

Welcome to American Sign Language I

Teacher: Sarah Brough Email: sarah.brough@nebo.edu Availability: 7:30 am-7:50 am, 2:25 pm-2:55 pm.

Required Resources: pen/pencil, ASL binder or notebook with paper for assignments/notes and space for handouts.

Course Objectives: Students will be able to converse about introductions, opinions, school surroundings and surroundings within the community, family relationships, calendar time concepts, animals, food, transportation, activities, places, tasks, errands, describing people, occupations, personal attributes and novice storytelling. They will discuss basic Deaf History, Culture, Deaf education and perspectives on concerns arising in the Deaf Community.

Purpose of the “Hands On” policy: In class, we have a “Hands On” policy. There may be times when we use English to process language elements or discuss culture and history. However, most of the time in class will be spent signing. Here are a few reasons for this policy.

The language contrast: Comparing English to American Sign Language (ASL) is like comparing apples to oranges. They are different languages, have different grammar structures and different ways of expressing concepts. In class, some basic meanings are explained in written English. However, voiced English equivalents for signs are not given. This is done to help you learn how to think visually in ASL. Relying on English translations and voicing will hinder your progress in learning ASL. The goal of learning a language is to be able to use it with native speakers. Your goal in taking ASL is to be able to communicate with deaf people. By using ASL during class, you will become comfortable with a visual culture and learn how to function in a signing environment.

ASL Culture: In the Deaf community, it is considered good manners to sign in the presence of Deaf people. Voicing instead of signing puts a Deaf person at a disadvantage because they do not overhear what is being said. When a hearing person is in a room full of people talking, they can overhear what is being discussed, even if they are not participating in every conversation. A Deaf person should be able to have the same experience. By following the Hands on policy when you enter the classroom, we are able to create a “visually friendly” environment.

What if I need to ask the teacher a question?

Please respect the hands on policy when you come in the room, even if class hasn’t started yet. If you have something you need to tell me right away, most situations can be handled with pen and paper if your signing skills aren’t advanced enough. If there is something you want to discuss with me in English, I am happy to meet with you before or after school. 7:30 am to 7:55 am or 2:25 pm to 2:55 pm.

Initials of Parent: _____ **Student:** _____

Expectations: Students, are expected to treat themselves and others with respect, to participate and learn the language. Students are expected to keep their voices off for the entire class, to follow the school attendance policy and to be honest. You are expected to do your own work. Cheating in our class will result in a zero for the day and a zero on the project, assessment or assignment. Students are expected to participate in signed dialogues with peers and also to present at select times in front of the class. Students are expected to submit filmed projects via, canvas, a YouTube account (and in some cases email). Students are expected to keep their filmed work off from the general public’s access. Expect me to do everything I can to make this class a great experience for every student; to provide equity in our classroom, in order to meet each student’s individual needs.

Initials of Parent: _____ **Student:** _____

Grades

10%-Attendance: This portion of the grade is run through the district and is automatically calculated based on attendance. Please excuse absences through the school and contact me for makeup work regardless of excused absences.

10% Participation/Immersion signing only points

40%-All Scores: homework, class assignments and projects

40%-Exams/Quizzes: Quizzes and exams must be made up within a week of missing them.

Participation: Participation includes copying the instructor’s signs, watching signed presentations, not speaking unless the voice on sign is showing, not speaking or signing during student or teacher presentations and participating in class activities and dialogues. **Immersion/Hands On Rule:** Students will start with a total of 20 participation/immersion points each term. Keeping the Hands On visual immersion rule will result in a higher grade. Sticking to the signing environment helps students develop their visual reception skills. When students hear chatter or other sounds they look away from the signer and miss important information. Students who break the participation/immersion hands on policy will be docked up to 5 points a day. **Lost participation points can only be made up through a contract with the teacher.**

Reward: Students who keep all 20 participation/immersion points through the term may request a .5 credit if their grade falls within .5 of the next grade up. This amount will often make the difference between a close A- to A grade, B- to B grade ect. *The student must request this .5 credit before the end of the school day; the last day of that term.*

Procedure for not following the class rules:

1st offense student gets a warning.

2nd offense student incurs loss of 5 points; student signs the blue book.

3rd offense student is sent to the front office. The student must create a contract with the teacher and will submit a brief letter to the teacher as to why the behavior is occurring. A guardian will be contacted.

4th offense, if the behavior continues the student will meet with the teacher, counselor and or parent and administrator as needed.

Note: We often have deaf or hard of hearing classmates or may have a deaf guest; giving your best effort to sign even if you don't know a lot yet and have to write or use gestures is appreciated. We learn this cultural behavior by entering our class each day in the target language ASL.

Grade percentages: A 94% - 100% A- 90% - 93% B+ 87% - 89% B 84% - 86% B- 80% - 83% C+ 77% - 79% C 74% - 76% C- 70% - 73% D+ 67% - 69% D 64% - 66% D- 60% - 63% F below 59%

I agree to the grading policy and Immersion/Hands On rule. Initials of Parent: _____ Student: _____

Late assignments will be accepted up to one week after their due date for partial credit. Assignments are due on their due date regardless of whether or not the student is absent. Projects and written papers will take longer to post online but due dates will be announced on the homework section of the board at least a week in advance. Homework will be announced at least one to two classes before the due date. Students should record dates in their ASL notebook. See me before the due date if there is a deadline conflict. If there is a circumstance out of your control that prevents you from turning in an assignment please speak to me as soon as you are able.

Initials of Parent: _____ Student: _____

Weekly Practice: Students are expected to practice each week outside of class for 60 minutes a week. Students are encouraged to attend ASL club for practice and advancement in the language (this may be used as practice time). Feel free to ask for practice ideas or help reviewing.

Deaf Culture Reflections: Students are required to have 4 Deaf culture experiences a year; one each term. Ideas will be posted in class. Students cannot repeat the same experience twice. Students will submit their reflection through canvas by the dates below. **Please record these due dates in your ASL notebook.** Due dates are as follows:

1st Term-Oct 3rd A-day, Oct 4th B-Day

3rd Term-Feb 5th A-day, Feb 6th B-day

2nd Term-Dec 5th A-day, Dec 6th B-day

4th Term-April 15th A-day, April 16th B-day

Initials of Parent: _____ Student: _____

ASL Film/Clips: Students will view Deaf cultural film clips/documentaries rated G and PG and in rare cases clips from Deaf Culture documentaries or stories that are PG-13. Videos will be selected mainly from Signing Naturally and YouTube but may also include: Love is never silent, Mr. Holland's Opus, Sweet nothing in my ear, No Ordinary Hero, and PBS Through Deaf Eyes.

Initials of Parent: _____ Student: _____

Filmed assignments: Students will participate in creating a film and compete for entry into the annual SHS World Language Film Festival. Students will submit selective formative and summative assessments via YouTube, canvas or email. Students may submit work on YouTube in one of two ways: **Private**, or **Unlisted**- so that the general public cannot view the films. Either option, students will send me the URL through email or canvas.

Initials of Parent: _____ Student: _____

ASL Disclaimer for pass/fail grades: for a pass, the student must participate in manual assessments and pass off I can statements by asking and/or answering questions in the target language with the instructor. Students must pass off their manual assessments and show advancement at or near the novice low level. Students may retake quizzes and exams up to one week after the quiz or test date.

Initials of Parent: _____ Student: _____

If there is anything I should know about your student, or if you have any questions or concerns, please email me.

We have read, agreed with and initialed the policies and procedures in this disclosure document.

Student Name & Signature: _____, _____ Date _____

Parent Name & Signature: _____, _____ Date _____

Return this signed slip to Mrs. Brough by August 30th for your first assignment. 5 points

Welcome to American Sign Language II

Teacher: Sarah Brough Email: sarah.brough@nebo.edu Availability: 7:30 am-7:50 am, 2:25 pm-2:55 pm

Required Resources: pen/pencil, ASL binder or notebook with paper for assignments/notes and space for handouts.

Course Objectives: Students will be able to recognize and discuss novice low to novice mid storytelling, requests, commands, advanced use of time signs, schedules, ask for advice, use a variety of spatial verbs, and describe places. They will be able to participate in various conversational dialogues and use depicting verbs/CL in ASL. Students will learn to express complaints, offer suggestions and make requests regarding health, family, friends and pets, discuss their family background/nationality, give and receive addresses and phone numbers and will be able to recognize state signs and countries. Students will be able to recognize and discuss weekend and seasonal signs, use homonyms, pronominalization-present and non-present referents, English idioms, sign formation and variation. They will also study ASL Literature and storytelling, Deaf culture discourse, and role shifting. Students will participate a Deaf day and peer teaching. We will also dive into Deaf culture and learn more about important people, dates, and events as well as inflected verbs and using spatial mapping. Students should progress from a novice low to a novice high in fluency(or intermediate).

Purpose of the “Hands On” policy: In class, we have a “Hands On” policy. There may be times when we use English to process language elements or discuss culture and history. However, most of the time in class will be spent signing. Here are a few reasons for this policy.

The language contrast: Comparing English to American Sign Language (ASL) is like comparing apples to oranges. They are different languages, have different grammar structures and different ways of expressing concepts. In class, some basic meanings are explained in written English. However, voiced English equivalents for signs are not given. This is done to help you learn how to think visually in ASL. Relying on English translations and voicing will hinder your progress in learning ASL. The goal of learning a language is to be able to use it with native speakers. Your goal in taking ASL is to be able to communicate with deaf people. By using ASL during class, you will become comfortable with a visual culture and learn how to function in a signing environment.

ASL Culture: In the Deaf community, it is considered good manners to sign in the presence of Deaf people. Voicing instead of signing puts a Deaf person at a disadvantage because they do not overhear what is being said. When a hearing person is in a room full of people talking, they can overhear what is being discussed, even if they are not participating in every conversation. A Deaf person should be able to have the same experience. By following the Hands on policy when you enter the classroom, we are able to create a “visually friendly” environment.

What if I need to ask the teacher a question?

Please respect the hands on policy when you come in the room, even if class hasn’t started yet. If you have something you need to tell me right away, most situations can be handled with pen and paper if your signing skills aren’t advanced enough. If there is something you want to discuss with me in English, I am happy to meet with you before or after school. 7:30 am to 7:55 am or 2:25 pm to 2:55 pm.

Initials of Parent: _____ Student: _____

Expectations: Students, are expected to treat themselves and others with respect, to participate and learn the language. Students are expected to keep their voices off for the entire class, to follow the school attendance policy and to be honest. You are expected to do your own work. Cheating in our class will result in a zero for the day and a zero on the project, assessment or assignment. Students are expected to participate in signed dialogues with peers and also to present at select times in front of the class. Students are expected to submit filmed projects via, canvas, a YouTube account (and in some cases email). Students are expected to keep their filmed work off from the general public’s access. Expect me to do everything I can to make this class a great experience for every student; to provide equity in our classroom, in order to meet each student’s individual needs.

Initials of Parent: _____ Student: _____

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10% Participation/Immersion signing only points

40%-All Scores: homework, class assignments and projects

40%-Exams/Quizzes: Quizzes and exams must be made up within a week of missing them.

Participation: Participation includes copying the instructor’s signs, watching signed presentations, not speaking unless the voice on sign is showing, not speaking or signing during student or teacher presentations and participating in class activities and dialogues. **Immersion/Hands On Rule:** Students will start with a total of 20 participation/immersion points each term. Keeping the Hands On visual immersion rule will result in a higher grade. Sticking to the signing environment helps students develop their visual reception skills. When students hear chatter or other sounds they look away from the

signer and miss important information. Students who break the participation/immersion hands on policy will be docked up to 5 points a day. **Lost participation points can only be made up through a contract with the teacher.**

Reward: Students who keep all 20 participation/immersion points through the term may request a .5 credit if their grade falls within .5 of the next grade up. This amount will often make the difference between a close A- to A grade, B- to B grade ect. *The student must request this .5 credit before the end of the school day; the last day of that term.*

Procedure for not following the class rules:

1st offense student gets a warning.

2nd offense student incurs loss of 5 points; student signs the blue book.

3rd offense student is sent to the front office. The student must create a contract with the teacher and will submit a brief letter to the teacher as to why the behavior is occurring. A guardian will be contacted.

4th offense, if the behavior continues the student will meet with the teacher, counselor and or parent and administrator..

Note: We often have deaf or hard of hearing classmates or may have a deaf guest; giving your best effort to sign even if you don't know a lot yet and have to write or use gestures is appreciated.

Grade percentages: A 94% - 100% A- 90% - 93% B+ 87% - 89% B 84% - 86% B- 80% - 83% C+ 77% - 79% C 74% - 76% C- 70% - 73% D+ 67% - 69% D 64% - 66% D- 60% - 63% F below 59%

I agree to the grading policy and Immersion/Hands On rule. Initials of Parent: _____ Student: _____

Late assignments will be accepted up to one week after their due date for partial credit. Assignments are due on their due date regardless of whether or not the student is absent. Projects and written papers will take longer to post online but due dates will be announced on the homework section of the board at least a week in advance. Homework will be announced at least one to two classes before the due date. Students should record dates in their ASL notebook. See me before the due date if there is a deadline conflict. If there is a circumstance out of your control that prevents you from turning in an assignment please speak to me as soon as you are able.

Initials of Parent: _____ Student: _____

Weekly Practice: Students are expected to practice each week outside of class for 60 minutes a week. Students are encouraged to attend ASL club for practice and advancement in the language (this may be used as practice time).

Deaf Culture Reflections: Students are required to have 4 Deaf culture experiences a year; one each term. Ideas will be posted in class. Students cannot repeat the same experience twice. Students will submit their reflection through canvas by the dates below. **Please record these due dates in your ASL notebook.** Due dates are as follows:

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3rd Term-Feb 5th A-day, Feb 6th B-day

2nd Term-Dec 5th A-day, Dec 6th B-day

4th Term-April 15th A-day, April 16th B-day

Initials of Parent: _____ Student: _____

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Initials of Parent: _____ Student: _____

Filmed assignments: Students will participate in creating a film and compete for entry into the annual SHS World Language Film Festival. Students will submit selective formative and summative assessments via YouTube, canvas or email. Students may submit work on YouTube in one of two ways: **Private**, or **Unlisted**- so that the general public cannot view the films. Either option, students will send me the URL through email or canvas.

Initials of Parent: _____ Student: _____

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Initials of Parent: _____ Student: _____

We have read, agreed with and initialed the policies and procedures in this disclosure document.

Student Name & Signature: _____, _____ Date _____

Parent Name & Signature: _____, _____ Date _____

Return this signed slip to Mrs. Brough by August 30th for your first assignment. 5 points

Welcome to American Sign Language III/ CE ASL 1020

Teacher: Sarah Brough Email: sarah.brough@nebo.edu

Availability: 7:30 am-7:50 am, 2:25 pm-2:55 pm

Required Resources: pen/pencil, ASL binder or notebook with paper for assignments/notes and space for handouts.

Course Objectives: Students will be able to recognize and make complaints, suggestions and requests regarding health, family, friends and pets as, discuss their family background/nationality, give and receive addresses and phone numbers and will be able to recognize state signs. Students will be able to recognize and discuss weekend and seasonal signs, use homonyms, pronominalization-present and non-present referents, various conversational dialogues and depicting verbs/CL in ASL. Students will be able to recognize and discuss ASL Idioms, English idioms, sign formation and variation. They will also study ASL Literature and storytelling, Deaf culture discourse, directional verbs, depicting verbs/Classifiers and spatial mapping, ASL Phrases and Role shifting. Students will participate in a Deaf day and peer teaching. Students will begin material in Signing Naturally 3 as well as birds of a different feather and for a decent living.

Immersion Setting: This is a college level course and students are expected to stay immersed in the target language ASL. The fastest way to learn a world language is through immersion. In order to preserve and maintain an authentic Deaf culture experience, our classroom will be a **voice-free hands-on** zone. Using ASL consistently helps students develop both their comprehensive and expressive skills quickly and effectively. During class students will communicate in ASL or by other manual means (fingerspelling, pantomime, gestures, body language, facial expressions, or writing). The process of communicating only through manual means is challenging, but it will result in higher ASL proficiency and confidence. ASL cannot be taught effectively any other way but through visual immersion. Understand that voiced discussions are at the instructor's discretion and violations will result in loss of participation and/or immersion/voice points. (Students may choose to take the class for high school credit only or Concurrent Enrollment ASL 1020 Credit at UVU. This grade will post to their college transcript.).

Initials of Parent: _____ **Student:** _____

Expectations: Students, are expected to treat themselves and others with respect, to participate and learn the language. Students are expected to keep their hands on for the entire class, to follow the school attendance policy and to be honest. You are expected to do your own work. Cheating in our class will result in a zero for the day and a zero on the project, assessment or assignment. Students are expected to participate in signed dialogues with peers and also to present in front of the class. Students are expected to submit filmed projects via a YouTube account, canvas and on occasion through email. Students are expected to keep their filmed work off from the general public's access. Expect me to do everything I can to make this class a great experience for every student. Expect me to provide equity in our classroom, in order to meet individual needs.

Initials of Parent: _____ **Student:** _____

Grades

15%-Attendance: contact me for makeup work regardless of excused absences

45%-All Scores: includes class participation, homework, assignments and projects, immersion/voice off points

40%-Exams/Quizzes: Quizzes and exams must be made up within a week of missing them.

Participation: Participation includes copying the instructor's signs, watching signed presentations, not speaking unless the voice on sign is showing, not speaking or signing during student or teacher presentations and participating in class activities and dialogues. **Immersion/Hands On Rule:** Students will start with a total of 20 participation/immersion points each term. Keeping the Hands On visual immersion rule will result in a higher grade. Sticking to the signing environment helps students develop their visual reception skills. When students hear chatter or other sounds they look away from the signer and miss important information. Students who break the participation/immersion hands on policy will be docked up to 5 points a day. **Lost participation points can only be made up through a contract with the teacher.**

Reward: Students who keep all 20 participation/immersion points through the term may request a .5 credit if their grade falls within .5 of the next grade up. This amount will often make the difference between a close A- to A grade, B- to B grade ect. *The student must request this .5 credit before the end of the school day; the last day of that term.*

Procedure for not following the class rules:

1st offense student gets a warning.

2nd offense student incurs loss of 5 points; student signs the blue book.

3rd offense student is sent to the front office. The student must create a contract with the teacher and will submit a brief letter to the teacher as to why the behavior is occurring. A guardian will be contacted.

4th offense, if the behavior continues the student will meet with the teacher, counselor and or parent and administrator..

Note: We often have deaf or hard of hearing classmates or may have a deaf guest; giving your best effort to sign even if you don't know a lot yet and have to write or use gestures is appreciated.

Grade percentages: A 94% - 100% A- 90% - 93% B+ 87% - 89% B 84% - 86% B- 80% - 83%
C+ 77% - 79% C 74% - 76% C- 70% - 73% D+ 67% - 69% D 64% - 66% D- 60% - 63% F below 59%

I agree to the grading policy and Immersion/Voice off rule. Initials of Parent: _____ **Student:** _____

Late assignments will be accepted up to one week after their due date for partial credit (50-80%). Assignments are due on their due date regardless of whether or not the student is absent. Projects and written papers will take longer to post online but due dates will be announced on the homework section of the board at least a week in advance. Homework will be announced at least one to two classes before the due date. Students should record dates in their ASL notebook. See me before the due date if there is a deadline conflict.

Initials of Parent: _____ **Student:** _____

Weekly Practice: Students are encouraged to practice each week outside of class. Students are encouraged to attend ASL club for practice and advancement in the language. Feel free to ask for practice ideas or help reviewing.

Deaf Culture Reflections: Students are required to have 4 Deaf culture experiences a year; one each term. Ideas will be posted in class. Students cannot repeat the same experience twice. Students will submit their reflection through canvas by the dates below. **Please record these due dates in your ASL notebook.** Due dates are as follows:

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2nd Term-Dec 5th A-day, Dec 6th B-day

4th Term-April 15th A-day, April 16th B-day

Initials of Parent: _____ **Student:** _____

Culture Readings: You will be required to read two books in this class; one each semester. One is required by the college and one will be a book of your choice. First term: pick a book of your choice. It must be written by a Deaf person or a hearing person with a Deaf family member (CODA, SODA, Parent). You must approve the book with me. You cannot pick Helen Keller=)! Second Term we will be reading *Seeing Voices* by Oliver Sacks. Please bring these books to class. You may be given some time to read if you finish your work quickly. You may use your write up about your 1st semester book to replace your second term Deaf Culture experience.

Internships: You may request an internship in the district helping in the classroom with a deaf student, according to need.

ASL Film Clips

Students will view Deaf cultural film clips/documentaries rated G and PG and in rare cases PG-13 (mainly from Signing Naturally, DawnSignPress, YouTube, hallmark films and documentaries including PBS, No Ordinary Hero, Sweet nothing in my ear) this school year.

Initials of Parent: _____ **Student:** _____

Filmed assignments: Students will participate in creating a film and compete for entry into the annual SHS World Language Film Festival. Students will submit selective formative and summative assessments via YouTube, canvas or email. Students may submit work on YouTube in one of two ways: **Private**, or **Unlisted**- so that the general public cannot view the films. Either option, students will send me the URL through email or canvas.

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Initials of Parent: _____ **Student:** _____

If there is anything I should know about your student, or if you have any questions or concerns, please email me.

We have read, agreed with and initialed the policies and procedures in this disclosure document.

Student Name & Signature: _____, _____ Date _____

Parent Name & Signature: _____, _____ Date _____

Return this signed slip to Mrs. Brough by August 30th for your first assignment. 5 points