

KEEP! READ!

American Sign Language Syllabus

Instructor – Mrs. Santone

Email – msantone@tvusd.k12.ca.us

Website – gohs.tvusd.k12.ca.us/msantone

Course Description: Students will build an understanding of vocabulary, ASL grammatical structure, expressive and receptive communication, and discover the meaning of Deaf culture, community and history.

Philosophy: We focus on introducing language in context and reinforcing what is learned by engaging you into various interactive activities. A conversational curriculum requires you to be an **active learner**. You need to come prepared to sign with me and other classmates. You are immersed in the language to maximize your language learning. The teacher will use gesture, signs, drawings and acting out situations to relay information, your job is to **keep trying** to understand the concept being presented. Everyday will be a “**voices off**” environment. This may sound a bit daunting at first, but trust me it works!

Class Rules and Procedures:

Cell phones and Headphones/Earbuds

Cell phones should never be out in the classroom, unless specifically needed for a project. If cellphones are out for any reason, an electronic referral will be administered. Headphones and earbuds are prohibited in class. Students need to be fully engaged in class and technology hinders this in ASL.

Room cleanliness

There is absolutely no food or drink allowed in the classroom. (Water is fine.) The ASL classroom utilizes the idea of flexible seating, and furniture must stay where it is, unless otherwise stated.

Materials

Everyday you will need your unit packet, three hole report binder (floppy cover), ear plugs, pencils, pens, highlighter, and a dry erase marker. Failure to bring materials could result in points deducted.

Voices Off/ Deaf friendly classroom

Everyday you will be voices off and signing. The whole goal of this classroom is to practice your use of ASL. If we do not understand each other you will resort to signing words you do know to explain yourself, or charading and gesturing. Your eyes will become your ears. You need to practice always looking at whoever is signing currently, and moving if you can not clearly see the signer. Your eyes will be tired from “working” them hard. This is normal. Continue to practice and you will be a pro in no time. Everyday you will receive points for coming in and participating. These points can be deducted based on behavior and attendance.***Reference Voices Off Rubric***

Earplugs

Students will come to class prepared, ready to sign. For a full immersive experience students will be required to use earplugs. These CANNOT be earbuds for music or headphones. Students will be provided one set of earplugs at the start of the semester. If they become damaged or lost students are required to buy their own earplugs. If a student does not come with earplugs they will deducted points.

Respect

Respect will always be shown to your ASL teacher, your classmates, and the classroom. In ASL you will be getting out of your comfort zone and participating in different cultural norms. This requires respect for the language and for those around you.

School Rules

All of the school rules apply. This involves not using the bathroom for the first 10 minutes and last 10 minutes of class.

KEEP! READ!

Grading/Assignments:

Weighted Grades

Grading is on a weighted grading system using a scale as follows: **100-90 = A, 89-80 = B, 79-70 = C.**

Anything below a C is failing.

Participation and Class work	20%
Projects and Presentations	20%
Quizzes	25%
Unit Exams/Finals	35%

Classwork

You will be required to keep all of your work in your ASL notebook. It is **your** responsibility to keep up with notes/classwork if you are absent. Check the website or Google Classroom to get the information you missed. ****All class work** will be kept in your ASL notebook. Most assignments will be stamped after completion. The cover page will be turned in at the end of the unit.

Online Classwork

Every Tuesday will be chromebook day. Bring your own device if you have one. Assignments will be posted on Google Classroom. If you are absent on Tuesday you can do the assignment from home.

Late Work

Late classwork will be accepted before the end of the unit for half credit. Late projects will not be accepted past the end of the unit and will be dropped two letter grades.

Quizzes

You will be quizzed EVERY Friday. If you are absent for a quiz you must come to intervention the following Tuesday for the make up quiz. You are responsible for remembering to come in! Failure to come in will result in a ZERO.

Unit Tests

There will be one expressive and one receptive test every unit. Expressive test is a demonstration of students *using* the language and is signed to the teacher at the end of the unit. Receptive test is a demonstration of *understanding* the language and will be taken on the computer. If you are absent you must make it up the following Tuesday in intervention. Failure to do so will result in a ZERO.

Deaf Events

It is important to immerse yourself in the Deaf culture. Your goal is to attend **one Deaf event** per semester. The Deaf Event is a 100 point project. Your teacher will have a calendar in her classroom and link on her website showing all upcoming events. You must TYPE a reflection (MLA format, 2 pages, double-spaced, 12pt font) and staple to your receipt/flyer from the event.. One Deaf event per semester is required. Extra credit is offered by going to another separate Deaf event during the semester. This will be given as 30 points extra credit in the project category.

Voices Off Daily Participation Points

Everyday you will receive points for coming in and participating. These points can be deducted based on behavior and attendance. If you are absent, you can make up the missing points through our intervention schedule. Attendance is important, because if you are not here in our class you are not using the language.

Reference Voices Off Rubric

I do not "give" grades. Your grade will be exactly what the grade book says at the end of each term, no exceptions.

KEEP! READ!

Intervention Schedule

- All of the schedule below is subject to change.
- You MUST inform your teacher by Monday of what session you are attending.
- 2 interventions = 1 Voices Off Day in class make-up

Tuesday	Wednesday	Thursday
Quiz & Test Make-ups (can only be done on this day)	Voices Off Make-up Points and extra practice in Mrs. Wagner's Room 303	Voices Off Make-Up Points and extra practice in Mrs. Santone's Room 301



What is Google Classroom?

Google Classroom is a tool made for you to turn in your ASL online assignments and receive classroom announcements.

How do I access Google Classroom?

You must be logged on to your **school email** to access google classroom. You can download the Google Classroom app onto your phone, however the Google Classroom app still has some technical issues. I recommend using Google Classroom through your phone/internet browser.

KEEP! READ!

Cultural Participation Rubric

Visual Awareness and navigating the visual environment.	Always watching and checking to see that others are watching too. Superb visual multi-tasker. Ask quickly for others to move when blocking the view. Always scans the room to ensure that everyone is looking when signing to the whole class. Gets the attention of those who aren't looking quickly and effectively.
Encourages a strong ASL environment	Enters class and leaves class signing. NEVER speaks, whispers or fingerspells to communicate. Initiates signed conversations even when others are talking. Has multiple ways of explaining using ASL sentences.
Respectful and mature facial expressions & body language to respond to any signers. Respectful attitude to others.	Shows support and encouragement to other students through appropriate body language/ facial expressions and makes comments/ask questions.. Respectful attitude towards teacher, classmates, and classroom.
Asks for clarification/ repetition/time	Never ashamed to ask for clarification of a message. Quickly recognizes and acts when they need to ask for help or extra time to complete a visual task before moving to another.
Assignment Completion and Preparedness	Student is working on current assignment. There is no distraction present, and is working well individually or in groups. Student arrives to class prepared with materials, including ear plugs.

Created by a team of ASL teachers in Oregon. Tom Wills. Revised by Deanne Bray and Cindy Ross 2016. Revised by Alex Wagner and Meghan Santone 2018.

KEEP! READ!

Deaf Event Project Requirements

It is important to immerse yourself in the Deaf culture. Your goal is to attend one Deaf event per semester. The Deaf Event is a 100 point project. Your teacher has a link on her website showing all upcoming events. You must TYPE a reflection (MLA format, 2 pages, double-spaced, 12pt font) and staple to your receipt/flyer from the event. *(If no receipt or flyer is available a picture of you at the event will suffice). One Deaf event per semester is required. Extra credit is offered by going to another separate Deaf event during the semester. This will be given as 30 points extra credit in the project category.

*When attending the event, you must be there for the entire duration and be respectful. If you are talking, or not participating at the event it will not count.

*MLA means there are NO idk, lolz, or any other texting abbreviations. Make sure you capitalize "I" and use paragraphs to organize your thoughts. SPELL CHECK!! And read your paper after you are done. DO NOT use your phone. If you type Deaf and it autocorrects to "dead" you will receive a low score. Deaf people and Deaf community/culture are all "big D" Deaf. When you are referencing the medical side of deafness it is not capitalized.

Include answers to these questions IN ESSAY FORMAT

The Event:

- a. Who were the people that attended, if you know? (Hearing status, education, sign competence, affiliation with the Deaf community)
- b. How was Deaf culture portrayed at this event?
- c. Did the event demonstrate positive aspects of Deaf culture?

Your observations/reactions:

- a. How did you feel about attending this event? Were you comfortable or were you nervous? Why?
- b. What were your impressions of the event? Of the Deaf people there?
- c. Did you observe any unique behaviors of Deaf people? How did they compare to the discussions/readings in class?

Questions/Overall Reaction:

- a. Are there any questions you would like to ask your teacher?
- b. What did you learn from the experience?
- c. What would you do differently next time?

Application:

a. What type of conversations did you have in ASL? Was it easy or challenging for you To understand? Explain.

b. Who did you sign with? Were they ASL students, Deaf...

Pick at least 5 signs or new signing concepts you learned at the event. Include the context

KEEP! READ!

YOUR HOMEWORK:

- 1. **Sign up for Remind 101** - To receive messages via text, text message: **(get new code from me) to 81010**
****parents can also sign up****
- 2. **Visit my website** - There are some great study tools on there!
- 3. **Sign into Google Classroom** – You will be using *only* this to turn in video assignments, project visual aids and anything else related to technology. You can find step by step instructions on my website. Every period has a different class code.

You are using your *school* account! (Not personal Gmail)
Go to gohs.tvusd.k12.ca.us and click on: “G” Email
- 4. Keep this syllabus in your packet all year long. You will need to use it as a reference for rules, projects and assignment descriptions.
- 5. Signatures: below

----- cut here turn in to teacher -----

I have read and understand the requirements for ASL. **Date:** _____

Student Name: _____ Signature: _____

Student Email: _____

Parent/Guardian Name: _____ Signature: _____

Home Phone: _____ Work Phone: _____

Parent Email: _____