

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

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

Course#: SW311
Unique #: 63930
Semester: Spring 2014
Meeting Time: T & TH 9:30am-11:00am
Meeting Place: Room SSW 1.212

Instructor: Dr. Angela M. Nonaka
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I. Standardized 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.

Prerequisites

Successful completion of Sign Language & Social Work Practice with d/Deaf Clients: Communication, Culture & Advocacy I is a pre-requisite for this course.

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://www.utexas.edu/cola/depts/linguistics/asl_program/ASL-Program.php.

II. Course 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)

III. Teaching Methods

This class will be taught using a variety of methods with an emphasis on experiential learning: i.e. lecture and instruction; language drills and practice from textbook activities, including video viewing and taping; guest speakers; community-based cultural immersion activities, course assignments and readings. The assignments will provide the opportunity for “learning by doing.”

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 exams and written work), and stretch your normal comfort zone to bridge the communicative gap.

*We will be using Canvas (the new “Blackboard”). While Canvas works on all major browsers (Safari, Chrome, Firefox), it is **highly recommended that you use Firefox** for optimal performance.*

IV. Texts and Materials

The two books listed below are required texts for this course. Additional readings will be posted on Canvas. Some films shown in class are available for additional study and review either at the UT Fine Arts Library or 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.

The instructor reserves the right to adjust readings and assignments to facilitate the course learning objectives. This is necessary because some course learning resources (e.g., guest speakers, films borrowed through interlibrary loan from other universities, and so on) are only available on certain dates, and determination of those dates are sometimes beyond the control of the instructor. Flexibility in social work practice and in life is crucial, so we may need to practice it together in this class. If/when changes to this syllabus are warranted, however, the instructor will be reasonable and students will be alerted in advance of any changes & their implications for related readings or assignments.

V. Course Requirements

Although it is made to conform to the academic calendar at university, 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.

1. ASL Language Skills (40% total grade)

Assessment based on:

6 practice quizzes on Canvas = 20%

Language portfolio = 25%

- 3 write-ups about signing environments
- 6 movie submissions with scripts

2. Cultural Knowledge of the U.S. Deaf Community and Deaf Culture, and Knowledge of Sign Language Linguistics, Deaf Studies, & Interpreting (20% total grade)

Assessment based on:

Final Exam on Deaf studies (format = T/F, multiple choice, matching, & short-answer) = 20%
(Note: Completion of weekly assignments, which counts in participation will help you on the final exam. Smaller assignments build into and toward bigger assignments, so be diligent and complete the small assignments in a timely fashion!)

3. Mini-research project building new information resources at UT SSW (10% total grade)

Assessment based on:

Part I: Develop 1 annotated bibliography for a published article in a Social Work journal related to sign language, interpreting, deafness, and/or Deaf people. Your annotated bibliography should include: 1) a full bibliographic citation; 2) an accurate, detailed, but succinct summary of the source as a whole. In other words, anyone should be able to read your annotated bibliographic entry and understand in a nutshell what the source is about, its approach, major thesis, etc.

Part II: Identify 1 “resource” (local, national or international) that provides information about sign language and deafness OR that provide special services for d/Deaf people, being sure to include information such as: name of the resource; location and contact information; description of services provided; etc. This should be a 1-page, single-spaced summary of the places/resources, locations, contact information, mission statements, etc.

4. Attendance and Participation (30% of total grade)

Assessment is based on:

1. Daily class attendance. Note: There is an attendance sheet.
2. Daily class participation, (e.g., discussions, learning activities, etc.)
3. Weekly readings: Everyone is responsible for reading all of the assigned texts every week.
 - a. Exam questions will be based on the readings and in-class discussions.
 - b. Sometimes you will be asked to provide 1-page summaries of particular articles and/or to bring questions and comments about the readings to encourage discussion about the readings.
 - c. If everyone reads and we have a robust in-class discussion, there will be no pop quizzes. However, if students do not read and thus do not have an in-class discussion, then we will administer pop quizzes about the readings.
4. Completion of all weekly assignments on time and in a thorough manner

VI. Grading Scale

Final Percentages	and	Corresponding Grades
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

VII. Course Expectations

Weekly Organization of the Course

Typically, Tuesdays focus on study of sign language, and Thursdays focus on study of culture.

Submitting Assignments

This is a multi-lingual and multi-modal pedagogical environment, so there are diverse assignments that must be submitted in different ways.

1. Sign language assignments either will be done in class or will be posted and made available on Canvas. The TA will upload videos on Canvas for you to watch them. You will also be expected to make video recordings of yourself signing and upload them on Canvas.
 - a. Homework assignments from *Signing Naturally* will be selected and announced in class to adjust the class's pace and progress of learning. Other sign language homework assignments will be personally created by the TA and subsequently posted on Canvas.
 - b. **Electronic assignments** involving making movies of your signed language skills must be submitted electronically via Google Drive *prior* to class on the day of the due date. Please see the "Making Movies" manual posted on Canvas to learn how to submit these files. If you're unsure of this process, please see the TA *at least* two days before the due date. Please note that improperly submitted files will not be graded. You will receive a confirmation e-mail from the TA indicating that she has received everything and in the appropriate format. If you do not receive a confirmation e-mail from her for any assignment, it is your responsibility to follow-up with her to make sure she receive it on time.
2. Written assignments
 - a. The written mid-term and final exams will be administered in class.
 - b. For other written assignments, hard copies should be turned in as per the professor's instructions, written herein or amended hereafter as per the developing pace and level of the class.

Attendance and Participation

Attendance and participation for the full three hours of class and the additional hour of field seminar is expected for all students. **After two absences, the student's final grade will be lowered by one grade.** Further absences may result in the student being dropped from the course. Repeated late

arrivals to class may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self awareness. This form of learning cannot be "made up" once missed. The instructor reserves the right to add or deduct 10 points from the final point total based on the quality of students' classroom participation. Students are to notify the instructor prior to class by email or at the given office phone number if they cannot attend class due to an illness or emergency.

Time Management

All assignments are due at the beginning of class on the date indicated. **Late papers will be penalized 5 points per day that they are late.** This includes papers that are turned in after 8:30am on the day they are due. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency.

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

VIII. University Policies

This class will operate under the guidelines of professional accountability in the class-room. The following policies will be observed:

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.

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 to keep the university informed about changes to their email address. Students should check their email daily 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>

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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Professional Conduct in Class

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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and

professionalism. This entails listening to the opinions, concerns and feelings of others with openness, speaking honestly about one's own experience, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment. **Use of cell phones and laptops is not permitted in class, unless they are approved by the instructor and they are related to the class activities.**

Religious Holidays

According to 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, an examination, a work assignment, or a 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.

Maintaining Confidentiality

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for educational supervision purposes. Agencies are aware that de-identified information is shared in classes for this purpose. However, discussions outside of class with individuals not in this class or with other members of the class/field seminar regarding information shared in class about clients is considered a breach of confidentiality. All students are expected to maintain confidentiality.

Papers and Written Work

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, citations, references and bibliography should conform to the current APA style of documentation. <http://uwc.utexas.edu/handouts/apa> Students are encouraged to consult with the Undergraduate Writing Center <http://uwc.utexas.edu> for assistance with any writing assignments. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

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://www.utexas.edu/depts/dos/sjs/>).

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 to keep the university informed about changes to their 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>.

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.

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.

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 among 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>.

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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

IX. Co-constructing a Learning Community

More than just a course, this class is a learning community—one to which all of us belong and one to which all of us are accountable. Welcome! 😊

All communities have certain features, including: members, activities, goals, rules, etc. Community is an interactive space that is co-constructed. Community is created, nurtured, and

maintained, and like learning, it takes genuine and sustained effort—a readiness and willingness to be present, prepared, and engaged. The challenges as well as the rewards are multiplied by virtue of the fact that this is a complex, multilingual and multi-modal learning community.

To foster a positive classroom environment and to facilitate learning, members of this little community of ours need to be patient and flexible—key traits of a good social worker and characteristics that we will cultivate together here. With that in mind, the instructor reserves the right to adjust readings & assignments as required to facilitate learning objectives. Should changes be necessary, students will be notified in advance of any alterations and their implications for course assignments, evaluation, and grading.

Your attendance, preparation, participation, and dedication—like that of your instructors’—are crucial to our mutual educational endeavor this term. This course will be as interesting, fun, challenging, and rewarding, as we make it. So again, welcome and let’s get started!

SSW 311: CALENDAR OF WEEKLY ACTIVITIES FOR SPRING 2014

WEEK 1

Tuesday, January 14 – First SSW 311 class meeting

Class

- Introductions, greetings, syllabus
- Assign students their signing practice partners
- Show Canvas and Google Drive

Homework

- Review old lessons in *Signing Naturally*
 - Introductions and greetings: Lesson 1:1, 1:5, and 1:8
 - Culture: Getting Attention: Lesson 1:12

Thursday, January 16

Class

- Review readings from last term about the U.S. Deaf Community(ies) & Deaf Culture
 - Readings 2 from Fall 2013
 - Holcomb, T. 2013. *Introduction to American Deaf Culture*. Ch. 10 “Name Signs” pp. 204-207.
 - Readings 3 Fall 2013
 - Holcomb, T. 2013. *Introduction to American Deaf Culture*. Chapter 3 “Who are the Deaf People?” pp. 37-60.
 - Woodward, J.C. 1982. *How You Gonna Get to Heaven if You Can’t Talk with Jesus: On Depathologizing Deafness*. Available here for download:
 - Readings 4 Fall 2013
 - Holcomb, T. 2013. *Introduction to American Deaf Culture*. Ch. 7 “American Sign Language – The Language of the Deaf Community” pp. 113-131.
 - Nomeland M. & R. Nomeland. 2012. *The Deaf Community in America: History in the Making*. “Proliferation of Sign Systems” pp. 119-126. Stop at the section "Transition in Signs."
 - Readings 5 Fall 2013
 - Padden, C. & Humphries, T. 1988. Ch. 4 “Living in Others’ World.”

Homework

- Problem-solving exercises: Real-world Name Sign Controversies
 - Readings: HUNTER name sign controversies
 - Assignment: Assume the role of a school social worker. Based on what you know about ASL, Deaf culture, and name signs, write a brief report (1~3 pages) explaining the cause of the HUNTER name sign controversy. Assignment DUE next Thursday, January 23.

WEEK 2

Tuesday, January 21

Class

- Review introductions and greetings: Lesson 1:1, 1:5, and 1:8 in *Signing Naturally*.
- Review Lesson 1:12.

Homework: Due Monday, January 27 at 12noon

- In your own words, write 1 page about the 4 approaches of getting another person's attention in a visual and non-auditory environment. For each approach, describe what works well and what does not work well. The summary must be 12 point font Times New Roman, double-spaced, and have standard margins.

Thursday, January 23

Class

- Hand in your homework and discuss your mock "reports" to the school district about the HUNTER name sign controversy. In addition to handing in the hard copy of your report, be prepared to present your findings orally and present them to the class.
- Discuss another real-world name sign controversy: The ROSEAPPLE-NOSE Incident

WEEK 3

Tuesday, January 28

Class

- Lesson 3:1 "Telling Where One Live" in *Signing Naturally*.
- Introduce signs for different neighborhoods and cities in Texas.

Homework: Due Monday, February 3 at 12noon

- Do Lesson 3:1 in Student Workbook, pp. 110-111.
- Take graded practice quiz on Canvas.

Thursday, January 30

Class

- View film, "Introduction to American Deaf Culture: Language & Traditions"

Homework

- This film can be reviewed at the Fine Arts Library. Information from the film will be included on future quizzes and/or tests, so master the material.

WEEK 4

Tuesday, February 4

Class

- Review Lesson 3:1 in *Signing Naturally*.

Homework: Due Monday, February 10 at 12noon.

- 1st movie submission: Signing partners must make a short movie of dialogue based on Lesson 3:1 and submit it along with a script via Google Drive.

Thursday, February 6

Class

- View ASL films, "Introduction to American Deaf Culture: Identity" and "Introduction to American Deaf Culture: Group Norms"

Homework

- This film can be reviewed at the Fine Arts Library. Information from the film will be included on future quizzes and/or tests, so master the material.
 - Readings to b: Holcomb, T. 2013. *Introduction to American Deaf Culture*. Ch. 10 “Rules of Interaction” pp. 195-222.

WEEK 5

Tuesday, February 11

Class

- Introduce Lesson 2:11 “Culture: Negotiating a Signing Environment” in *Signing Naturally*.
- Introduce Lesson 3:5 “Discussing One’s Residence.”

Homework: Due Monday, February 17 at 12noon

- Do Lesson 2:11 in Student Workbook, p. 83.
- Take graded practice quiz on Canvas.
- In your own words, write 1 page about the 3 approaches of negotiating your way through a signing environment. For each approach, describe what works well and what does not work well. The summary must be 12 point font Times New Roman, double-spaced, and have standard margins.

Thursday, February 13

Class

- In-class quiz about Rules of Etiquette for Interacting with Signing Deaf People. This will be based on the movies viewed in Week 5 and Week 6 as well as the readings.
- Discussion of material learned from movies and readings

Homework

- For next week, read the following chapters
- Develop 2~3 discussion questions FOR EACH article (e.g., 8~12 questions total)
 - Holcomb, T. 2013. *Introduction to American Deaf Culture*, pp. 77-79.
 - Nomeland, M. & R. Nomeland. 2012. *The Deaf Community in America: History in the Making*, “Auditory Enhancement” pp. 172-174.
 - Holcomb, T. 2013. *Introduction to American Deaf Culture*, Ch. 12 “The Collision Between Culture and Disability” pp. 243-265.
 - Padden, C. & Humphries, T. 2005. *Inside Deaf Culture*. Ch. 8 “Cultures into the Future” pp.163-180.

WEEK 6

Tuesday, February 18

Class

- Review Lesson 3:5 in *Signing Naturally*.
- Introduce Lesson 4:15 “Maintaining a Clear Sightline.”

Homework: Due Monday, February 24 at 12noon

- Do Lesson 3:5 and 4:15 in Student Workbook, pp. 118-121 and 210-211.
- In your own words, write a 1 double-spaced page about the responsibility of group members in a signing environment. Describe what the signer should do to maximize and ensure visual access for the group. Describe what the listener, if sitting between two signers, should do to maximize and ensure visual access for herself and the group. Describe what the listener, if sitting far away from the signer, i.e. the end of a row, should do to maximize and ensure visual access for herself.

Thursday, February 20

Class

- In-class film, “Sound and Fury—6 Years Later”
- (Note: This is the sequel to “Sound and Fury” that you watched last semester and that formed the basis for your mid-term exam)

Homework

- Prepare a list of 5 questions and/or comments about the sequel, “Sound and Fury—6 Years Later.” (You may comment specifically on this film but even better if you can try to trace themes, issues, concerns, etc. from the first film and the second.)
- Prepare for in-class discussion about this film the next class period
- Note: Prepare this material well, because related material will appear later on the test.

WEEK 7

Tuesday, February 25

Class

- Introduce Lesson 3:9 “Talking About Roommates and Pets” in *Signing Naturally*.

Homework: Due Monday, March 3 at 12noon

- Do Lesson 3:9 in Student Workbook, pp. 130-133.
- Take graded practice quiz on Canvas.

Thursday, February 27

Class

- Discussion of “Sound and Fury—6 Years Later” (your questions will form basis or discussion)
- Discuss your progress on the mini-research project

Homework

- For next week, read the following:
 - Readings: Holcomb, T. 2013. *Introduction to American Deaf Culture*, Ch. 8 “Deaf Lit” pp. 133-168.

WEEK 8

Tuesday, March 4

Class

- Review Lesson 3:9 in *Signing Naturally*.

Homework: Due Friday, March 7 at 5p

- 2nd movie submission: Signing partners must make a short movie of dialogue based on Lesson 3:5 and 3:9 and submit it along with a script via Google Drive.

Thursday, March 6

Class

Appreciating Poetry, Storytelling, Humor, Drama, & Visual Performance in ASL

- View film, “United States of ASL: Poetry & Other Tales”
- View various examples of Deaf Lit at <http://www.americandeafculture.com/american-deaf-culture-textbook.html>

****WEEK 9 SPRING BREAK (Monday, March 10 – Friday, March 15)*****

WEEK 10

Tuesday, March 18

Class

- Rotate the students' signing practice partners.
- Review cardinal numbers 1 – 30.
- Introduce Lesson 3:8 “Cardinal Numbers 30-66” and Lesson 4:7 “Telling How Old” in *Signing Naturally*.

Homework: Due Monday March 24 at 12noon

- Do Lesson 3:8 and 4:7 in Student Workbook, pp. 126-129 and 195-198.
- Take graded practice quiz on Canvas.

Thursday, March 20

Class

- In-class analysis and discussion of “To a Hearing Mother,”
- <http://www.youtube.com/watch?v=PzpbYDCpyWg>

Homework

- Readings pertaining to the lecture the following week TBA

Week 11

Tuesday, March 25

Class

- Introduce Lesson 3:10 “Giving Basic Directions: Expressing Needs” and Lesson 4:4 “Have, Like, Want, and Need” in *Signing Naturally*.

Homework: Due Monday, March 31 at 12noon

- Do Lesson 3:10 and Lesson 4:4 in Student Workbook, pp. 134-137 and pp.186-187.
- 3rd movie submission: Signing partners must make a short movie of dialogue based on Lesson 3:10 and submit it along with a script via Google Drive.

Thursday, March 27

Class

- Sign Language and Deaf Cultural Diversity: Lecture I

Homework

- Readings pertaining to the lecture the following week TBA

Week 12

Tuesday, April 1

Class

- Introduce Lesson 3:13 “Traveling to School or Work” in *Signing Naturally*.

Homework: Due Monday, April 7 at 12 noon

- Do Lesson 3:13 in Student Workbook, pp.146-149.
- Take graded practice quiz on Canvas.

Thursday, April 3

Class

- Sign Language and Deaf Cultural Diversity: Lecture II

Homework

- Readings pertaining to the lecture the following week TBA

Week 13

Tuesday, April 8

Class

- Review Lesson 3:13 in *Signing Naturally*.

Homework: Due Monday, April 14 at 12noon

- 4th movie submission: Signing partners must make a short movie of dialogue based on Lesson 3:13 and submit it along with a script via Google Drive.

Thursday, April 10

Class

- Sign Language and Deaf Cultural Diversity: Lecture III

Homework

- Readings pertaining to the lecture the following week TBA

Week 14

Tuesday, April 15

Class

- Rotate the students' signing practice partners.
- Introduce Lesson 4:1 "Talking about Immediate Family" in *Signing Naturally*.

Homework: Due Monday, April 21 at 12noon

- Do Lesson 4:1 in Student Workbook, pp. 178-180.
- Take graded practice quiz on Canvas.

Thursday, April 17

Class

- Guest lecture on "Signed English, Cued speech, Deaf-Blind Signing"

Homework

- Readings pertaining to the lecture the following week TBA

WEEK 15

Tuesday, April 22

Class

- Review Lesson 4:1 in *Signing Naturally*.
- Introduce Lesson 4:5 "Talking about Siblings."

Homework: Due Monday, April 28 at 12noon

- 5th movie submission: Signing partners must make a short movie of dialogue based on Lesson 4:1 and submit it along with a script via Google Drive.

Thursday, April 24

Class

- Guest lecture on "Certified Deaf Interpreters and Deaf Advocates"

Homework

- Readings pertaining to the lecture the following week TBA

WEEK 16

Tuesday, April 29

Class

- Review Lesson 4:5 in *Signing Naturally*

Homework: Due Monday, May 12 at 12noon

- 6th movie submission: Signing partners must make a short movie of dialogue based on Lesson 4:5 and submit it along with a script via Google Drive.

Thursday, May 1

Class

- Turn in your mini-research projects
- Fun quiz
- Review for final exam

FINAL EXAM (exact date TBA by Office of the Registrar; between May 7~10 or 12~13)