

**UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Sign Language & Social Work Practice with d/Deaf Clients:  
Communication, Culture & Advocacy – Part II**

Course Number: SW311—II  
Unique Number: 60670  
Semester: Spring 2016  
Meeting Time: T-TH 9:30-11:00am  
Meeting Place: Room SSW 2.118

Instructor: Dr. Angela M. Nonaka  
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PLUS Coordinator: XXXXXXXX  
PLUS Study Sessions' Location and Time: TBA  
Email: XXXXXXXXXXXXXXXX

**I. COURSE DESCRIPTION**

Sign languages, like spoken ones, are full-fledged languages. Scientific acknowledgement of this fact, however, was not accorded until the 1960s, and popular understanding still lags behind. The legacy of non-recognition of the full linguistic status of sign languages has had profound consequences for the social construction of d/Deafness. Historically, 'deaf' was synonymous with 'dumb' or 'mute,' terms that pathologize and stigmatize. Linguistic recognition of sign languages as languages, however, allowed for subsequent rethinking and respelling of the word. "Deaf" written with a capital letter D, refers to signing people who are members of an audiological and sociolinguistic minority group.

This course is a special language education course designed to encourage aspiring social workers to develop greater cultural and linguistic awareness and sensitivity of how to work with d/Deaf people. The course has two interwoven objectives. The first is to provide a basic communicative introduction to American Sign Language (ASL) and US Deaf culture. The second is to educate students about diversity within and among sign languages and Deaf communities in order to prepare social workers to work, for example, with non-standard signing dialects and minorities in the USA as well as with immigrants and refugees from other countries with entirely different sign languages and Deaf communities. Throughout the course, students are encouraged to critically analyze the implications and applications of their growing knowledge of multilingual and multicultural issues related to sign languages and Deaf communities for social work practice and theory.

**Objectives**

Upon completion of this course students will demonstrate:

1. Basic communication skills in American Sign Language (ASL)
2. Basic cultural knowledge about the history of Deaf Communities in the USA
3. Appreciation for linguistic variation and cultural diversity among sign languages and Deaf communities internationally
4. Understanding of the professional etiquette of working with sign language interpreters
5. Familiarity with other modes of communication for working with deaf people, including individuals with disabilities
6. Awareness of local, national, and international sources of information as well as services related to d/Deaf people and sign language(s)

### **Prerequisites**

There is no language pre-requisite for this course, which is targeted for students who have little or no previous knowledge of American Sign Language.

### **Organization and Sequence**

In terms of curricular organization and sequence, this course is designed to span an academic year and divided into two parts taught in the fall and spring semesters respectively. The latter builds upon the former. Thus, students should take the courses in the proper sequence.

### **Foreign Language Requirement**

Students wishing to take this course to fulfill their foreign language requirement for the BSW degree in the School of Social Work must successfully complete the two-semester course in the proper sequence. Students wishing to pursue further studies of ASL are highly encouraged to take classes from the ASL program in the Linguistics Department of the College of Liberal Arts. Be advised that taking this class is **not** equivalent to the program's beginning first-semester ASL class and also in no way does guarantee you placement in more advanced ASL classes. For more information, please visit the ASL program's website at <http://ddce.utexas.edu/civicingagement/service-learning-courses-at-ut-austin/#SW>

### **Academic Service-Learning Course**

This course also qualifies as an academic service-learning course, as designated by the School of Social Work and the Longhorn Center for Community Engagement, Division of Diversity and Community Engagement, at the University of Texas at Austin. Additional information is available online at: <http://ddce.utexas.edu/civicingagement/service-learning-courses-at-ut-austin/>

## **II. TEACHING METHODS**

This class will be taught using a variety of methods, such as: lecture and instruction; language drills and practice from textbook activities, including video viewing and taping; guest speakers; community-based cultural immersion activities; community-service learning; course assignments and readings. For success in any language classes, including this one, you must be willing to attend class regularly, actively participate, practice language drills outside of class; and adjust to learning in and about a language and culture other than your own.

Because we only meet twice a week, as opposed to meeting four to five times a week like most foreign language classes, you must practice outside of class on a regular basis as much as you can. It's a challenge and an adventure! Language learning is a social and socializing process. You are encouraged to ask questions (preferably in the target language!), help each other (except on quizzes and exams), and stretch your normal comfort zone to bridge the communicative gap.

## **III. TEXTS AND MATERIALS**

The two required books for this course are available at the University Co-op's main location (the Guadalupe store). They also can be ordered online.

1. *Signing Naturally Units 1-6*. San Diego: DawnSign Press.
2. Thomas K. Holcomb (2013). *Introduction to American Deaf Culture (Professional Perspectives on Deafness: Evidence and Applications)*. New York: Oxford University Press.
3. "Culturally Competent Practice with Deaf Clients," a three-part online video module series (with accompanying quizzes), available at discounted price through Office of Continuing Education at UT School of Social Work. Students will receive a discounted price. Details TBA in class.
  - a. Module 1, The Deaf Community: Language and Culture
  - b. Module 2, Working with Deaf Clients and Interpreters
  - c. Module 3, The Ethics of Working with Deaf Clients,

Additional learning resources, both required and recommended, for this course include the following:

1. Required = additional readings posted on Canvas

2. Required = miscellaneous films and videos (to be announced)
3. Recommended = online ASL dictionary resources
  - a. ASL pro.com (<http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi>)
  - b. Signing savvy (<https://www.signingsavvy.com/>)

#### **IV. PLUS (Peer-Led Undergraduate Studying) COURSE COMPONENT**

This course is supported by Peer-Led Undergraduate Studying. PLUS study groups provide an opportunity to collaboratively practice skills and apply knowledge you need for success in this course. Attending study groups regularly is a great way to ensure that you keep up with the material and don't fall behind. Feel free to attend any study group at any point in the semester; more information on times and locations will be available through Canvas and announced in class. More information about PLUS may be found at:

<https://www.utexas.edu/ugs/slc/support/plus>.

#### **V. COURSE REQUIREMENTS**

Although the course must conform to the academic calendar, foreign language and cultural study is a process, one that builds on many small but steady steps. The process is also non-linear, involving peaks, valleys, and plateaus in learning. Thus it is not only best practice pedagogically but also safest in terms of evaluation and assessment, to assign numerous small and mid-size assignments spread out at regular intervals versus just one or two major ones. This is reflected in the various requirements for this course that are outlined below.

##### **A. ASL Language Skills (50% total grade)**

Assessment based on:

- Daily review quizzes
- Unit tests (receptive and/or productive)
- Comprehensive test on last day of class (receptive and/or productive)
- Closely graded workbook exercises (4 sets total = 2/per Units 2 and 3)
- Other assignments

##### **B. Cultural Knowledge of the U.S. Deaf Community and Deaf Culture, and Knowledge of Sign Language Linguistics, Deaf Studies, & Interpreting (15% total grade)**

Assessment based on:

- Online video modules
- Daily review quizzes
- Written discussion questions
- Other assignments

##### **C. Mock Trial / Ethics Debate (15% total grade)**

Assessment based on:

- Completion of all related written assignments
- Oral assignment preparation and participation
- Attendance of guest lecture
- Attendance and participation in Mock Trial debate

##### **D. Captioning / Academic Service-Learning Project (10% total grade)**

This course qualifies as an academic service-learning course. In this course you will learn about issues of accessibility for Deaf people. In addition to becoming familiar with the Americans with Disabilities (ADA) Act's requirements involving accessibility, you will also gain hands-on experience working with free captioning programs and recommended captioning protocols. To help you develop this new skill set, two class sessions will be held at the PCL and will be led by Mr. Daniel Jacobs, the head of captioning services at UT-Austin.

For your final project in this class, you will put your new captioning abilities into practice. You will be captioning videos provided by a community partner, the Texas Institute for Excellence in Mental Health. You will be required to undertake several passes of captioning; in other words, you must make several drafts of your captioning that demonstrate improvement, that conform to the recommended captioning protocol, and that ultimately result in a final product free of any typos or other errors. Your participation in this service-learning course will work to the mutual benefit of various stakeholders. First, you will be giving back to the Texas Institute for Excellence in Mental Health and to Deaf Community by making information accessible to Deaf individuals who need or want to access the information in those videos. Additionally, by the end of this course, you will possess a transportable, new skill that you can take with you. Moreover, for those of you who go on to work at agencies and other institutions, your working knowledge of general ADA requirements for accessibility and basic captioning processes and protocols will allow you to contribute to the needs of that organization as they seek to serve their Deaf clients and consumers.

Assessment based on:

- Attendance and participation at captioning training sessions
- Successful completion of captioning project(s)
- Completion of service reflection papers
- Other assignments

**E. Attendance and Participation (10% of total grade)**

Assessment based on:

- Prompt daily class attendance
- Active & prepared participation (completion of readings and assignments correctly, fully, & promptly)
- Lightly graded homework assignment (all homework assignments except the 4 closely graded ones)

**F. PLUS Study Session Attendance & Participation**

Non-mandatory but highly encouraged:

At the urging of previous cohorts of students who have completed this course and with generous supported from the Office of Undergraduate Studies, this course benefits from a new PLUS (peer-led undergraduate studying) component. PLUS is a program that encourages cooperative and collaborative learning—a strategy that is well suited for foreign language study. It is an important learning resource that students should try to utilize. This year’s PLUS coordinator is Haley Fuson, an undergraduate student who successfully completed the SW 311 course sequence.

PLUS study sessions are weekly opportunities to meet with your classmates, review the homework together, and practice signing ASL. This year’s PLUS coordinator is Haley Fuson, an undergraduate student who successfully completed the SW 311 course sequence. Additionally, there are new PLUS-sponsored video resources that will support students learning experiences.

Learning a foreign language requires practice, practice, and more practice on a daily basis! Successful language learning builds on itself. From the very beginning, learners must master vocabulary and grammatical structures in order to advance; and as in mathematics, there are correct and incorrect answers. Therefore, it is imperative that students thoroughly engage with, successfully complete, and fully master the material in Week 1 and throughout the semester. Otherwise, students are unlikely do well in the course. So, if possible, be proactive about learning and participate regularly in PLUS. (Note: Those who do may be eligible for extra credit and/or to be future PLUS facilitators or coordinators).

**\*\*\*The instructor reserves the right to adjust readings & assignments for educational purposes.\*\*\***

If changes to the syllabus are made, the instructor will be reasonable, and students will be alerted in advance.

*Flexibility in social work practice and in life is crucial, so we may need to practice it together in this class.*

## **VI. EVALUATION AND GRADING**

### **Electronic Canvas (the new course 'Blackboard')**

1. <http://canvas.utexas.edu/>
2. Canvas works on all major browsers, see <https://guides.instr...h-browsers-does-canvas-support>

### **Receiving, Viewing and Submitting Assignments**

This is a multi-lingual and multi-modal pedagogical environment, so there are different types of assignments that must be submitted in different ways: written hard copies, electronic and video submissions on Canvas, etc. For details, see the Calendar of Course Assignments and Activities, which is subject to amendment as per the pedagogical needs of the class.

### **Final Assignment of Grades**

Final grades will be calculated on a 100-point scale with the following breakdown:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

### **Incompletes**

Except in extreme circumstances and with proper documentation, no incompletes will be given.

### **Q Drop Policy**

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6).

### **Official Written (medical or legal) Excuses**

If you are unable to complete any course requirement due to a medical or other genuine emergency, please contact me as soon as possible to inform me of the situation, and consistent with university policy, please be prepared to provide an official written excuse (e.g. from a doctor, police department, etc.).

### **Feedback**

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

## **VII. OFFICIAL INFORMATION, POLICIES, AND REQUIREMENTS**

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://ddce.utexas.edu/disability/how-to-register-with-ssd/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **VIII. COURSE PHILOSOPHY & EXPECTATIONS: CREATING COMMUNITY**

This class is an intellectual community – one to which we all belong & are accountable. Community is an interactive, co-constructed space that is created, nurtured & maintained. Like learning, community takes genuine & sustained effort – a readiness & willingness to be present, prepared & engaged.

To foster a positive classroom environment & to facilitate learning, members of our community should be prompt: arriving at class on-time, keeping scheduled appointments, communicating with the professor in a reasonable & timely fashion, & meeting deadlines for readings & assignments, etc. Community members are expected to be civil (in comportment, behavior, language, discourse & interaction) & respectful of fellow students, the teacher as well as any guest speakers. Use of electronic devices is not permitted during class time; phones, computers, and other personal digital assistants should be put away for the duration of the class. Community members must meet the class requirements outlined in this syllabus.

Your attendance, preparation, participation, & dedication – like mine – are crucial to our mutual educational endeavor. Practice is fundamental to developing the sign language skills taught in this class; you will need to be diligent in finding regular times to review the related materials. This course will be as interesting, fun, challenging, & rewarding, as we make it. **Welcome and let's get started**

### **IX. WEEKLY CALENDAR OF COURSE ASSIGNMENTS AND ACTIVITIES**

*(^ mark indicates special class activity)*

**\*\*\*The professor reserves the right to adjust readings and assignments for educational purposes.\*\*\***

In such cases, students will be alerted in advance about changes and any implications for the course.

#### **WEEK 1**

Class Period 1 (Tues. 01/19/16)

*Activities:*

- Welcome, introductions, and charting a path for the semester
- Pre-course fun quiz
- Review syllabus
- Begin ASL language review: Units 1, 2, and 3

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Continue reviewing Units 1, 2, and 3
- B. No written home work
- C. Correct any remaining captioning project errors and finalize
- D. Give final captioning project link for final approval (DUE 11:59pm Sun. 1/24)



Class Period 2 (Thurs. 01/21/16)

*Activities:*

- Continue ASL language review: Units 1, 2, and 3

***Due today: \*\*Fully corrected captioning projects = DUE 11:59pm Sun. 1/24\*\****

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Read SN textbook, including related video portions on DVD
- 1) Unit 4 Lesson 4:1
  - 2) Unit 4 Lesson 4:2
  - 3) Unit 4 Lesson 4:3

**WEEK 2**

Class Period 1 (Tues. 01/26/16)

*Activities:*

- Daily review quiz
- ASL practice and skills-building

***Due today: Written homework SN Unit 4 Lessons (4:1~4:3)***

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. View/practice PLUS videos on Canvas
- B. Read SN textbook, including related video portions on DVD
- 1) Unit 4 Lesson 4:4
  - 2) Unit 4 Lesson 4:5
  - 3) Unit 4 Lesson 4:6
  - 4) Unit 4 Lesson 4:7

Class Period 2 (Thurs. 01/28/16)

*Activities:*

- Daily review quiz
- ASL practice and skills-building

***Due today: Written homework SN Unit 4 Lessons (4:4~4:7)***

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. View/practice PLUS videos on Canvas
- B. Read SN textbook, including related video portions on DVD
- 1) Unit 4 Lesson 4:8
  - 2) Unit 4 Lesson 4:9
  - 3) Unit 4 Lesson 4:10

**WEEK 3**

Class Period 1 (Tues. 02/02/16)

*Activities:*

- Daily review quiz
- ASL practice and skills-building

***Due today: Written homework SN Unit 4 Lessons (4:8~4:10)***

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. View/practice PLUS videos on Canvas
- B. Read SN textbook, including related video portions on DVD
  - 1) Unit 4 Lesson 4:11
  - 2) Unit 4 Lesson 4:12
  - 3) Unit 4 Lesson 4:13
  - 4) Unit 4 Lesson 4:14

Class Period 2 (Thurs. 02/04/16)

*Activities:*

- Daily review quiz
- ASL practice and skills-building

**Due today: Written homework SN Unit 4 Lessons (4:11~4:14)**

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. View/practice PLUS videos on Canvas
- B. Read SN textbook, including related video portions on DVD
  - 1) Unit 4 Lesson 4:15
  - 2) Unit 4 Review
  - 3) Unit 4 Vocabulary Review

#### **WEEK 4**

Class Period 1 (Tues. 02/09/16)

*Activities:*

- Daily review quiz
- ASL practice and skills-building

**Due today: 1) Written homework SN Unit 4 Lesson 4:15**

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. View/practice PLUS videos on Canvas
- B. Read SN textbook, including related video portions on DVD
  - 1) Unit 4 Lesson 4:15
  - 2) Unit 4 Review
  - 3) Unit 4 Vocabulary Review

Class Period 2 (Thurs. 02/11/16)

*Activities:*

- Daily review quiz
- ASL practice and skills-building

**Due today: In-class receptive test over Unit 4**

*Next class period's homework (complete all related assignments, exercises, drills):*

**\*\*In lieu of homework, Unit 4 productive test w/ transcript & gloss = DUE by 11:59pm Mon. 2/15\*\***

#### **WEEK 5**

Class Period 1 (Tues. 02/16/16)

*Activities:*

- Lecture: Introduction to Cochlear Implants
- Discussion and preparation for Week 7 mock trial debate

- Planning ASL thank you videos for PLUS

**Due today: N/A**

*Next class period's homework (complete all related assignments, exercises, drills):*

- 1) \*\*View online video Module 1 and complete quizzes = DUE by 9am Thurs. 2/18\*\*
- 2) Develop transcript/gloss for thank you video for PLUS

Class Period 2 (Thurs. 02/18/16)

*Activities:*

- Movie: "Sound and Fury"

**Due today: \*\*View online video Module 1 and complete quizzes DUE by 9am Wed. 2/17\*\***

*Next class period's homework (complete all related assignments, exercises, drills):*

- 1) TBA homework preparing for Week 7 debate
- 2) Continue developing transcript/gloss for thank you video for PLUS

## **WEEK 6**

Class Period 1 (Tues. 02/23/16)

*Activities:*

- ASL practice of thank you message for PLUS
- Group work preparing for Week 7 debate

- **Due today: Final written draft of transcript/gloss of thank you message for PLUS**

*Next class period's homework (complete all related assignments, exercises, drills):*

- 1) TBA homework preparing for Week 7 debate
- 2) Refine transcripts/glosses and practice ASL signing of thank you message for PLUS

Class Period 2 (Thurs. 02/25/16)

*Activities:*

- ASL practice of thank you message for PLUS
- In-class group work preparing for Week 7 debate

**Due today: \*\*Videotaped thank you in ASL for PLUS DUE by 11:59pm Fri., 2/26.\*\***

*Next class period's homework (complete all related assignments, exercises, drills):*

- 1) TBA homework preparing for Week 7 debate
- 2) Complete ASL thank you videos for PLUS = DUE by 11:59pm Wed. 3/2

## **WEEK 7^ = GUEST LECTURE**

Class Period 1 (Tues. 03/01/16) =

*Activities:*

- Guest lecture by Prof. John Traphagan on Medical Ethics
- \*\*Prepare for online ASL skills maintenance quiz Units 1~4 = DUE by 11:59pm Wed. 3/2\*\*

**Due today: Debate assignments (TBA)**

**\*\*Online ASL skills maintenance quiz DUE by 11:59pm Wed., 3/2\*\***

*Next class period's homework (complete all related assignments, exercises, drills):*

- 1) TBA homework preparing for Week 7 debate
- 2) Prepare for on-line ASL skills maintenance quiz Units 1~4 = DUE by 11:59pm Fri. 3/4

Class Period 2 (Thurs. 03/03/16) ??GUEST LECTURE FOR JOHN??

*Activities:*

- Final preparation day for mock trial debate

***Due today: Debate assignments (TBA)***

*Next class period's homework (complete all related assignments, exercises, drills):*

- 1) Continue preparing for on-line ASL skills maintenance quiz Units 1~4 = DUE by 11:59pm Fri. 3/4
- 2) Develop draft transcript/gloss of “thank you” messages to PLUS program

### **WEEK 8^ D/deafness, Cochlear Implants, & Biomedical Ethics Mock Trial Debate**

Class Period 1(Tues. 03/08/16)

*Activities:*

- Mock trial debate on Biomedical Ethics and Cochlear Implants (location TBA)

***Due today: Assignments (TBA)***

*Next class period's homework (complete all related assignments, exercises, drills):*

- 1) Jury deliberation of mock trial debate
- 2) Practice ASL for online skills maintenance quiz (due by 11:59pm Fri. 3/11)

Class Period 2 (Thurs. 03/10/16)

*Activities:*

- Mock trial deliberation
- Wrapping-up discussion

***Due today: Assignment TBA***

**\*\*Take online ASL skills maintenance quiz = DUE by 11:59pm Fri. 3/11\*\***

*Next class period's homework (complete all related assignments, exercises, drills):*

- 1) Begin studying and complete homework for SN Unit 5, Lessons 5.1, 5.2, and 5.3

### **WEEK 9 = SPRING BREAK / NO CLASSES (Tues. 03/15/16 or Thurs. 03/17/16)**

WEEK 10

Class Period 1 (Tues. 03/22/16)

*Activities:*

- Introduction of Unit 5 Lessons 5.1, 5.2, 5.3
- ASL practice and skills-building

***Due today: Written homework SN Unit 5 Lessons (5:1~5:3)***

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Read SN textbook, including related video portions on DVD
- 1) Unit 5 Lesson 5:4
  - 2) Unit 5 Lesson 5.5

Class Period 2 (Thurs. 03/24/16)

*Activities:*

- Daily Review Quiz
- ASL practice and skills-building

***Due today:* Written homework SN Unit 5 Lessons (5:4~5:5)**

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Read SN textbook, including related video portions on DVD
- 1) Unit 5 Lesson 5:6
  - 2) Unit 5 Lesson 5.7

## **WEEK 11**

Class Period 1 (Tues. 03/29/16)

*Activities:*

- Daily Review Quiz
- ASL practice and skills-building

***Due today:* Written homework SN Unit 5 Lessons (5:6~5:7)**

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Read SN textbook, including related video portions on DVD
- 1) Unit 5 Lesson 5:8
  - 2) Unit 5 Lesson 5.9

Class Period 2 (Thurs. 03/31/16)

*Activities:*

- Daily Review Quiz
- ASL practice and skills-building

***Due today:* Written homework SN Unit 5 Lessons (5:8~5:9, Unit 5 review & vocabulary review)**

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Review for SN Unit 5 in-class test (Tues 4/5)

## **WEEK 12**

Class Period 1 (Tues. 04/05/16)

*Activities:*

- In-class SN Unit 5 Test
- Preview SN Unit 6

***Due today:* \*\*In-class test SN Unit 5\*\***

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Read SN textbook, including related video portions on DVD
- 1) Unit 6 Lesson 6:1
  - 2) Unit 6 Lesson 6:2
  - 3) Unit 6 Lesson 6:3
  - 4) Unit 6 Lesson 6:4

Class Period 2 (Thurs. 04/07/16)

*Activities:*

- Daily Review Quiz
- ASL practice and skills-building

***Due today:* Written homework SN Unit 6 Lessons (6:1~6:4)**

*Next class period's homework (complete all related assignments, exercises, drills):*

A. Read SN textbook, including related video portions on DVD

- 1) Unit 6 Lesson 6:1
- 2) Unit 6 Lesson 6:2
- 3) Unit 6 Lesson 6:3
- 4) Unit 6 Lesson 6:4

### **WEEK 13**

Class Period 1 (Tues. 04/12/16)

*Activities:*

- Daily Review Quiz
- ASL practice and skills-building

***Due today:* Written homework SN Unit 6 Lessons (6:1~6:4)**

*Next class period's homework (complete all related assignments, exercises, drills):*

A. Read SN textbook, including related video portions on DVD

- 1) Unit 6 Lesson 6:5
- 2) Unit 6 Lesson 6:6
- 3) Unit 6 Lesson 6:7
- 4) Unit 6 Lesson 6:8

Class Period 2 (Thurs. 04/14/16)

*Activities:*

- Daily Review Quiz
- ASL practice and skills-building

***Due today:* Written homework SN Unit 6 Lessons (6:5~6:8)**

*Next class period's homework (complete all related assignments, exercises, drills):*

A. Read SN textbook, including related video portions on DVD

- 1) Unit 6 Lesson 6:9
- 2) Unit 6 Lesson 6:10
- 3) Unit 6 Lesson 6:11
- 4) Unit 6 Lesson 6:12

### **WEEK 14**

Class Period 1 (Tues. 04/19/16)

*Activities:*

- Daily Review Quiz
- ASL practice and skills-building

***Due today:* Written homework SN Unit 6 Lessons (6:9~6:12)**

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Read SN textbook, including related video portions on DVD
- 1) Unit 6 Lesson 6:13
  - 2) Unit 6 Lesson 6:14
  - 3) Unit 6 Lesson 6:15
  - 4) Unit 6 Lesson 6:16
  - 5) Unit 6 Lesson 6:17

Class Period 2 (Thurs. 04/21/16)

*Activities:*

- Daily Review Quiz
- ASL practice and skills-building

**Due today: Written homework SN Unit 6 Lessons (6:13~6:17)**

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Practice for Unit 6 in-class ASL productive test / individual exit interviews
- B. Write reflection paper about captioning assignment (details TBA)

WEEK 15

Class Period 1 (Tues. 04/26/16)

*Activities:*

- Group 1 members meet w/ professor for individual interviews
- Group 2 members complete their reflection papers about captioning assignment

**Due today: Group 1 = ASL exit interviews / Group 2 captioning reflection papers**

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Continue individual exit interviews / reflection papers
- B. Prepare for Unit 6 in-class receptive test (DUE Thurs 5/5)

Class Period 2 (Thurs. 04/28/16)

*Activities:*

- Group 2 members meet w/ professor for individual interviews
- Group 1 members complete their reflection papers about captioning assignment

**Due today: Group 2 = ASL exit interviews / Group 1 captioning reflection papers**

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Prepare for in-class Unit 6 receptive test (DUE Thurs 5/5)
- B. Take online modules 2 and 3, including all online quizzes (DUE 11:59pm Sun. 5/8)

WEEK 16

Class Period 1 (Tues. 05/03/16)

*Activities:*

- Wrapping up
- Fun Quiz
- SN Unit 6 receptive test review
- Course evaluations

***Due today: N/A***

*Next class period's homework (complete all related assignments, exercises, drills):*

- A. Continue preparing for in-class Unit 6 receptive test (DUE Thurs 5/5)
- B. Continue taking online modules 2 and 3, including all online quizzes (DUE 11:59pm Sun. 5/8)

Class Period 2 (Thurs. 05/05/16)

*Activities:*

- In-class SN Unit 6 receptive test review

***Due today: N/A***

*Next class period's homework (complete all related assignments, exercises, drills):*

**\*\* Complete online modules 2 and 3, including all online quizzes= DUE by 11:59pm Sun. 5/8\*\***



