakes*, which means that they have lower point value. Examples of formative assessments include asking students to:

- generate a written response representing their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback
- submit a rough draft
- lesson quizzes

10% Participation - This will be assessed through the generation of a Lesson Worksheet.

All assignments will be weighted as summative, formative, or participatory and graded out of 4. All missing assignments will receive a score of 0/4 and will remain as such until the assignment is turned in complete. It is expected that all assignments are turned in.

Textbooks and Required Materials

- Signing Naturally; Cheri Smith, Ella Mae Lentz, Ken Mikos; Dawn Sign Press 1988
- lifepoint.com; Dr. Bill Vicars, California State University Northridge
- aslpro.com
- Linguistics of American Sign Language; Clayton Valli, Ceil Lucas; Clerc B
- school issued laptop
- Lifepoint.com Linguistics of American Sign Language

The class environment is fully integrated with technology. You will be able to communicate and access

information through the use of your own personal laptop through information systems such as Google Classroom and Skyward. This generation of students are savvy, smart, and connected in more ways than my generation through the use of digital devices and the internet. The goal is to prepare this generation of students for any form of post-secondary education, career, and life-long learning.

Methods of Delivery

Conversation in American Sign Language is encouraged and expected. ASL I is designed to give students a solid foundation for signed communication. The curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing content by giving you opportunity to engage in various interactive activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with other classmates and the teacher.

Our classes are conducted using ASL from the very first day. You are immersed in the language for the majority of the class time to maximize your language learning. The focus will be on immersion in the classroom for all interactions in ASL . This means turning off your voices, opening your eyes and relying on what you know about gesturing, miming, and the use of facial expressions to learn a new language. This course will guide you along a natural path of instruction toward effective sign language skills drawing on familiar gestures and facial expressions to begin thinking visually in pictures instead of words. Possible delivery methods include lecture, demonstration, film, Google Slides presentations, field trips, class discussion, small group discussion, reading assignments, computer-guided tutorials, Google Classroom assignments, and guest speakers, to name just a few.

Course Calendar

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|-------------------------------|--|---|
| Linguistics Lesson 1 Website revisions for ASL II | Linguistics Lesson 2 | Linguistics Lesson 3 | Linguistics Lesson 4 |
| Lesson 1 - 15 Review Lesson 16 - 18 | Lesson 19 - 22 | Lesson 23 - 26 | Lesson 27 - 30 |
| Research Project Intro | Research Project Presentation | Deaf History Timeline Google Presentation | Deaf Education History Timeline Google Presentation |
| CTF - Audism Unveiled | CTF - Hear and Now | CTF - For a Deaf Son, One Deaf Child | CTF - The Hammer |

Semester Schedule

Quarter 1 August 19 - October 15
 Quarter 2 October 19 - December 18
Semester 1 Finals December 14 - 18

Quarter 3 January 4 - March 10

Quarter 4 March 14 - May 27

Semester 2 Finals May 23 - 27

Course Expectations

This section may include:

- Assessment will occur weekly and will be both formative and summative
- Students are expected to spend at least an hour a week outside of class working on signing skills.
- Please refer to the student handbook for all safety guidelines

My philosophy is that all grades belongs to you. You have sole ownership of your grade. I do not give grades; you earn grades. Writing assignments will be graded according to a district approved rubric. Others may be graded for completion, or an identified core standard. You will be aware of what is being assessed.

- There is no graduated scale for work turned in late. However, late work may or may not receive full credit.
- All assignments will have a due date. Google classroom will automatically identify work turned in after the date as **DONE (LATE)**. If this designation is assigned, the quality of the work will determine whether full credit will be granted. If it is determined that a student is taking advantage of this policy, or consistently turning work in late, then full credit will not be granted.
- It is my responsibility to enter grades in a timely fashion. I will do my best to have all work assigned through the week graded and entered by the beginning of Monday of the following week.
- All missing work will be graded with a **zero** and marked as **missing**. It will be marked missing until you have turned in the work and it has been assessed.
- You have every opportunity to receive credit for any work graded as zero The grade belongs to you. It will not be said that you did not have opportunity to receive credit for any work. If you are willing to do the work, then I am willing to assess it.
- A cutoff date will be assigned at the end of each quarter and semester. I must have grades submitted as I am tied to a due date for grades.
- All work, within reason, will be assessed and graded if it is turned in by this cutoff date. If it is determined that you have willfully or deliberately taken advantage of this policy, I reserve the right to refuse late work. You do not want to run the risk of taking advantage of my good will or desire to give you every opportunity to have success.
- At the end of the quarter, after the cutoff date, no assignment will be accepted or receive consideration for credit. It will be determined that you have consciously decided to not complete the assignment and accepted the zero as your grade. Work assigned a zero will remain a zero and the “missing” designation will be removed.

Extra credit

There will be no opportunity for extra credit in this class

Computer Proficiency Expectations:

The class environment is fully integrated with technology. You will be able to communicate and access information through the use of your own personal laptop through information systems such as Google Classroom and Skyward. This generation of students are savvy, smart, and connected in more ways

than my generation through the use of digital devices and the internet. The goal is to prepare this generation of students for any form of post-secondary education, career, and life-long learning. If word processing is a weakness it will be expected that each student does his or her part to work to improve processing speed.

Behavioral Expectations:

Every student has the right to a respectful learning environment. In order to provide this right to all students, students must take individual responsibility to conduct themselves in a mature and appropriate manner and will be held accountable for their behavior. Students who disrupt the class or behave inappropriately or disrespectfully, as determined by the instructor, may be asked to leave the classroom.

If conduct continues to be an issue, students may be referred to the office for judicial action.

Any student who has witnessed or experienced a violation of the student code may contact me through email at thardy@msd134.org instances include:cheating, bullying, etc...

Three principles govern and guide conduct in my classroom

1. Conduct which is disruptive of the educational process, is prohibited.
2. Conduct which infringes upon the rights and properties of others, is prohibited.
3. All students are expected to be knowledgeable of all the school rules, which relate to conduct and discipline.

Classroom Guidelines

1. **Come to class on time.** Standing outside the door and rushing in after the bell has begun to ring will constitute a tardy. You must be in your seat ready to work when the bell rings to be counted on time.
2. **Begin activities and independent work listed on the board within one minute of the tardy bell.** Please do not wait for me to remind you to begin.
3. **Attend to personal needs before coming to class.** You will be given permission if it is an emergency.
4. **There is no seating chart unless it is determined that one be made. Students who continue to be disruptive will be assigned a seat. Please ask permission to use the pencil sharpener or recycle paper.**
5. **Do not eat food or consume beverages in class unless you have been given permission. Water in an enclosed container is permissible.** Please use your break time in between class to consume snacks.
6. **Talk only when permitted.** Be aware of the situation since quiet talking is allowed in some situations and speaking to the entire group without raising your hand may be allowed in others. I will remind you once and expect compliance.

7. **Use polite speech and body language.** It is imperative that my classroom remains a safe place for all students. Do unto others as you would have done unto you. Unkind teasing and impolite behavior is unacceptable.

8. **Do not cheat.** Students caught cheating will receive a zero and a phone call home. Both the student who shares work for an independent assignment AND the person who copies it will suffer the same consequences. I expect you to do your own work and to be sure no one can copy it.

If conduct continues to be an issue, students may be referred to Student Conduct for judicial action. It is the student's responsibility to check their email to receive notification of any scheduled appointments or other urgent communications.

Any student who has witnessed or experienced a violation of the student code may contact Student Conduct at 562-2305, or email: conduct@cwidaho.cc

Cell Phone Policy:

To begin, I believe students are emerging young adults and should begin to develop the skills necessary for self management. I acknowledge that cell phones are the personal property of the student; however, in this day and age cell phones present a distraction to the learning process and usage will not be permitted during class. Cell phones should be silent and put away. Having said that, when a student demonstrates an inability to manage themselves, I reserve the right to enforce classroom policy, immediately, when it becomes a distraction to the learning process. There are plenty of opportunities for staying connected with others throughout the day: cell phone usage is permitted in the hallways during passing time, before, and after school, and during lunch in the cafeteria. Class time ranges from 45 minutes on Wednesdays and during assembly schedules to 53 minutes on regular days. **Class time is sacred and dedicated to the learning process**, so in order to achieve your full potential this will be enforced. Cell phones should remain in the student's backpack throughout class. On occasion, it does become necessary to incorporate personal devices in the learning process. I reserve the right to flexibly adjust this policy when I feel it enhances learning. If your cell phone becomes detrimental to learning a parent will be contacted and a plan put in place to curb usage.

Academic Honesty:

All work submitted by a student must represent his or her own ideas, concepts, and current understanding.

All material found during research must be correctly documented to avoid plagiarism. Cheating or plagiarism in any form is unacceptable and violations may result in disciplinary action ranging from failure of the assignment to failure of the course. Repeated acts of academic dishonesty may have more severe institutional ramifications. The consequences for cheating in this class are listed below:

- The student will receive a failing grade for the assignment. [You may include your own consequences here]
- All work submitted by a student must represent his/her own ideas, concepts, and current understanding. All material found during research must be correctly documented/cited to avoid plagiarism. Any student caught cheating or plagiarizing on course assignments or exams will lose credit for that assignment or exam. The teacher will notify parents. Students may be subject to disciplinary action, including a parent conference.

Emergency Procedures

Please follow evacuation procedures posted on the announcement board. The emergency exit for this class is located in the south middle hall leading out to the courtyard and then to the back parking lot where attendance will be taken. During a lockdown the door will remain closed and the window covered. The windows will be drawn and the lights out. If necessary students will be moved to a safe location in the classroom designated by the teacher. If you are outside a classroom find the first room to go to and contact your teacher using the school dialing extension 2060.

Suggestions for Success

Students' Roles and Responsibilities

- Attend class daily and actively participate in all classwork.
- Advocate for your education as a positive student role model
- Cooperate with the classroom teacher to ensure a successful educational experience
- Obtain and make up work when absent from school
- Track your grades and access Skyward daily
- Be active in your own educational planning. Know where you want to be at the end of your high school career
- Complete all assignments in a timely fashion
- Wherever you are...Be all there.