The University of Texas at San Antonio  
College of Education and Human Development  
Department of Interdisciplinary Learning and Teaching  
ASL 1013  American Sign Language: Basic I

Assigned Faculty: Janellkay Brigham, PhD, ASL Program Coordinator, Lecturer III  
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Office Location: MB 2.210A  
E-Mail: janellkay.brigham@utsa.edu  
Office Hours: By appointment only  
Other Info: Please use e-mail for all correspondence with instructor.

Catalog Course Description: (3-0) 3 hours credit.  
A study of American Sign Language, including basic concepts and sign lexicon. Grammatical features, including structure of American Sign Language, will be stressed. Each student will be expected to demonstrate to the instructor basic expressive and receptive ASL skills and demonstrate in writing the basic knowledge of ASL grammar rules.

Textbooks: Required: - Signing Naturally I, Videotext and Workbook  
by Smith, Lentz, and Mikos  
- A Place of Their Own, Gallaudet Press  
- ASL 1013 Course Pak: UTSA Bookstore Only

Possibly Required: - One blank VHS videotape (if Lab is not used)

Recommended: - ASL Dictionary, by Elaine Costello OR  
- A Basic Course in American Sign Language  
by Humphries, Padden, and O'Rourke

Course Objectives:

1. Students will be able to recognize fingerspelled words and names.
2. Students will increase their ASL vocabulary to approximately 500 signs.
3. Students will be able to recognize specific properties and linguistic elements of ASL, such as handshape, location, movement, and simultaneous production.
4. Students will become aware of journals, publications, web sites and organizations related to the Deaf population.
5. Students will learn basic protocol in communicating with Deaf individuals, including personal interactions, use of telecommunications devices (TTY), Relay Texas and video relay services.
6. Students will meet and communicate with Deaf people in different cultural or community events (10 hours of outside class interaction).
7. Students will demonstrate their understanding of issues related to the Deaf community through reading materials on the subject.
8. Students will be able to describe some of the history and myths associated with ASL.
**Policy and Procedures:** Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department web site). All cell phones and electronic devices must be silenced or turned off during class. In addition, in the ASL classes, if you must leave the room, do so in a manner that is least disturbing to the class. It is appropriate in the Deaf culture to explain to the class/teacher why you are leaving and when you will return.

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Disability Services (DS) coordinates support services and equipment for students with disabilities. Its goal is to help qualified students participate as fully as possible to university life. Some of the services and equipment available include registration assistance, note-taking, test accommodations, TTY, motorized scooters, adaptive computers, CCTVs, and a Braille computer.

Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18, telephone 458-4157 (TTY 458-4981), or Downtown FS 1.526, 458-2816, in order to receive support services.

**ILT Mission and Goals:**

1. **MISSION** The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

   a. Promote excellence in academic and pedagogical knowledge and research
   b. Engage in reflective practice
   c. Embody a strong professional identity and can articulate their philosophies and values
   d. Value diversity and multiple perspectives
   e. Promote equality and social justice
   f. Care about their students and their profession
   g. Advocate for educational change and reform

2. **GOALS** The department of ILT will create a context that nurtures interdisciplinary learners who:

   a. Acquire and demonstrate content and discipline knowledge
   b. Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
   c. Are producers, disseminators, and critical consumers of research
   d. Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
   e. Articulate their professional philosophy and demonstrate a strong professional identity
**Scholastic Dishonesty:** Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. According to The Regents' Rules and Regulations, part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22, "Scholastic Dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

In addition to the above university policy, the American Sign Language courses are conducted WITHOUT the use of voice. It is expected that all students maintain "a signing atmosphere". This means that there should be no voicing, whispering, or mumbling in the classroom during the duration of the course. The instructor and the Coordinator of the ASL Program will determine consequences for violation of this requirement. During the course, there may be monitoring of the class by outside students, other faculty, and/or other hearing or Deaf people. Maintain the class' integrity by keeping all translations to yourself. Do not voice to "help" others understand.

**Honor Pledge and Honor Statement:** As encouraged by the Honors Alliance, students are asked to turn in a typed statement stating:

"On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself."

The above statement must be signed and turned in and will be graded. The statement is due on or before the second class meeting after the syllabus is issued or a zero will be issued on this Participation assignment.

In addition to the above statement, all turned in and graded assignments must include the following statement:

"I, ____________________________ (first and last name), certify that I have upheld the highest standards of academic integrity on this assignment and that all work presented here is solely my own."

You may copy and paste the above statement to your work turned in and make sure your signature is on the copy. Include it on all work. Failure to include the above statement on turned in work (Videotext worksheets, Presentation translations, and Contact hour reports) may result in a deduction of up to five (5) points on the assignment.

**QEP**

The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).
The UTSA QEP Quantitative Scholarship: From Literacy to Mastery provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum.

The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep

**Attendance Policy:** If you are aware that you will be absent, you must contact the instructor in some form before class time that day or a zero may be issued and averaged. You are responsible for learning any material that you miss. Each lesson builds on previous lessons. You will be given at least one grade per class meeting. This may include a fingerspelling/grammar quiz, SN workbook check, etc., or daily homework. On test and/or presentation days, there may or may not be a fingerspelling/grammar quiz or SN workbook check. If you contact the instructor before class time, the missed fingerspelling/grammar quiz will not be counted against your grade. If you are late, the missed fingerspelling/grammar quiz will not be averaged with the other grades in the Participation portion of this course. If you are absent on a presentation/test day, you will receive a zero for those grades. There are no make-ups on signed presentations or receptive tests. If you know in advance that you will be absent on a test day, the instructor may opt that you take ONLY the written portion of the test before the exam date during office hours. This is at the instructor's discretion.

**Student Evaluation:**

1. Participation, Field Experiences, Signing Naturally Workbook Homework, Fingerspelling/Grammar Quizzes--20% of final grade.

Please maintain a “signing environment”--keep translations to yourself, attempt to comment/ask questions in ASL, and be patient with yourself and others. Your participation in class is crucial for you to learn ASL. It is suggested to practice outside class for at least one (1) hour everyday. You may form study groups, watch the SN videotext/DVD, do the SN workbook, or interact with new Deaf friends. When practicing in groups, it is suggested that you limit talking. Have one partner fingerspell the words being worked on and the other partner sign the vocabulary word. Keep repeating the word until it is understood. In addition, another suggestion is for you prepare sentences or small stories before the study session, and then have the partner write down what was signed to them in ASL.

The SN workbook may be checked periodically and graded. It is your responsibility to keep up with the workbook. The SN workbooks and videotexts/DVD's may not be returnable to the UTSA bookstore and the completion of the SN workbook is crucial to you successfully doing well in the course.

**GUIDELINES AND REQUIREMENTS FOR THE WORKBOOK:**
**LANGUAGE IN ACTION**

Watch the two Conversations from your Videotext. Write or voice the conversations until you can comprehend it. Pay close attention to the “prompts” in bold font in the workbook. These are grammar models for that Unit. These conversations also coincide with the worksheet that is due (in Course pack). Some of the Conversation Practices will be done in class, but these are tools for you to practice outside of class as well.

**GRAMMAR PRACTICE**

Follow the instructions on your videotext and do the work in your workbook. Try not to do this in “Slow Motion” on your VCR because it defeats the purpose of “real life” signing.

**CULTURE/LANGUAGE NOTES**

Read and reread and take notes for you to study. If you have questions, please ask your instructor.

**KEY PHRASES**

These are your grammar models. It is your job to “gloss” the signs in that section. Gloss means to write what each sign is below the picture of the sign. Then, take the “gloss” and rewrite the ASL sentence or question in proper English (with punctuation). Next, write your own English sentences using the vocabulary from that Unit (and previous Units) and “gloss” them and practice signing them with proper ASL grammar.

**EXAMPLE:**  (Pg. 5)

YOU NAME WHAT? (wh question)
What is your name?

NICE MEET YOU.
It is nice (a pleasure) to meet you.

**VOCABULARY REVIEW**

Write the English word that depicts the pictures shown.

You will need to interact with the Deaf community for a total of **ten (10) hours** during the semester. From time to time, the instructor will give you information about activities going on in San Antonio and surrounding areas. You need to plan and prepare to go to these activities and interact with the Deaf community. There is a limit of **four (4) hours** at any one activity. There are plenty to choose from and some you may enjoy more than others. Although the fall is traditionally when Deaf Awareness Week occurs, during the spring semester events are also available. During Deaf Awareness Week, there will be numerous events and activities for you to attend. These will be great opportunities to interact with the Deaf. Some of the activities will be required for you to attend and these hours will count as part of the **ten (10) hours**. At the end of the syllabus, a few regular activities are listed as well as web sites that could help you find additional interaction events. The places listed in this syllabus are only a few of the many available for you to attend. In addition, the Web Site page attached to this syllabus has sites you may browse for study tips and information helpful in this course. A class night may be designated for a class "trip" to one (1) or
more events. As much notice as possible will be given by the instructor for these trip(s) and the syllabus will be adjusted if needed. The experience will lead to greater understanding of the Deaf community and attendance may be taken. In addition, please note the tentative calendar attachment. Adjustments in the class time have been made to allow for your extra time outside class.

Please note that a "Deaf activity" is one that is planned, organized and run by the Deaf community and the majority of participants are Deaf. If you have the opportunity to interact with deaf people outside an organized activity, these hours will ONLY count as extra credit and graded in groups of five (5) hours. Seize the opportunity to converse with the Deaf ANY time you are able. Your education will be enhanced every time you have the chance to sign with the Deaf. The purpose of these interaction hours is to learn more about the Deaf culture and improve your signing skills. Please do not only observe, actively sign with the Deaf community members.

Reports on “field experiences/interaction hours”: Your reports should be typed, double-spaced, and approximately one (1) page long on each experience. Reports should include a brief summary of the interaction, including your insights, feelings, observations, names of people you met, and any questions you may have. You must include the full names of those that you interacted with including an explanation of their sign name. Without inclusion of the deaf person’s sign name and (full name), credit may not be issued for those hours. Interaction hours are often verified with others in the Deaf community. Please note the Scholastic Dishonesty policy at the beginning of the syllabus.

Reports on interaction with Deaf will be graded for content, but organize your thoughts and watch for grammatical errors. Occasional hand-corrected typographical errors are acceptable. Please include your name and the date in a heading. Make sure the amount of the interaction time for each activity is clearly visible on the top of each report. Cover pages are not needed. Reports MUST be turned in during class time or can be brought to the IDS office and asked to be put in the instructor's box. The reports MUST be turned in within one week of the activity or no credit will be given for those hours. Three (3) of these interaction hours may be turned in early for five (5) extra points on Test 2. While completing these interaction hours, cultural mores that you learn in class and in the SN workbook/videotext must be followed. Extra credit will be given for a semester total of fifteen (15) interaction hours. It is also a good idea to keep a track of your hours and the date you turned them in.

Grading for Interaction hours:

<table>
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<th>Hours</th>
<th>Grade</th>
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<tr>
<td>15</td>
<td>110</td>
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<tr>
<td>10</td>
<td>100</td>
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<tr>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>80</td>
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<tr>
<td>7</td>
<td>70, etc.</td>
</tr>
</tbody>
</table>

Your Fingerspelling/Grammar quizzes average, Deaf interaction grade average and any SN workbook check grades are added together and averaged to give you your Participation grade.

2. Signing Naturally Videotext Questions—10% of final grade.
You will answer questions on a worksheet based on your comprehension of your SN videotext/DVD. The questions will be from the conversations on the video/DVD. There will be questions from each Unit 1 - CR1-6. The worksheets are located in your course packet. The tentative dates the worksheets will be due are listed in this syllabus. No late papers will be accepted. If you are absent, a zero will be given on your videotext questions worksheet. If you cannot make it to class, the paper may be delivered to my office or brought to class by another student at or before class time.

3. **Expressive Presentations--20% of final grade.**

You will have **three (3)** expressive presentations. These will be signed in front of the class and will be recorded and timed. In addition to the practice you get with expressive signing, it is a wonderful opportunity to self-check your comprehension receptively as other students sign. You are responsible to ask questions of the signer in ASL if you do not understand what they are saying. If you fail to do this, you are not getting the practice and experience you will need to do well on the exams. Also, while others are signing in front of the room, respect them and watch their presentations. **Do not do other work or sign to each other.** All expressive stories **MUST** be written or typed in English, then translated into ASL. The ASL translation should be written in **pencil.** If expressive assignments are not done in this manner, you may not be able to sign your presentation and a zero may be given. **Ten (10) points** may be deducted for short stories. A short sample is included below. Practice signing your story many times so that it is memorized. No notes or outlines will be allowed while signing. Use the SN workbook (Key Phrases and other info.), SN videotext/DVD, and class notes to help you with the ASL grammar. Expressive presentations will be graded for content, expressiveness, fulfillment of the assignment, vocabulary and overall preparation. You will be videotaped. You are required to bring your own VHS videotape to the class. All three (3) presentations will be added to the same tape so that you can see your progress. If the lab is used, you will be recorded and then you can view your presentation online. If the lab is not used, you may lose up to 5 points for not bringing a tape to class. The tentative presentation content requirements are as follows:

- **Presentation 1:** "Introduce Partner" Include descriptions from Units 1 and 2. (2 minutes)

- **Presentation 2:** "Directions" Sign a small story including a "need" and directions you took to solve that need. Use Units 3 and 4 as a guide. (3 minutes)

- **Presentation 3:** "Routines" Pick a day or days of the week and sign your routine or activities on that day(s). Include opinions. (3-4 minutes)

**Grading Guidelines for Presentations**
(max. amounts):

- Content: 5 points
- Expressiveness: 5 points
- Fulfillment of Assignment: 5 points
- Vocabulary: 5 points
- Overall Preparation: 5 points
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<thead>
<tr>
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<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>-10</td>
<td>Short/long presentations</td>
</tr>
<tr>
<td>B</td>
<td>-5</td>
<td>Chewing gum</td>
</tr>
<tr>
<td>C</td>
<td>-2</td>
<td>For each vocabulary word signed wrong</td>
</tr>
<tr>
<td>D</td>
<td>-10</td>
<td>Incorrect facial expression</td>
</tr>
<tr>
<td>E</td>
<td>-10</td>
<td>Incorrect content</td>
</tr>
<tr>
<td>F</td>
<td>-5</td>
<td>Incorrect grammar</td>
</tr>
</tbody>
</table>

Make sure that you fill in the top portion of the "Feedback on Expressive Presentations" form and have it ready when it is your turn to sign. Hand the form and videotape to the instructor, attached with your written presentation interpretation before you sign. The instructor will add comments and a grade to the "Feedback Form" and your translation paper and give it back to you in a timely manner. These forms are in the course packets at the end of every two lessons. If your class is using the lab, no videotape is necessary. Your instructor will tell you if the lab will be used for presentations.

Sample:

**English:** Hello! My name is Ann Jones.

**ASL:** HI! NAME ME A-N-N J-O-N-E-S.

**English:** I am a student at UTSA.

**ASL:** ME LEARN+AGENT UNIVERSITY NAME U-T-S-A.

**English:** I am taking English & ASL.

**ASL:** ME LEARN CLASS 2, ENGLISH, ASL.

4. **Unit Tests--30% of final grade.**

Tests are cumulative and there will be no make-ups given on receptive tests. There will be at least four (4) receptive tests, four (4) written tests, and one (1) expressive test. During receptive tests, the instructor will sign sentences/short stories in ASL; you are expected to write in English what is signed to you in ASL. They will be signed to you two (2) times. It is suggested that you say what is signed in your head, then, write it down.
Please write in ink. If you choose to write in pencil, DO NOT ERASE! You may cross out your answer but do not erase—either in pen or pencil! The expressive test consists of the instructor picking groups of 2 or 3 students. A situation is given to the students on a note card and you need to communicate effectively the information on the cards. The test over the book *A Place of Their Own* will be an objective written test over the contents of the book. Read the book throughout the semester at your own pace. Should you have questions about the book at any time, please contact the instructor. In addition, there are study questions at the back of the course pack. However, read the book for practical information as it applies to the Deaf culture. Do not put this off until the last moment. The study questions should help you get a feel for the book and the type of questions asked. Remember, the test will cover Deaf culture and cumulative information from the course. There will be no make-ups on any receptive tests. If you have a conflict with one of the test dates, the written portion of the test may be taken BEFORE the test date and at the professor's discretion.

Test 1: (Units 1-2)  
   Written/Receptive  
Test 2: (Units 1-4)  
   Written/Receptive  
Test 3: (Units 1-CR 1-6)  
   Written/Receptive  
Test 4 (*A Place of Their Own*)  
   Written  
Test 5: (Interactive/Videotape)  
   Each a separate grade  
   Expressive/Receptive

5.  *Creative Assignment*—20% of final grade.

A song, poem or other creative work will be interpreted in American Sign Language. Examples will be shown to you in class. You will also be taught how to interpret them. You should have your song/poem/story picked out by the date listed on your tentative schedule. You should utilize your interaction time with the Deaf community and be ready to ask them specific lines or concepts from your songs. Do not expect the Deaf community or the instructor to interpret your whole song/poem/story for you. A line or two, or a concept or two is fine. Deaf individuals will enjoy helping you, but do not take advantage of their time. Your songs/poems/stories will be performed and videotaped in class (OR LAB ROOM TBA) during your final exam date. The evening class exam will be at **5:00 p.m.** unless the instructor tells you otherwise.

If you desire a copy of your song/poem/story on your own videotape, you must bring your own camcorder and have another student tape you. If the stories/songs/poems are taped in the LAB, they will be available for you to view on a web site given to you per your request. If videotaped in the classroom, the instructor keeps your songs/poems/stories as a record and does not release them.

The following grading scale will be in effect for this semester:
A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = below 60

“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.”
**Deaf Interaction:**

Deaf Mission (Non-Denominational Church)
319 E. Mulberry St. 733-6201
Turn Rt. On Shook St. and enter parking lot on left
(behind Trinity Baptist Church—Tape Ministry House)
Sunday School preceding church at 9 am
Church Service 10:30 am Sundays

San Francesco di Paola—Deaf Parish (Catholic)
205 Piazza Italia  SAT 78207  342-1500 V/TTY
cherly@sanantoniodeafministry.org

Northern Hills Church (New Deaf Life Deaf Church)
Bulverde Rd and 1604  11am Sundays

Deaf Bowling (San Antonio Deaf League)
Astro Bowling
3203 Harry Wurzbach  SAT 78209  824-6348
Sundays  2:45 pm
http://www.sadbl.org

Deaf Bowling (Northeast Assoc. of the Deaf)
Wonder Bowl  Sundays 12:30-3 pm
(call for time/league confirmation)  Spring

ASL Storytime
Downtown Library
Sponsored by SAC 733-2071
Sundays at 2pm once a month. Check website (sponsored by SAC ITPD)

DeafCoffee.com  One Friday a month

http:sadeafevents.tripod.com

http://www.accd.edu/sac/asl

DPHH  Deaf Professional Happy Hour (must be 21 or older).
(see flyers and check myspace for information under DPHH)

It is recommended that you call or e-mail ahead before attending any deaf events to be sure that the event is still scheduled. Also, many of the events welcome other family members. If you do not have access to a TTY, call 1-800-RELAY TX or 711 to be connected.

Updated 12/09
Web Sites

http://deafcartoons
barry@deafdigest.com
info. about the deaf community/jobs
info. about the deaf community/jobs
Deaf_Digest BLUE and GOLD Sections
you can subscribe for regular mailings

deafnetwork.com
info. on events in Texas

www.advocacyinc.org/
www.insigtcinema.org
www.deafvision.net/austinshhh

www.handspeak.com
http://where.com/scott.net/asl
fingerspelling practice

www.lifeprint.com/grammar.htm
Vicars ASL Course Grammar
www.deafvision.net/austinshhh

www.lifeprint.com/index.htm
Vicars ASL Course

www.lifeprint.com/grammar.htm
Vicars ASL Course Grammar

www.lifeprint.com/index.htm
Vicars ASL Course

www.lifeprint.com/index.htm
Vicars ASL Course

http://dww.deafworldweb.org
Sign Language Online

www.deafnetwork.com
Deaf_Digest BLUE and GOLD Sections
you can subscribe for regular mailings

http://dww.deafworldweb.org
Sign Language Online

www.deafnetwork.com
Deaf_Digest BLUE and GOLD Sections
you can subscribe for regular mailings

www.deaftexas.org
Texas Association for the Deaf

www.dorothyfrankel.com/sign/signhll.jpg

www.deafnetwork.com
Deaf_Digest BLUE and GOLD Sections
you can subscribe for regular mailings

www.dorothyfrankel.com/sign/signhll.jpg

Vicars ASL Course

www.deafnewspaper.com/
Sprint relay Service

www.deafnewspaper.com/
Sprint relay Service

www.insigtcinema.org

http://dww.deafworldweb.org
Sign Language Online

www.insigtcinema.org

http://dww.deafworldweb.org
Chat

www.deafnewspaper.com/
Sprint relay Service

www.insigtcinema.org

http://dww.deafworldweb.org/chat/

Deaf World Web

Deaf Dude/High Flight

Davideo.com

www.deafread.com
for hearing kids of deaf adults

www.accd.edu/sac/asl/html/Connection_Club/calendar.htm
SAC Connection Club Calendar

Yahoo Group  ASLSTUDENTS

Deafcoffee.com
ASL chat at Starbuck’s

Deafcities.com
Deaf Chat

asldeafevents.com

www.dorothyfrankel.com/sign/signhll.jpg

Dorothy Frankel

Valuable info including section for hearing kids of deaf adults

Deafread.com
ASL WEBSITES

General Resources

http://www.visualthesaurus.com Thesaurus that works like our minds. Shows various words that can be exchanged and their meanings. User-friendly.
http://www.idiomconnection.com Several hundred English idioms and their explanations. Idioms are categorized alphabetically and by subject. Each section also has quizzes to test your understanding of the idioms.

Closed Captioned Resource

http://www.projectreadon.com Choose an item to play. A separate window will appear with closed captioning for the selected item

General Deaf Culture and Sign Language Resources

www.Asipro.com ASL and fingerspelling dictionaries and quizzes
http://asl.ms/ Fingerspelling website. This site will fingerspell words for you. Then you type in the responses. There are different speeds and levels.
http://www.rit.edu/~comets/pages/lexicon/ Science and Math signs. The site also asks for opinions on the signs.
www.aslbrowser.com Resources and information on ASL dictionaries & visual aides
http://commtechlab.msu.edu/sites/aslweb/browser.htm General dictionary
http://www.netsignnews.com/ signed world news
http://deafnation.com Printed and signed information about Deaf culture and language. Includes world tours, latest events, and information.
http://deafnewspaper.com/ Signed news and information
http://www.csd.tv/ Signed vignettes of interviews and weekly/monthly programs
http://www.deafread.com

Technical Sign Resources

www.theinterpretersfriend.com (The word list on this site was reduced when he made a dictionary of signs for Signs of Development, but it still has good info. The section on Physics was especially helpful.)
http://www.needsoutreach.org Site has signs on the following topics: Biology, Geography, Countries, Government, Math, Physics, History and Auto Mechanics.
http://www.rit.edu/~comets/pages/cos/pictionary/
http://www.handspeak.com (extensive dictionary – requires subscription)
http://www.rit.edu/~comets/pages/lexicon/ This site is put together by RIT/NTID. GREAT resource for math and science signs.
www.rit.edu/~comets/ also has great information for teachers, parents and interpreters.
http://deafness.about.com/od/learningresources/a/signref.htm This page provides a list of words. Beside each work is a link to an ASL site where you can see that sign.
<table>
<thead>
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<th>Date</th>
<th>Event</th>
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| Jan. 11, 13 | Intro, Signing Naturally (SN) 1  
Fingerspelling/Numbers/Introductions  
Class List, Syllabus               |
| Jan. 18, 20 | NO CLASS                                                            |
| Jan. 25, 27 | Videotext worksheet 1 due  
*SN Unit 2*  
Fingerspelling Quiz 1/Grammar Quiz 1  
Honor Statement due                |
| Feb. 1, 3   | Videotext worksheet 2 due  
Review *SN Unit 1/2* (Interview Partner)  
Fingerspelling Quiz 2/Grammar Quiz 2 |
| Feb. 8, 10  | Presentation 1/Test 1 (LAB ROOM TBA or/and CLASSROOM)              |
| Feb. 15, 17 | NO CLASS                                                            |
| Feb. 22, 24 | *SN Unit 3* (wear comfortable shoes)  
Fingerspelling Quiz 3  
Read insert on Relay Texas/TTY in Course pack (on your own) |
| March 1, 3  | Videotext worksheet 3 due  
*SN Unit 4*  
*SN 1-4 Practice*  
Fingerspelling Quiz 4/Grammar Quiz 3  
Optional 3 hour interaction time due |
| March 8, 10 | Videotext Worksheet 4 due  
Presentation 2/Test 2                          |
| March 15, 17| SPRING BREAK                                                       |
| March 22, 24| *SN Unit 5*  
Song Examples/Notes  
"A Place of Their Own" Test          |
| March 29, 31| Department Evaluations *  
Videotext worksheet 5 due  
*SN Unit 6* and CR 1-6  
Partner Practice/Dialogue          |
| April 5, 7  | Videotext worksheet 6 due  
*SN 1-6 Practice* Calendars/Routines/Pictures  
Games_Practices                     |
| April 12, 14| Video Test  
Expressive/Interactive Test  
All Interaction Hours due           |
| April 19, 21| Presentation 3/Test 3  
(Inclu the name of your song or poem in your Presentation) |
| April 26, 28| NO CLASS                                                            |
| May 3, 5    | Songs/Stories/Poems 5:00 p.m.                                      |

**Tentative Calendar**

**Spring**

**ASL 1013 (Mondays /Wednesdays)**

It is the Instructor's intent to keep Monday and Wednesday's class on the same schedule. Therefore, you may occasionally attend the alternate class if needed.

Monday __________ Wednesday__________

*Department Evaluations run by Student Facilitators will be conducted around the 12th week of class during the first 20-30 min. of class. Class will resume after the evaluations UNLESS otherwise noted in class. Please bring a No. 2 pencil. Student Facilitators need to be an COEHD major and either a junior or senior.*