



**Skyline College
Language Arts Division**

Syllabus – Fall Semester 2018

**Course Number: 95491 - ASL 100-AA: American Sign Language 1 (5 Units)
August 15, 2018 to December 17, 2018**

Instructor: Gerardo Di Pietro

Course Days: Monday, Wednesday, & Friday

Course Meeting Times: 9:35 am – 11:00 am

Canvas Address: <https://smccd.instructure.com/courses/16456>

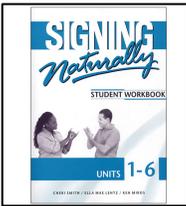
E-Mail: DiPietroG@smccd.edu

Office Hours: Arranged as via e-mail

Classroom: Building 8, Room 8-117

American Sign Language is an introductory course. Everyday communication is the centerpiece of every lesson. Topics revolve around sharing information about our environment and us. Grammar is introduced in context, with an emphasis on developing question and answering skills. You learn conversational strategies to help you maintain a conversation. Interactive activities allow you to rehearse what you have learned.

Required Materials



Signing Naturally Units 1-6 Student Set by Cheri Smith, Ella Mae Lentz & Ken Mikos

ISBN: 978 1-58121-2105

Bring your workbook to class each time, along with pencil and notebook, so that we can review vocabulary and, at times, we will use some of the pair or group exercises in the workbook as classroom exercises.



Student Workbook comes with 2 CDs. Or Online Video Library for streaming on electronic device. Must watch videos for video production. Prepare production on GoReact or Canvas for homework.



- Access to **GoReact codes** are available in individually shrink-wrapped flat cardboard widget at digital-only online access codes at Skyline College bookstore or visit on for purchase “Access Code” for Online Video Assessment at Skyline College Bookstore or visit on <https://get.goreact.com/pricing/> for payment easily. Use GoReact with Canvas. You receive an email from instructor for invitation.
- Access to **YouTube** account at www.youtube.com. Use YouTube to send a video into Canvas submissions in order to video upload an **unlisted** video if you have *troubleshooting* with GoReact.
- Access to **Canvas** <https://smccd.instructure.com/> (mandatory). If you are absent, you are responsible for checking e-assignments.
- Use laptops or other devices for course-related activities such as Canvas and GoReact.
Use of interactive technology is allowed only when it is required for the assignment.

Student Learning Outcomes

At the end of this unit, students will be able to:

1. Express basic linguistic ASL principles.
2. Explain elements of deaf culture and the deaf community.
3. Apply correct etiquette to be used in deaf culture situations.
4. Maintain a basic conversation in ASL, appropriate to level 1.

Course Description

A beginning course designed to introduce students to the visual-gestural richness of American Sign Language as it is used within the Deaf culture. Introduces students to ASL's basic structure and vocabulary while developing students' expressive skills and understanding of fingerspelling and basic conversational strategies. Provides an introduction to the Deaf community and culture. Equivalent to two years of high school ASL. **Transfer credit: CSU (CSU GE Area C2), UC (IGETC Area 6A)**

Course Prerequisites: 5.0 units; Lecture hours/semester: 80-90)

The program prepares students to enter an interpreter-training program after graduation. In addition knowledge of ASL provides new skill-building opportunities for any organization's staff and it may make you eligible for bilingual pay if American Sign Language is used at your workplace.

Course Outline

Unit 1: Introducing oneself

Unit 2: Exchanging personal information

Unit 3: Talking about where you live

Unit 4: Talking about family

Unit 5: Talking about everyday activities

Unit 6: Storytelling

Learning Approach

The curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and engaging you into various interactive activities learns reinforcing what. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with me and other classmates. Our classes are conducted in American Sign Language (ASL) from the very first day. You are immersed in the language for 6 hours a week to maximize your language learning. The teacher will use gestures, signs, and drawings or act out situations to get the point across and your job is to keep trying.

Teaching Methods

Direct Method

Students will comprehend and produce vocabulary words using the target language of ASL by looking at images and demonstrations based on colors, clothing and physical description via PowerPoint (Richard and Rodgers, 2014, p. 12) Once they have receptively understood the signs, they will be able to express the signs appropriately. *For example:* A picture of a purple shirt will be shown via PowerPoint. Students will observe the teacher signing purple shirt as well. They will be able to analyze and receptively copy the teacher, and then eventually be able to express the sign within phrases and sentences.

Interactive Learning

Students will apply interactive learning to what they will learn in the classroom. These hands-on activities include pair and group work to increase their communicative competence. Also, they will gain a basic understanding of identifying person: gender, description and point out/glance through classroom discussions. *For example:* The teacher will briefly explain about pointing at a student in room and introduce FEMALE and point out basic clothing, appearance and made a massive impact within Deaf culture.

Communication Language Teaching

Students will learn to focus on collaboration, social interaction, and participation within the classroom that will apply to real life settings, as well as a balance of fluency and accuracy within the proper production of signs (Brown, 2007; Richard and Rodgers, 2014, p. 87, 390). Also, they will develop “communicative competence”. Vocabulary and phrases based on sports will be described as well as the significance of identifying others and asking Wh-word questions within Deaf culture.

For example: After students have successfully understood how to sign all of the gender, clothing and physical description, they are to actively engage themselves in social interactions and dialogue by asking their partner questions to increase their communicative skills, which will apply to real-world settings. They will ask each other, “Who is Mary?” They are expected to participate and develop critical thinking skills through pair and group dialogue interactions.

“No Talking” Zone

We insist on maintaining a signing environment at all times in the classroom for 2 reasons: first, it is considered RUDE to talk in front of a Deaf person and not make the information passing between you and the other person accessible. Since a good number of your teachers will be Deaf and your goal is to get to know Deaf people in the community. It is imperative that you develop the habit of signing when Deaf people are present. Secondly, this is an immersion class, which means only the target language is used. Using only ASL helps you to develop both your comprehension skills and your expressive skills quickly and effectively. Talking disrupts this process and delays your language development.

If a classmate asks you for help, feel free to help by using signs you have learned or by writing back and forth. In this way, I can see what is being said and can join in to help, if needed.

If you don't comply with this policy, I will ask you to leave the classroom and you will be marked absent. You will not be able to return until you have met with the Dean of Student Services. It is your responsibility to do the homework assigned while you are not attending class. In addition, I will not teach the lessons you missed over again. Also, note that you are only allowed 6 absences, after that I have the right to drop you. Continuing violations of the no-talking policy after being referred to the dean can result in you being removed from the class, regardless of the number of absences.

Class Participation

Any more than 6 unexcused absences will result drop. There are no exceptions to this policy. A student may be dropped for too many absences and students who miss class, miss instruction/ assignment and content, which can impact their grades. Each time a student is tardy or leaves early during class, it will affect your interactive activity and learning outcome. It is your responsibility to report your presence to the professor if you miss roll call. You are allowed to miss 6 classes (for 3 days per a week-MWF) during the semester for whatever reason as long as it is not during an exam.

*You can be absent up to 6 times per semester. If you show up late or leave early, I will consider that as having “attended class half time” via Canvas Attendance. If you leave early **without notifying me**, I will consider you “absent”, instead of “attended class half time”. If you are marked absent for six classes (regardless the reason-- medical, family, travel, prior commitments, etc.), I can drop you from the class. So, reserve your absences for emergencies only. You are responsible for communicating with instructor by e-mail regarding of absence.*

If you know you will be absent, it is your responsibility to ask your classmates or check Canvas for assignments that you will miss. I will not repeat lessons you miss. Be sure to arrange for a classmate to take notes and check Canvas for notes/assignment. If you complete your homework first, you can arrange to visit my office hour. It is up to you review and practice what was covered during the class you missed before returning to class. I will expect you to show up prepared.

Attendance is mandatory and class participation is crucial to your success in this course. The class forms a small community and your effort impacts the success of the group. Make every effort to be ready to learn and participate in all pair, small group, and other class activities. Participation includes presenting a comment, opinion, story, etc. or contributing to a discussion with your partner or group. Some class activities require that you have completed your

homework prior to the activity. Make every effort to come to every class with your homework done. If you have not completed your homework for one of these activities, in fairness to other students, you cannot participate in that activity. *It is your responsibility to report your presence to the professor if you miss roll call.*

Regarding of class interactive activities, since learning a language requires interacting with native users and practicing with others on a regular basis, American Sign Language students will need to attend and participate in all classes to be successful. Class interactive will be tracked during each class and students who have excessive absences will see their grade suffer. Each time a student is tardy or leaves early during class, it will count as points off of absence.

Lateness

The class will begin and end on time. Students should arrive on time and stay for the entire class session. We will take a break during each class. I expect you to return from the break on time and ready to participate. Attendance will be taken for the entire class period.

We focus on introducing language in context and engaging you into various interactive activities learns reinforcing what. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with me and other classmates. You are immersed in the language to maximize your language learning. The instructor will use gestures, signs, drawings, and act out situations to get the point across and your job is keep trying. This may be sounded daunting at first, but trust me, it works.

Homework

You will have a homework assignment after every class, about 1 to 2 hours of work. It is important that you do the homework because the next class builds on the material covered. After I have taught the unit, I will inform you what assignment you should complete. Bring your completed assignment to class to be checked off. If you haven't completed it, 0.5% will be deducted for each missed assignment. There are no make-ups for late or missed assignments regardless of whether you were absent from previous class.

DIGITAL TECHNOLOGY

To excel in this class, you will be required to purchase and register on GOREACT.COM. GoReact is a site that allows you to video yourself signing and to submit those clips to me for evaluation. This amazing technology will help you to sign better in a completely visual way. Below are the reasons I am choosing to use this unprecedented technology.

1. ASL is a visual language, not written.
2. Feedback via hands through eyes is more effective:
 - a. Critique with time-coded comments on your errors
 - b. Instantly available feedback
3. Build your own video archives
4. Affordable online video assignments:
 - a. Unlimited numbers of videos up to 30 minutes per semester
5. Discussion on the video-messages using video communization
6. Save your video via YOUTUBE, or Google drive or USB if you have GoReact problem
7. Secured cloud with a webcam that can be seen only by instructor's designs:
 - a. form discussion online, peer discussion online, and private online

I hope you will be as thrilled to use this visual mode of communicating as I am!

For students-Get Started kit: <http://community.goreact.com/hc/en-us/articles/202601943> - Getting-Started- Guide-Student

Troubleshooting information: <http://community.goreact.com/hc/en-us/articles/202601843> - Troubleshooting-General

Other related information or base information can be found on:

<http://community.goreact.com/hc/en-us/search?utf8=%E2%9C%93&query=student>

The submissions of your video assignments should send to:GOREACT.COM(Your registered GoReact user name

Video problems: You can get answers to most common questions about Window Movie Maker, iMovie, and other software applications at support@goreact.com or

Helpdesk information on <http://skylinecollege.edu/library/technology/index.php>.

Your video assignments must be submitted on time into GOREACT, post-dated assignments will not be accepted. Submissions at the last minute could be problematic and if you experience a struggle or problem with Wi-Fi connection may contribute to the factor of receiving a low grade or even a zero.

Canvas Use

You are required to use Canvas to obtain copies of the syllabus, homework, assignments, study guides, etc. During a session in the first or second week of semester, I will help you access Moodle, if needed. After that, it is your responsibility to contact the help desk (Technology Support on <http://skylinecollege.edu/library/technology/index.php>) if you have trouble logging or forget your password. ASL 100 course connects to <https://smccd.instructure.com/courses/16456/>.

Electronic Devices

The time DOESN'T give you permission to talk and/or to use your mobile devices. Once you've crossed over the boundary into the Hallway, then you may speak. **I ask you not to take pictures or video recording to instructor during class.**

In consideration of your classmates, please turn off all of your electronic devices (such as cell phones, tablets, music players, etc.) when you are in the classroom. Your phone is not to be placed on your desk or in your pockets. When you enter the classroom, you put it away in your purse or backpack. Your phone is not to be placed on your desk or in your pockets. Checking your phone, including text messaging, during class is not permitted. If you must answer an urgent call, please do it outside of the classroom. Be aware that I will not review the lessons you missed when you go out to answer your call.

Grading

Your final grade will be based on your ability to demonstrate specific comprehension and expressive language skills. Those skills will be tested and your grade will be determined as follows:

| Elements | Languages | Weight |
|-------------------------------------|-------------|-------------|
| Contract/Syllabus | English | Required |
| Internet Access | English | Required |
| Canvas and GoReact | ASL/English | 15% |
| Units Video Quizzes | ASL | 15% |
| Comprehension Exam #1 | ASL/English | 10% |
| Production Exam # 1: Narrative | ASL | 10% |
| Final Production Exam #2: Dialogue | ASL | 20% |
| Final Production Exam #2: Narrative | ASL | 25% |
| Deaf Event Experience Report | ASL | 5% |
| Total: | | 100% |

Homework

0.5% deducted for each missed homework

Video Quizzes and Exams

Make Up Video Exams

If you miss class on the day of the exam, it will be considered unexcused unless there is an extenuating circumstance I will ask for supporting documentation before a make up exam is scheduled in 48 hours. A student is responsible for communication via email and follows up with me. Make up period is 7 days.

Video Quizzes

Missed quizzes cannot be made up unless your extenuating reason with documentation in 48 hours before taking quiz. A student is responsible for communication via email and follows up with me.

Make up period is 7 days. If you miss it, there is no make up.

Production Video Exams

The expressive exams test your expressive skills. It's up to you to rehearse the material and be ready for the exam. You cannot make up the missed exam.

Comprehension Video Exam

Comprehension exam test your receptive skills. I will sign information video that requires you to answer in typing. It's up to you to rehearse the material and be ready for the exam. If you show up late for your comprehension exam, you cannot make up the missed sections.

IMPORTANT: Production and comprehension video exams cannot be made up except in the case of in serious emergencies (i.e., *you were hospitalized on the day of the exam*). An official document with the exact date of the exam is required to be permitted a make up exam. Examples of acceptable documentation include but aren't limited to: a police report, insurance claim, letter from health care provider on official hospital letterhead with your provider's signature, address and contact information. Check the schedule for test dates.

Deaf Event Experience

You are required to attend **1 deaf event** during the semester. The instructor must approve the event first. The event is Deaf host, gathering where Deaf people meet and socialize. Any fundraising events, or performances that include Deaf actors/actresses, e.g. school for the deaf plays or Deaf. We don't approve hearing hosts or gathers or plays with interpreters provided for deaf or any captioned films (the ones with hearing actors/actresses).

Source: <https://www.theodysseyonline.com/deaf-event-experience>

- A. Your report must be typed, double spaced, and no more than 2 pages. If the report is submitted late, 2.5% will be deducted from your final grade. If the report is not submitted at all, 5% will be deducted from your grade. **No report will be accepted one week after due date.**
- B. Instruction for typed reaction that addresses the following:
What specific skills would have made the experience more meaningful for you? Describing each Deaf event, including information such as the date and type of event (e.g. "informal/on-going" or "formal/one-time"), who sponsored the event, what the events were about, who and how many attended, location, the Deaf people you met, and your interacting with them.
- C. Share what you observe deaf event and analyzing of your experience at the event and thoughts about the event.

Find a list of local and national Deaf Counseling Advocacy Resource Agency (DCARA) website: www.dcara.org and California School for the Deaf website: <https://www.csdeagles.com/>. Be aware that there will probably be fewer events toward the end of this semester. Start looking for an event NOW.

Grading Distribution

| Letter Grade | Percent Range | Definition |
|--------------|---------------|--|
| A | 100%-95% | Outstanding |
| A - | 94% - 90% | |
| B + | 89% - 86% | Good |
| B | 85% | |
| B - | 84% - 80% | |
| C + | 79% - 76% | Satisfactory |
| C | 75% | |
| C - | 74% - 70% | |
| D + | 69% - 66% | Unsatisfactory with Final Exam, Repeat ASL 1 |
| D | 65% | |
| D - | 64% - 60% | |
| F | 59% or below | Failing, No Credit |

Note: D + or below indicates automatic retake of the course, from the ASL program. You must pass with a 70% or better to advance to the ASL level 2. For "Transfer College" for taking advance ASL class, you must pass ASL level 2.

Exam Schedule *Mark your calendars for exams! *** ☺**

- Oct 17** **Midterm Comprehension Exam #1 (10%)** This exam covers units 1-3. The exam tests your ability to understand what is being signed to you.
- Oct 19** **Midterm Production Exam #1 (10%)** You will be filmed telling “The Gum Story.” You will do self-evaluation of your story. You need saving your USB drive. You will get more information on this later in the semester.
- Dec 5 & 7** **Final Production Exam #2 (20%)** The exam is a peer dialogue, signed conversation you have with your assigned partner. This exam covers units 1-6. The exam tests your ability to understand what is being signed to you. The topics covered during the interview are outlined for you in advance and covers everything you learned during the semester.
(If you were absent or miss exams, you would retake ASL.)
- Dec 12** **Final Production Exam #2 (25%)** This exam covers units 1-6. The exam tests your ability to understand what you tell a narrative about a memorable childhood incident. The story will be told in front of a group with filming. More specific guidelines are given on Canvas.
(If you were absent or miss exams, you would retake ASL.)

Class Schedule *(This schedule is subject to change at the instructor’s discretion. Check assignments via Canvas.)*

| August | Topic | Homework Due |
|-------------------|--|--|
| | Introduction, Ice Breaker Activity | Check in & Read Syllabus on Canvas, Confirm Email, Purchase textbook & GoReact (mandatory) |
| | Syllabus, Ice Breaker Activity, American Deaf Culture Awareness (ADC), GoReact Activity at Computer Lab, Unit 1: INTRODUCING ONESELF | Filming GoReact, Read Unit 1 Syllabus Quiz, Follow Canvas Assignments’ notifications |
| | Review Syllabus, Activities & Unit 1: <i>Introducing oneself</i> | Filming on GoReact, Unit 1 Syllabus Quiz, |
| | Unit 1 | Unit 1 (Check Canvas every day) |
| | Unit 1 | Unit 1 |
| | Unit 1 | Unit 1 |
| September | Topic | Homework Due |
| | Unit 1 | Unit 1 |
| | Unit 1 | Unit 1 |
| | Unit 2: Exchanging person information | Unit 2 |
| | Unit 2 & Timber | Unit 2 |
| | Unit 2 & Timber | Unit 2 |
| | Unit 2 & Timber | Unit 2 |
| | Unit 2 & Timber | Unit 2 |
| | Unit 2 & Timber | Unit 2 |
| | Unit 3 | Unit 3 |
| | Unit 3 | Unit 3 |
| October | Topic | Homework Due |
| | Unit 3: Talking about where you live | Unit 3 |
| | Unit 3 | Unit 3 |
| | Units 1-3 Study & Story Rehearsal | Study Guide & Bring Laptop for Canvas Test |
| Wed Oct 17 | Midterm Comprehension Exam #1 (Units 1-3) | Unit 3 Review, Gum Rehearsal, Bring Laptop |
| Fri Oct 19 | Midterm Production Exam #1 (Gum Story) | Bring Laptop for filming |

| November | Topic | Homework Due |
|-----------------------------------|---|---|
| | Unit 4: Talking about family | Unit 4 |
| | Unit 4 | Unit 4 |
| | Unit 4 | Unit 4 |
| | Unit 4 | Unit 4 |
| | Unit 4 & Unit 6: Childhood Narrative Introduction | Unit 4, Childhood Brainstorm Draft |
| | Unit 4 | Unit 4, Childhood Story Draft |
| | Unit 4/Unit 6 | Unit 4 |
| | Unit 4/Unit 6 | Unit 4 |
| | Unit 4/Unit 6 | Unit 4 |
| | Unit 5: Talking about everyday & Unit 6: Childhood | Unit 5 |
| | Unit 5/6 | Unit 5 |
| | Unit 5/6 | Unit 5/6 |
| | Unit 5/6 | Unit 5/6 |
| December | Topic | Homework Due |
| | Unit 5/6 | Unit 5/6 |
| | Unit 5/6 | Unit 5/6 |
| | Unit 5/6 | Unit 5/6 |
| | Unit 5/6 | Unit 5/6, Childhood Story Final Draft, Practice |
| | Unit 5/6, Narrative/Dialogue Feedback | Unit 5/6, Childhood Rehearsal, Group Feedback |
| | Unit 5/6, Narrative/Dialogue Feedback, Study Group | Unit 5:8, Childhood Rehearsal, GoReact |
| Fri Dec 7 & Mon Dec 10 | Final Production Exam: Peer Dialogue Peer Appointment & Group Assignment | Peer Assignment, Bring laptop for filming If you miss exam, no make up or zero grade. |
| Wed Dec 12 Exam Day | Final Production Exam: Childhood (8:10 am-10:40 am) Group Assignment and Appointment (Front of Small Group Audience) | Story Presentation in front of class, filming with laptop via Canvas If you miss exam, no make up or zero grade. |

Final Exam Schedule

The final examination schedule is available for the Spring Semester of each academic year. See more at: <http://skylinecollege.edu/academics/finalexamschedule.php> for MWF assigned day class on **Wednesday, December 12 from 8:10am to 10:40am**. Mark your calendar for the final exam. If you miss exam, you would retake ASL.

Skyline College Academic Calendar - Important Dates

| | |
|----------------|---|
| August 15 | Day and Evening Classes Begin |
| August 28 | Lay Day to Drop Semester Length Classes With Eligibility for Partial Refund |
| August 28 | Last Day to Add Semester Length Classes |
| September 3 | Labor Day (Holiday) |
| September 3 | Last Day to Drop Semester Length Classes Without Appearing on Record |
| September 4 | Census Day |
| October 5 | Last Day to Apply for Degree –Certificate |
| October 10 | Flex Day (No Class) |
| November 12 | Veteran's Day (Holiday) |
| November 14 | Last Day to Withdraw from Semester Length Classes |
| November 22 | Thanksgiving Day (Holiday) |
| November 23-25 | Declared Recess (No Class) |
| December 11-17 | Final Examinations (Day and Evening Classes) |
| December 17 | Day and Evening Classes End |
| Dec 22-Jan 1 | Winter Recess |

Rubric Examples:

Narrative Rubric

| | 1 = Emerging | 2 = Developing | 3 = Satisfactory | 4 = Proficient | Points |
|------------------------------------|--|---|--|---|---------------|
| Opening, Body & Closing | Phrase is either absent or inadequate. Insufficient information and/or context. | Phrase is included but not well formed. Lacking some relevant information and context. | Phrase is included and most of the relevant information and context is clear enough to follow the story. | Opening phrase is appropriate. Relevant information and context is provided. | X 5 |
| Roleshift | Grossly incorrect roleshifting. Confusing with "who tells whom". | Eye gaze does not agree with location or height consistently. Shifting between characters awkward and uncertain. | Eye gaze agrees with location and height. Shifting transitions are somewhat smooth but it is not consistent. | Roleshifting between characters agrees with height and location correctly and consistently. | X 3 |
| Grammar | Significant grammatical errors and/or structure more reflective or English influence impeding comprehension. | Demonstrates some grammatical errors and English influence is significantly present. | Demonstrates grammatical control with sentence structures taught in class with minor errors. Little or no English influence. | Demonstrates grammatical control with sentence structures taught in class. Very little English influence. | X 2 |
| Production | Almost all production (forms and movements) grossly error. Very difficult to understand signs. | Many production errors which impact the story. Some errors, but is understandable. | Some productions are errors but not impact the story. Easily understand. | Production with no or few errors. Clear, easily understand. | X 4 |
| Classifiers | Classifier (object and movement) are incorrect or missing. | Classifiers are either unclear or with some errors. Difficult to follow the story. | Classifiers included with some errors. | Classifiers are correct and clear. | X 3 |
| Non-manual Modifiers | Very little or no facial expressions present. Affect is absent of inappropriate. | Some facial expressions are present. Limited affect. | Most facial expressions are present and affect is mostly appropriate for the story. | Non-manual grammatical markers are present along with appropriate affect for the story. | X 3 |
| Cohesion | Story doesn't flow well enough to hold together. Meaning is lost at significant times throughout the story. | Story is confusing in parts and doesn't always flow well. Detail may be absent or an inappropriate amount of detail included. Meaning is at times lost. | Story mostly ties together well with some minor gaps. Most detail is appropriate. Meaning is clearly understood. | Story is well organized and the parts tie together easily. Contained appropriate amount of details. | X 3 |
| Delivery | Constant long pauses/ hesitations or self-corrections in the middle of storytelling. | Frequently slows down, has long pauses or hesitations. May appear "sluttering". | Few long pauses or hesitations. | Fluency is effortless and smooth. | X 2 |
| | | | | Total 100/100 | |

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ASL 1 Grading Rubric: Childhood Narrative

Name: _____

| | 1 = needs work | 2 = adequate | 3 = good | 4 = very good | Pts | Sub-total Pts |
|------------------------------|---|---|---|--|-----|---------------|
| 1. Background | Opening phrase is either absent or inadequate. Insufficient information and/or context. | Opening phrase is included but not well formed. Lacking some relevant information and context. | Opening phrase is included and most of the relevant information and context is clear enough to follow the story. | Opening phrase is appropriate. Relevant information and context is provided. | x3= | |
| 2. Body | Features are either absent or reflect errors that are significant enough to impede understanding of story. | Some features are either omitted or inadequate to completely follow the story. Possible to "repair" in some/most instances. | Features are included with some errors. Errors do not significantly impede understanding of story. | Well-organized and easy to follow. Clear transitions are used. Two-person role shift well done and consistent. Reactions well timed and appropriate. | x6= | |
| 3. Grammar | Significant grammatical errors and/or structure more reflective of English influence impeding comprehension. | Demonstrates some grammatical errors and English influence is significantly present. | Demonstrates grammatical control with sentence structures taught in class with minor errors. Little or no English influence. | Demonstrates grammatical control with sentence structures taught in class. Very little English influence. | x3= | |
| 4. Non-manual markers | Very little or no non-grammatical markers present. Affect is absent of inappropriate. | Some non-manual grammatical markers are present. Limited affect. | Most non-manual grammatical markers are present and affect is mostly appropriate for the story. | Non-manual grammatical markers are present along with appropriate affect for the story. | x3= | |
| 5. Conclusion | Transition and/or ending comment is either omitted or inadequate. | Transition is somewhat unclear and ending comment contains errors. | Includes transition and ending comments with minor errors. | Clear transition is used. Ending comment appropriate. | x2= | |
| 6. Delivery | Many errors in sign articulation impeding comprehension and/or comfort. Production is slow, uneven or inconsistent. | Several signs are misarticulated. Eye contact inconsistent. Production is frequently hesitant and/or jerky. | Signs are clearly and correctly articulated with some minor errors. Eye contact is consistent. Production is occasionally hesitant or uneven. | Signs are clearly and correctly articulated and eye contact is maintained. Production is effortless and smooth. | x4= | |
| 7. Cohesion | Story doesn't flow well enough to hold together. Meaning is lost at significant times throughout the story. | Story is confusing in parts and doesn't always flow well. Detail may be absent or an inappropriate amount of detail included. Meaning is at times lost. | Story mostly ties together well with some minor gaps. Most detail is appropriate. Meaning is clearly understood. | Story is well organized and the parts tie together easily. Contained appropriate amount of detail. Meaning is clearly understood. | x4= | |

Total Points _____ /100 pts

| Production | 4 = Excellent | 3 = Good | 2 = Emerging | 1 = Developing |
|---------------------------------------|--|--|---|--|
| Sign Production | No production errors | Rarely makes sign errors | Occasionally makes sign errors | Frequently makes sign errors |
| Delivery and Spatial Referents | <ul style="list-style-type: none"> Appropriate use of hand movements and use of signs/fingerspelling Contrastive Signs No error(s) with setting up points in space to refer to people, place, and object Appropriate eye contact Excellent usage of body shifts | <ul style="list-style-type: none"> Average use of hand movements and choppy use of signs/fingerspelling Contrastive Signs Minor error(s) with setting up points in space to refer to people, place, and object Appropriate eye contact Average usage of body shifts | <ul style="list-style-type: none"> Minimal use of hand movements and choppy use of signs/fingerspelling Contrastive Signs Average error(s) with setting up points in space to refer to people, place, and object Inappropriate eye contact Fair usage of body shifts | <ul style="list-style-type: none"> Inappropriate use of hand movements and choppy use of signs/fingerspelling Contrastive Signs Major error(s) with setting up points in space to refer to people, place, object Inappropriate eye contact Lack of usage of body shifts |
| Vocabulary Choices/Semantics | <ul style="list-style-type: none"> Excellent usage of signed vocabulary with fingerspelled words Excellent selection/choices of signs based on meaning | <ul style="list-style-type: none"> Good usage of signed vocabulary with fingerspelled words Minor selection/choices of signs based on meaning | <ul style="list-style-type: none"> Minimal usage of signed vocabulary with fingerspelled words Fair selection/choices of signs based on meaning | <ul style="list-style-type: none"> Lack of usage of signed vocabulary with fingerspelled words Poor selection of sign choice based on meaning |
| Syntax | <ul style="list-style-type: none"> Appropriate usage of grammar structures No English Inference | <ul style="list-style-type: none"> Appropriate usage of grammar structures Minor English Inference | <ul style="list-style-type: none"> Inappropriate usage of grammatical structures English Inference (some) | <ul style="list-style-type: none"> Inappropriate usage of grammatical structures English Inference |
| Nonmanual Signals | Consistent use of NMS | Consistent use of NMS | Inconsistent use of NMS | Inconsistent use of NMS |
| Fluency/Pacing | Smooth production, no pauses or hesitations | Few pauses and/or hesitations in signing production | Noticeable pauses and hesitations | Severely lack of smooth production, hesitations often |

Canvas & GoReact

| | 1 = Good | 0.5 = Emerging | 0 = Developing |
|--------------------------------|--------------------------------------|--|---|
| Assignment Requirements | Meets all of assignment requirements | Meets few of the assignment requirements | Does not meet most of assignment requirements |

College Policies and Procedures

Drop Policy

It is the student's responsibility to drop the class if he/she stops attending. If the student does not drop the class, he/she may receive a failing grade for the semester.

Make-up Policy

All examinations, assignments, and presentations (if needed) will be due according to course content outline (syllabi) or otherwise noted by me in advance. Make up examinations are regarded as an inconvenience and as unfair to other students who take them at regularly scheduled time. Anyone failing to notify me of an absence prior to examinations, submission of assignments or presentations (if needed) will not be excused and no points may be awarded.

Final examinations are administered only during the period set aside for finals in the college calendar. In other words, no final exams are to be given early. Make arrangements to be present on the day of the final. Skyline College's policy states "a student who misses a final examination need to contact the professor within two working days to discuss the eligibility for a make-up examination." Otherwise, she/he will automatically fail. Exceptions will be considered only make-up exams will be allowed in this course. If you cannot take an exam for medical reasons, a physician's note is required explaining that you were not able to take this exam. Written documentation on the absence is absolutely necessary in order to be able to get some credit for an exam. Expectations are considered only in special cases due to unforeseen circumstances.

Academic Integrity

The work you submit/present must be your own. All paraphrases and quotations must be cited appropriately. The Skyline College Student Handbook has a complete statement defining cheating and plagiarism, available online. If you are caught cheating or plagiarizing another person's work, you may be disciplined in one or more of the following ways:

1. You may be given an F on the assignment.
2. You may be referred to the College Disciplinarian for further sanctions, which range from a warning to expulsion from Skyline College.

Please note if you have any questions about appropriate ways to cite sources or if you are unsure how to incorporate your own ideas with ideas you read, please ask.

Available Support Services

The Learning Center (Building 5) provides support for writing, reading, math, and other subjects. Sign up for LSKL 800 for general tutoring, or for LSKL 853 for reading and writing support through the Writing & Reading Lab in the Learning Center. Librarians, on the 2nd floor of building 5, can assist with research projects and library questions. Academic counselors, health services, and other student support services are available in the Student Services Center in Building 2.

Academic Adjustments for Students with Disabilities

In coordination with the Disability Resource Center office, reasonable accommodation will be provided for eligible students with disabilities. For more assistance, please contact the DRC Building 5, Room 5132 or call 650-738-4228.

Class Conduct Policy

Students are responsible for adhering to the Code of Student Conduct outlined in the Skyline College Catalog and the Skyline Student Handbook, available online.

Students who engage in disruptive behavior—conduct that interferes with the instructional, administrative, or service functions of the course – can be subject to disciplinary action, including suspension and/or expulsion from the course and/or college. Specifically, cell phone interruptions, the use of iPods, habitual profanity or vulgarity, and continued willful disobedience will result in disciplinary action.

Expected Preparation for Class

Students must come to class with the required assigned texts/textbook(s) each class period, and they must come prepared with all work completed, as assigned. Students should plan to spend a minimum of two hours outside of class for each hour spent in class to learn and make satisfactory progress in the class.

Means of Communication

To avoid missing important messages from your instructors and from the college/District, please activate your student email account by logging in at <http://my.smccd.edu/> if you have not already done so. Messages regarding your registration status, as well as other necessary information, will be sent to you through this means of communication.

How to Forward Your my.smccd.edu Email to Another Email Address

Your teacher, and Skyline College, will use your my.smccd.edu email account to share information with you. If you don't check that email, you will miss important news. If you don't want to check your my.smccd.edu account, and you would rather use an email account such as Hotmail, Yahoo, Gmail, or another, please take a few minutes to set up forwarding for your my.smccd.edu email to your regular account.

Follow these steps

1. Go to Web Smart at <https://websmart.smccd.edu/>
2. In your student account area click on the link that says "New! Student Email"
3. Here, you may view your email address and password, and you may reset your password.
4. IMPORTANT: Open your my.smccd.edu email.
5. Click "Settings" at the top of the page.
6. Click the "Forwarding and POP/IMAP" tab.
7. Under Forwarding, click the "Forward a copy of incoming mail" button.
8. Enter the email address you want to forward your email to 9. Click "Save Changes."

TITLE IX

The San Mateo County Community College District is committed to maintaining safe and caring college environments at Cañada College, College of San Mateo and Skyline College. The District has established policies and procedures regarding Sexual Misconduct, Harassment, and Assault. A District website has also been developed which provides you with important information about sexual misconduct and sexual assault.

Please read available online at <http://smccd.edu/titleix/>

To learn more about these issues and how you can help prevent them, you are encouraged to view the Not Anymore videos, which can be found on Web SMART under the Student Services link.

Please read available online at <http://skylinecollege.edu/centerforstudentlife/issueresolution.php>

Student Responsibilities

If you are to be to (or miss a class), you are to follow the policies at your school, and to notify your college faculty immediately. If you do not notify your faculty of your tardiness or absence(s), you will receive an automatic drop class or automatic "F" for the course. If this absence affects your required number of attending classes hours, please come up with alternative arrangements immediately and communicate with your faculty.

Please read available online at <http://skylinecollege.edu/officevpss/studentgrievanceprocess.php>

Syllabus Agreement

After you have read the syllabus, you agree the syllabus. Please submit your typed agreement on Canvas submission. Please copy and paste to your submission via Canvas.

I, _____ (Type your name), understand and accept the following conditions as part of my participation in this class:

1. I have read the syllabus (online), and I understand the classroom policies, instructor's expectations and rules (e.g., attendance policy, academic integrity policy, assignment responsibilities, etc.) as stated in the syllabus for this course.
2. If I have any questions or concerns, I will contact the instructor for further explanation via e-mail.
3. I understand that I am responsible to complete all Canvas/GoReact assignments, quizzes, and exams by the due dates as outlined in the syllabus.
4. I agree to be prepared for and attend class each day and on each scheduled quiz/test day.
5. I will ask for clarification if I have questions or concerns regarding any of the above expectations.

EMAIL SIGNATURE AND DATE

I have read and understand the syllabi from my instructor, Gerardo Di Pietro with an interpreter explaining in the class on a first week. Confidentiality Notice

Disclaimer

MAINTAINING YOUR PAPERWORK

During the course of the semester, do not dispose of papers, tests, or other materials that have been returned to you. This will protect you in the event your original work needs to be reviewed for any reason. Once the semester is complete and final grades have posted, you do not need to keep work from this course.

DISPOSAL OF MATERIALS

One month after the date of your final exam, all student paperwork, exams, and videotapes left with your instructor are subject to disposal. It is your responsibility to request return of your materials prior to the disposal date. Some exams and certain other items cannot be returned but they can be viewed upon request. Once materials are disposed of, it becomes almost impossible to contest a given grade.

CLARIFY ON FACIAL EXPRESSION

When my eyebrows are furrowed a bit (squeezed somewhat together) and the head moved slightly forward, it is called What Questions (WHQ) facial expression because it requires questions that involve words such as Who, What, When, Where, and How. It does not mean I am furrowing. As mentioned before Facial Expression is an integral part of ASL. In response to a question asked by a non-skilled hearing person, a deaf person may re-enact a situation using more exaggerated facial expressions to convey the intensity/gravity of the situation being explained. Exaggerated non-verbal expressions used by the ASL teacher can sometimes be misinterpreted and/or misunderstood by ASL students resulting in a communication break down. As ASL students interact more, they will start to feel more comfortable and know how to make themselves understood.

DISCLAIMER: THIS SYLLABUS IS TENTATIVE AND MAY BE SUBJECT TO CHANGE IF CIRCUMSTANCES BEYOND MY CONTROL REQUIRE IT.

THAT DEAF GUY

BY MATT & KAY DAIGLE



Thank you for taking ASL course.

Gerardo's ePortfolio: gerardodipietro.weebly.com

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