

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: 61115
Semester: Spring 2018
Meeting Time: T-TH 9:30-11:00am
Meeting Place: Room SSW 2.118

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PLUS Study Sessions' Location and Time: TBA
Email: [REDACTED]

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.

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; applied exercises; community-based cultural immersion activities; and so forth. 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. Required = *Signing Naturally Units 1-6*. San Diego: DawnSign Press.
2. 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/>)

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

1. PCL reserves = Thomas K. Holcomb (2013). *Introduction to American Deaf Culture (Professional Perspectives on Deafness: Evidence and Applications)*. New York: Oxford University Press.
2. *Sound and Fury* (DVD available at FAL library or on youtube)
3. Additional readings distributed in class or posted on Canvas.
4. Sources you locate in the course of research and study

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 (55% total grade)

Assessment based on:

- Daily review quizzes
- Unit tests (receptive and/or productive)
- Comprehensive tests (receptive and/or productive)
- 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:

- In-class comprehensive Deaf culture test
- Individual précisés for review of Holcomb's book
- Group powerpoints for review of Holcomb's book
- Other assignments

C. Captioning Research Projects (20% total grade)

- Final individual papers
- Group oral presentations
- Preliminary assignments leading to final papers and oral presentations

D. Attendance and Participation (10% of total grade)

Assessment based on:

- Prompt daily class attendance; active and prepared participation
- Timely completion of all homework assignments

E. 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 semester's PLUS facilitators are Vanessa Saucedo and Mika Shivers. PLUS study sessions are weekly opportunities to meet with your classmates, review the homework together, and practice signing ASL.

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.

*****The instructor reserves the right to adjust course requirements 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

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/.

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*)

WEEK 1

Class Period 1 (Tues. 01/16/18)

Activities:

- Welcome, introductions, and charting a path for the semester
- Pre-course fun quiz
- Review syllabus
- Review: Units 1, 2, and 3—in preparation for upcoming online review test

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

A. Continue self-reviewing Units 1, 2, and 3—in preparation for upcoming online review test

Class Period 2 (Thurs. 01/18/18)

Activities:

- Continue ASL language review: Units 1, 2, and 3
- Plan for Deaf culture group assignments (Holcomb book): written précises and oral presentations

Due (today): *** Complete online review test of Units 1, 2, and 3 by 11:59pm Sunday, 1/21/18***

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
- 4) Unit 4 Lesson 4:4
- 5) Unit 4 Lesson 4:5

WEEK 2

Class Period 1 (Tues. 01/23/18)

Activities:

- Daily review quiz
- ASL practice and skills-building

Due today: Written homework SN Unit 4 Lessons (4:1~4:5)

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 4:6
- 2) Unit 4 Lesson 4:7
- 3) Unit 4 Lesson 4:8
- 4) Unit 4 Lesson 4:9
- 5) Unit 4 Lesson 4:10

Class Period 2 (Thurs. 01/25/18)

Activities:

- Daily review quiz
- ASL practice and skills-building

Due today: Written homework SN Unit 4 Lessons (4:6~4:10) & hand in plan for Deaf culture group

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 4:11
 - 2) Unit 4 Lesson 4:12
 - 3) Unit 4 Lesson 4:13
 - 4) Unit 4 Lesson 4:14
 - 5) Unit 4 Lesson 4:15

WEEK 3

Class Period 1 (Tues. 01/30/18)

Activities:

- Daily review quiz
- ASL practice and skills-building

Due today: Written homework SN Unit 4 Lessons (4:11~4:15)

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

- A. Read SN textbook, including related video portions on DVD
- 1) Unit 4 Review
 - 2) Unit 4 Vocabulary Review
- B. Prepare for group work on Deaf culture projects: précises and oral presentations (Holcomb book)

Class Period 2 (Thurs. 02/01/18)

Activities:

- Preparation for Deaf culture projects: précises and oral presentations (Holcomb book)

Due today: Written homework SN Unit 4 review lessons; any (Holcomb) Deaf culture prep. Work ***Online Unit 4 receptive test DUE by 11:59pm Saturday, 2/3/18.***

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

- A. Prepare for group work on Deaf culture projects: précises and oral presentations (Holcomb book)
- B. Begin preparing scripts and glosses for Unit 4 productive test

WEEK 4

Class Period 1 (Tues. 02/06/18)

Activities:

- Group 1 Deaf culture (Holcomb book) precise and oral presentations

Due today:

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

- A. Continue preparing scripts and glosses for Unit 4 productive test

Class Period 2 (Thurs. 02/08/18)

Activities:

- Group 2 Deaf culture (Holcomb book) precise and oral presentations

Due today:

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

- A. Continue preparing scripts and glosses for Unit 4 productive test

WEEK 5

Class Period 1 (Tues. 02/13/18)

Activities:

- Group 3 Deaf culture (Holcomb book) precise and oral presentations

***Due today:* Unit 4 productive tests DUE by 11:59pm Tuesday, 2/13/18**

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

- A. Continue preparing scripts and glosses for Unit 4 productive test
- B. Complete viewing of movie, *Sound and Fury* (available on youtube OR on DVD at FAL library)

Class Period 2 (Thurs. 02/15/18)

Activities:

- Daily review quiz over *Sound and Fury* movie
- In-class discussion of *Sound and Fury* movie
- Social work role-playing exercise

Due today:* ***Completed viewing of *Sound and Fury* movie**

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

- A. Read over captioning research final project assignment
- B. Prepare for group work next class period

WEEK 6

Class Period 1 (Tues. 02/20/18)

Activities:

- Group working day to begin preparing for final captioning research projects

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

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 5.1
 - 2) Unit 5 Lesson 5.2
 - 3) Unit 5 Lesson 5.3

Class Period 2 (Thurs. 02/22/18)

Activities:

- Daily review quiz
- 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

WEEK 7

Class Period 1(Tues. 02/27/18) =

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

Class Period 2 (Thurs. 03/01/18)

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
 - 3) Unit 5 Review
 - 4) Unit 5 Vocabulary Review

WEEK 8

Class Period 1(Tues. 03/06/18)

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. Prepare for group meeting for captioning research projects
- B. Prepare for review for SN Unit 5 online receptive test

Class Period 2 (Thurs. 03/08/18)

Activities:

- Group work for captioning research final projects

Due today: Group work preparation materials

Due this week: *Unit 5 receptive test = DUE by 11:59pm, Friday, 3/9/18*****

*****Unit 5 productive test = DUE by 11:59pm, Sunday, 3/11/18*****

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

- A. Read SN textbook, including related video portions on DVD
- 1) Unit 6 Lessons 6:1~6:4

WEEK 9 = SPRING BREAK / NO CLASSES (Tues. 03/13/18 or Thurs. 03/15/18)

WEEK 10

Class Period 1 (Tues. 03/20/18)

Activities:

- Introduction of Unit 6 Lessons 6.1, 6.2, 6.3, 6:4
- 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. 03/22/18)

Activities:

- Introduction of Unit 6 Lessons 6.5, 6.6, 6.7, 6:8
- 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. Loosely based on the examples in Unit 6 Lessons 6:1~6:8, develop your own narrative: gloss, translate, and film yourself signing for presentation at the next class meeting.

WEEK 11

Class Period 1 (Tues. 03/27/18)

Activities:

- Student in-class presentations of their filmed narratives for Unit 6 Lessons 6:1~6:8
- Peer feedback and evaluation

Due today: ASL gloss, English script, and videos of your signed narratives

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

Class Period 2 (Thurs. 03/29/18)

Activities:

- Introduction of Unit 6 Lessons 6.9, 6.10, 6.11, 6:12
- 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

WEEK 12

Class Period 1 (Tues. 04/03/18)

Activities:

- Introduction of Unit 6 Lessons 6.13, 6.14, 6.15, 6:16, 6:17
- 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. Loosely based on the examples in Unit 6 Lessons 6:13~6:17, develop your own narrative: gloss, translate, and film yourself signing for presentation at the next class meeting.

Class Period 2 (Thurs. 04/05/18)

Activities:

- Student in-class presentations of their filmed narratives for Unit 6 Lessons 6:13~6:17
- Peer feedback and evaluation

Due today: ASL gloss, English script, and videos of your signed narratives

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

- A. Individual and group working day to work on captioning research final project
- B. Continue practicing ASL in preparation for online Unit 6 test

WEEK 13

Class Period 1 (Tues. 04/10/18)

Activities:

- Individual and/or group work on captioning research final projects
- Provide peer feedback

Due today: N/A

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

- A. Incorporate peer-feedback in individual and group captioning research final projects
- B. Continue practicing ASL in preparation for online Unit 6 test

Class Period 2 (Thurs. 04/12/18)

Activities:

- Individual and/or group work on captioning research projects
- Provide peer feedback
- Plan for completion and presentations of captioning research final projects

Due today: N/A

Due this week: ***Complete online Unit 6 receptive test = DUE by 11:59pm Saturday, 4/14/18***

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

- A. Self-study ASL comprehensive review

WEEK 14

Class Period 1 (Tues. 04/17/18)

Activities:

- Daily Review Quiz
- ASL practice and skills-building

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

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

- A. Prepare for last group meeting regarding captioning research final projects
- B. Continue practicing ASL in preparation for final one-on-one exit interviews

Class Period 2 (Thurs. 04/19/18)

Activities:

- Group 1 Captioning Research Final Project Presentations

***Due today:* Group 1 captioning research project power point presentation**

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

- A. Prepare for last group meeting regarding captioning research final projects
- B. Continue practicing ASL in preparation for final one-on-one exit interviews

WEEK 15

Class Period 1 (Tues. 04/24/18)

Activities:

- Group 2 Captioning Research Final Project Presentations

***Due today:* Group 2 captioning research project power point presentation**

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

- A. Prepare for last group meeting regarding captioning research final projects
- B. Continue practicing ASL in preparation for final one-on-one exit interviews

Class Period 2 (Thurs. 04/26/18)

Activities:

- Group 3 Captioning Research Final Project Presentations

***Due today:* Group 3 captioning research project power point presentation**

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

- A. Prepare for in-class Deaf culture test
- B. Finalize and prepare to hand in individual captioning research final papers
- C. Continue practicing ASL in preparation for final one-on-one exit interviews

WEEK 16

Class Period 1 (Tues. 05/02/18)

Activities:

- In-class Deaf culture test

- Wrapping up
- Fun Quiz
- Course evaluations

Due today: Individual captioning research final papers

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

A. Prepare for individual, one-on-one ASL exit interviews

Class Period 2 (Thurs. 05/04/18)

Activities:

- Individual, one-on-one ASL exit interviews

Due today: N/A

NOTE: 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