



**Brown University
Center for Language Studies**

**Syllabus - Fall Semester 2014
SIGN 0100 American Sign Language I (1 credit)**

Instructor: Timothy Riker

Course Days: Monday – Friday

Course Meeting Times: 12:00 PM – 12:50 PM

Classroom: Wilson Hall, Room 301

Office Days/Hours: Mon & Wed, 10-11:30 AM & 2:30-4 PM, and by appointment

E-mail: Timothy.Riker@brown.edu

Urgent Text Message: 857-210-7719

Office Location: Room 204, 195 Angell Street

Teaching Assistants:

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ASL Social Hour Schedule:

Monday, 5-6 PM

Sunday, 3-4 PM

Wednesday, 7-8 PM

Tuesday, 8-9 PM

Course Description:

This course is an introduction to American Sign Language (ASL) and Deaf culture designed for students with no or minimal skills in the language. Students will learn fundamental language skills and cultural knowledge needed to comprehend, produce, and interact effectively with diverse sign language users. This course will include an introduction to Deaf culture and history to increase sensitivity in cross-cultural interactions. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade at the end of the course work in SIGN 0200 covers the entire year and is recorded as the final grade for both semesters. Enrollment is limited to 18. Written permission is required.

Course Outcomes:

At the end of this course, students will be able to:

- Develop basic language skills in order to participate in and produce conversations, narratives and discussions in ASL.
- Identify key aspects of American Deaf Culture.
- Use digital media & tools to demonstrate emerging language skills.

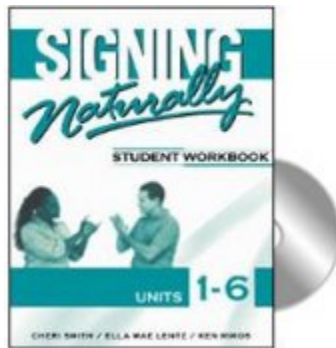
Teaching Methods:

The Direct Method will be used to teach ASL. The classroom environment will be created to encourage total immersion in ASL and non-verbal communication. For example, the classroom seating arrangement will be in a U-shape formation so everyone will maintain clear sight lines. This is critical because most students are used to accessing languages verbally and may struggle with adjusting to learning visual language, which requires maintaining eye contact. All classroom materials such as pictures, videos, and other media will emphasize the use of ASL. All assessments will use ASL as well.

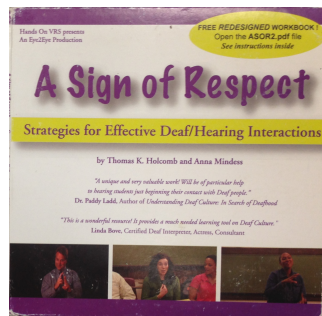
The Communicative Language Teaching method is an effective method of teaching ASL. The goal will be to use paired, group, and class activities to encourage students to communicate with each other and negotiate for meaning. Form-focused lessons and corrective feedback using repetitions, elicitations, and metalinguistic clues will be done to help students reduce errors and improve their uptake. Language skills taught will include how to communicate about the most common topics, so if students meet ASL signers they will be able to carry on a conversation with them.

The Natural Approach will be used to engage students on topics that interest them and provide comprehensible input to facilitate the acquisition of ASL. An environment is created where students can feel comfortable expressing themselves without pressure or nervousness. Activities in the classroom are used to make the topics relevant to students and build on what they already know to progress in their acquisition of ASL.

Required Textbooks and Materials:



Smith, C., Mikos, K., & Mae Lentz, E. (2008). *Signing naturally: student workbook, units 1-6*. San Diego, CA: Dawn Sign Press. ISBN: 9781581212105



Holcomb, T., & Mindess, A. (2008). *A sign of respect: Strategies for effective deaf/hearing interactions*. Pleasant Hill, CA: Treehouse Video LLC. ISBN: 1-932501-52-5

Students will need access to the following:

- High-speed Internet.
- Canvas (learning management system) and your Brown University e-mail.
- Computer with a webcam or a video recording device, which can produce videos of 1080 or higher resolution.
- Studio or a room with solid background, adequate lighting, and minimal visual distractions.
- Video editing software such as iMovie, Final Cut Pro X, or Adobe Premiere (available at most computer labs).

Grading Allocation:

Letter grades will be awarded based on the following scale:

Letter Grade	Percentage Point
A	90-100%
B	80-89%
C	70-79%
NC	Below 69
S*	70 & above
NC*	69 & below

**Students who are taking the course for unsatisfactory/satisfactory credit are required to take all exams. If a student misses an exam then an NC (no credit) grade will be given regardless of the student's overall average.*

Your final grade will be based on the following:

<u>Assignment Name</u>	<u>Language</u>	<u>Type of Assignment</u>	<u>Weight</u>
A Sign of Respect Assignment	ASL & English	Cultural Activity	5%
Unit 1 Online Quizzes	ASL	Quiz/Homework	5%
Unit 2 Online Quizzes	ASL	Quiz/Homework	5%
Unit 3 Online Quizzes	ASL	Quiz/Homework	5%
Unit 4 Online Quizzes	ASL	Quiz/Homework	5%
Unit 5 Online Quizzes	ASL	Quiz/Homework	5%
Digital Journal #1	ASL	Video Journal	5%
Digital Journal #2	ASL	Video Journal	5%
Digital Journal #3	ASL	Video Journal	5%
Unit 1 Comprehension Exam	ASL	Exam	10%
Unit 2 Comprehension Exam	ASL	Exam	10%
Unit 3 Comprehension Exam	ASL	Exam	10%
Unit 4 Comprehension Exam	ASL	Exam	10%
Final Comprehension Exam (Units 1-5)	ASL	Exam	15%
TOTAL			100%

Assignment Description & Assessment:

Participation – Students will be expected to attend and participate in all of the classes to be able to benefit the most out of the learning experience. During the class, students will be asked to participate in group activities, stand in front of class to produce signs, and show active listening during lectures. Informal assessments will be in the form of corrective feedback using repetition, elicitations, and metalinguistic clues.

A Sign of Respect—During the course, students will be given assignment from *A Sign of Respect* which will help them gain strategies to interact effectively with Deaf people and understand culturally acceptable behavior. It is highly recommended students complete this assignment before attending any Deaf events. The student workbook is a PDF document, which is found on the DVD (you will need to access the directory manually if your computer auto plays the DVD). While it is optional for students to print this workbook or any of its pages, students will submit their answers to assignments on Canvas. Students will be required to watch the DVD independently to complete the assignment. The assignment will be graded based on completing the assignment on time and answering all reflection questions. Assignments submitted after the due date will have an automatic 10% deduction for each day it is late. Partially completed assignments will be graded based on the proportion completed.

Unit Online Quizzes – During each class, students will be assigned homework related to the lessons that will be covered during the next class. Students will view instructional videos provided on Canvas and complete online quizzes before class to be prepared to participate and to apply new vocabulary and grammar during class activities. Each unit will be worth 5% of the total grade for the class and will be based on timely completion of all of the quizzes before they are due. Quizzes can be taken an unlimited number of times and the best score for each will be recorded in the grade book. However, no quizzes can be taken after they are due or they will be marked zero (or the highest grade completed before the due date).

Digital Journals- Students will produce a short digital journal, using ASL signs and grammar learned up to date, about 3-4 minutes comparing and contrasting between Deaf culture and the student's culture. Students may use what was learned about Deaf culture during class, homework assignments, online course modules, diverse Deaf panels, and interactions with Deaf people outside of the classroom. The digital journal will be evaluated using the following rubrics:

	Exceptional	Commendable	Acceptable	Developing	Emerging
Formatting (10 points)	The video is framed to optimize the view of the signer's face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.	1 of the following needs work: The video is framed to optimize the view of the signer's face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.	2 of the following need work: The video is framed to optimize the view of the signer's face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.	3 of the following need work: The video is framed to optimize the view of the signer's face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.	4 or more of the following needs work: The video is framed to optimize the view of the signer's face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.
Cultural Information (20 points)	Lists and compares at least 2-3 features of culture related to family at home and other settings, which are relevant to Deaf culture.	Lists and compares 2 features of culture related to family at home and other settings, which are mostly relevant to Deaf culture.	Lists and compares 1-2 features of culture related to family at home and other settings, which are somewhat relevant to Deaf culture.	Lists and compares 1 feature of culture related to family at home and other settings, which are somewhat relevant to Deaf culture.	Does not list and compare any features of culture related to family at home and other settings, which are relevant to Deaf culture.
ASL Grammar (30 points)	Uses the contrastive structure, space, and rhetorical questions when comparing and contrasting family culture. Sentences are in ASL order.	Mostly uses the contrastive structure, space, and rhetorical questions when comparing and contrasting family culture. Most sentences are in ASL order.	Sometimes uses the contrastive structure, space, and rhetorical questions when comparing and contrasting family culture. Some sentences are in ASL order.	Sporadically uses the contrastive structure, space, and rhetorical questions when comparing and contrasting family culture. Few sentences are in ASL order.	Does not use the contrastive structure, space, and rhetorical questions when comparing and contrasting family culture. Sentences are mostly not in ASL order.

Word Choice (20 points)	Presents a wide range of signs and sentences learned in class up to now, which are produced clearly in correct form.	Presents a good range of signs and sentences learned in class up to now, which are mostly produced clearly in correct form.	Presents some signs and sentences learned in class up to now, which are sometimes produced clearly in correct form.	Presents few signs and sentences learned in class up to now, which are sometimes produced clearly in correct form.	Does not present signs and sentences learned in class up to now, which are produced clearly in correct form.
Fluency (20 points)	Organized, does not pace off, includes transitions, easy to understand.	Mostly organized, pacing off a few times, missing a few transitions, a few phrases are difficult to understand.	Organization needs some work, paces off sometimes, missing some transitions, several phrases are difficult to understand.	Organization needs work, pacing off often, missing many transitions, many phrases are difficult to understand.	Not organized, pacing off, missing transitions, difficult to understand.

Unit Exams – There will be exams for Unit 1, Unit 2, Unit 3, and Unit 4, which are each worth 10% of the student’s total grade. Eight questions will be multiple-choice questions, which will be completely in ASL. Two of the questions will be short answer, requiring students to produce a short video using grammatically correct sentences in ASL. The instructions for short answer questions are in ASL as well. Each exam will be completed through Canvas during class using smart tablets. The short answer videos will be graded using the following rubrics (ASL grammar will be subject to change depending on the objective of each short answer):

	Exceptional	Commendable	Acceptable	Developing	Emerging
Formatting (1 point)	The video is framed to optimize the view of the signer’s face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.	1 of the following needs work: The video is framed to optimize the view of the signer’s face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.	2 of the following need work: The video is framed to optimize the view of the signer’s face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.	3 of the following need work: The video is framed to optimize the view of the signer’s face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.	4 or more of the following need work: The video is framed to optimize the view of the signer’s face and upper body, and captures all signs. Clothing provides good contrast. Video is of high quality and within the time constraints. Lighting is well placed and adequate. Visual distractions are minimized.

ASL Grammar (3 points)	Uses the contrastive structure, space, and rhetorical questions when comparing and contrasting a family member and himself or herself. Sentences are in ASL order.	Mostly uses the contrastive structure, space, and rhetorical questions when comparing and contrasting a family member and himself or herself. Most sentences are in ASL order.	Sometimes uses the contrastive structure, space, and rhetorical questions when comparing and contrasting a family member and himself or herself. Some sentences are in ASL order.	Sporadically uses the contrastive structure, space, and rhetorical questions when comparing and contrasting a family member and himself or herself. Few sentences are in ASL order.	Does not use the contrastive structure, space, and rhetorical questions when comparing and contrasting a family member and himself or herself. Sentences are mostly not in ASL order.
Word Choice (3 points)	Presents a wide range of signs and sentences learned in class up to now, which are produced clearly in correct form.	Presents a good range of signs and sentences learned in class up to now, which are mostly produced clearly in correct form.	Presents some signs and sentences learned in class up to now, which are sometimes produced clearly in correct form.	Presents few signs and sentences learned in class up to now, which are sometimes produced clearly in correct form.	Does not present signs and sentences learned in class up to now, which are produced clearly in correct form.
Fluency (3 points)	Organized, does not pace off, includes transitions, easy to understand.	Mostly organized, pacing off a few times, missing a few transitions, a few phrases are difficult to understand.	Organization needs some work, paces off sometimes, missing some transitions, several phrases are difficult to understand.	Organization needs work, pacing off often, missing many transitions, many phrases are difficult to understand.	Not organized, pacing off, missing transitions, difficult to understand.

Final Exam- During final exam week, a final exam, which includes material covered during Units 1-5, will be worth 15% of the student's final grade. Twelve questions will be multiple-choice questions, which will be completely in ASL. Three of the questions will be short answer, requiring students to produce a short video using grammatically correct sentences in ASL. The instructions for short answer questions are in ASL as well. Each exam will be completed through Canvas during class using smart tablets. The short answer videos will be graded using the same rubrics for unit exams (ASL grammar will be subject to change depending on the objective of each short answer).

Course Policies:

ASL Immersion:

The classroom environment will be created to encourage total immersion in American Sign Language and non-verbal communication. All classroom materials such as pictures, videos, and other media will emphasize the use of ASL. All assessments will use ASL as well. Students will be encouraged to maintain an environment that is conducive to learning for everyone. Behavior which consistently disrupts ASL immersion and a positive learning environment will be handled in accordance to Brown University's policies.

Attendance and Participation Policy:

Since learning a language requires interacting with native users and practicing with others on a regular basis, American Sign Language students will need to attend and participate in all classes to be successful. Attendance will be tracked during each class and students who have excessive absences will see their grade suffer.

Any more than 3 unexcused absences will result in a drop of your letter grade. There are no exceptions to this policy. Each time a student is tardy or leaves early during class, it will count as ½ of an absence. It is your responsibility to report your presence to the professor if you miss roll call.

The attendance policy also requires that you attend at least 5 Brown University ASL events such as movie nights, ASL social hours hosted by the teaching assistants, and guest speakers. While optional, attending Deaf events may be counted toward this requirement. However, please be respectful of Deaf people's need for their own space. Brown University also has no control over the events or what happens off campus and you are attending the events at your own risk.

Make Up Exams:

If you miss class on the day of the exam, it will be considered unexcused unless there is an extenuating circumstance. I will ask for supporting documentation before a make up exam is scheduled.

Expectations:

Students should expect to attend about four hours of lecture, a conversation hour with the teaching assistants once a week, and on average to spend at least six hours outside of the classroom on homework assignments, social hour, study groups, and other ASL related activities to perform well in this class. Based on past experience, there is a strong relationship between a student's attendance, participation, effort on homework assignments, and getting a good grade on the exams.

Smartphones and Cell Phones:

Smartphones and cell phones must be silenced and stowed away. If students are not maintaining eye contact during class or are listening to music on headsets, the instructor will confiscate the device until the end of class. An exception to this rule may be made if it is related to a class activity such as sharing photos.

Tables and Desks Cleared:

Except for materials needed during class, all tables and desks should be cleared to ensure that students can maintain eye contact with each other. Backpacks, purses, laptops, and large containers are examples of objects, which may obstruct the view.

Cheating and Plagiarism:

Cheating and plagiarism are serious offenses, which will be enforced according to the university's policy. Students are expected to use APA formatting for written assignments and to cite other people's work. Please consult the writing center to ensure that your work is edited and formatted correctly.

Academic Technology:

Canvas is used as the learning management system at Brown University and will be where students submit all assignments. In addition, Voice Thread, provided through Canvas, is used as the primary method to submit videos. Announcements, information about assignments, and grades can be viewed on Canvas. Students may use Canvas, e-mails and texts (for urgent use only) to communicate with the instructor. However, do not e-mail your attachments because they will not be graded.

For any technical issues, if you need assistance with using technology, or if you need to loan equipment such as video cameras and laptops, please consult with the Computing & Information Services (CIS) and the help desk.

Disability Support:

Brown University is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Student and Employee Accessibility Services at 401-863-9588 to discuss the process for requesting accommodations.

Tentative Schedule

Week 1

- Sept. 4 Introduction & Overview of the Course
Review Syllabus
Complete Deaf Culture Quiz
Read Signing Naturally pages v-xiv
- Sept. 5 Introduction to American Deaf Culture
Homework: Signing Naturally, pages 4-5 & DVD lessons
- Sept. 6 Meet & Greet with Teaching Assistants
Lesson 1:1 Getting to Know You
Homework: Signing Naturally, pages 6-15 & DVD lessons

Week 2

- Sept. 9 Lesson 1:2 Cardinal Numbers 1-10
Lesson 1:3 Fingerspelling Fist Letters
Lesson 1:4 Same or Different, Part 1
Homework: Signing Naturally, pages 16-20, DVD lessons, practice fingerspelling names of students in your class, and be prepared to introduce yourself to the class
- Sept. 10 Lesson 1:5 Introducing Oneself
Homework: Signing Naturally, pages 21-24, 28-29 & DVD lessons
- Sept. 11 Lesson 1:6 Cardinal Numbers 11-15
Lesson 1:7 Same or Different 2
Lesson 1:9 Specifying Where (Inside, Above, and Below)
Homework: Signing Naturally, pages 25-27 & DVD lessons
- Sept. 12 Lesson 1:8 Asking Who
Homework: Signing Naturally, pages 30-32 & DVD lessons
- Sept. 13 Dialogue Practice/Conversation Hour with TAs
Homework: Read Introduction to American Deaf Culture- Preface, Introduction & Chapter 1. Post Journal #1 on Canvas by September 30th.

Week 3

- Sept. 16 Lesson 1:10 Giving Commands: Objects in the Classroom
Lesson 1:11 Following Instructions
Homework: Signing Naturally, pages 33-36 & DVD lessons
- Sept. 17 Lesson 1:12 Culture: Getting Attention
Unit 1 Review

Homework: Study for the Unit 1 Comprehension Exam

Sept. 18 Unit 1 Comprehension Exam
Homework: Signing Naturally, pages 48-57 & DVD lessons

Sept. 19 Lesson 2:1 Giving Information About Yourself
Homework: A Sign of Respect, view the DVD & complete the assignment

Sept. 20 Dialogue Practice/Conversation Hour with TAs
A Sign of Respect Assignment Due (on Canvas)

Week 4

Sept. 23 Deaf, Deaf World from 12 PM to 4 PM – **Attendance mandatory for at least an hour**
Homework: Signing Naturally, pages 58-60 & DVD lessons. 2 page report on Deaf, Deaf World Due on October 4th.

Sept. 24 Lesson 2:2 Cardinal Numbers 16-19
Lesson 2:3 Identifying Locations: Tic-Tac-Toe
Homework: Signing Naturally, pages 61-64, practice your language background narrative

Sept. 25 Lesson 2:4 Narrating Experience with Languages

Sept. 26 Lesson 2:4 Narrating Experience with Languages, Present your Language Background
Homework: Signing Naturally, pages 65-71 & DVD Lessons

Sept. 27 Dialogue Practice/Conversation Hour with the TAs
Homework: Read Introduction to American Deaf Culture- Chapter 2. Post Journal #2 on Canvas by October 15th.

Week 5

Sept. 30 Lesson 2:5 Fingerspelling Up Letters
Lesson 2:6 Talking About Leisure Activities
Journal #1 Due Today
Homework: Signing Naturally, pages 72-76 & DVD Lessons.

Oct. 1 Lesson 2:7 Cardinal Numbers 20-29
Lesson 2:8 Describing Three Types of Shapes
Homework: Signing Naturally, pages 77-80 & DVD lessons

Oct. 2 Lesson 2:9 Identifying People
Homework: Signing Naturally, pages 81-83 & DVD lessons

Oct. 3 Lesson 2:10 Fingerspelling Double Letters
Lesson 2:11 Culture: Negotiating a Signing Environment
Homework: Signing Naturally, pages 84-91, DVD lessons & practice Your Autobiography narrative. Be prepared to present the narrative in class.

Oct. 4 Dialogue Practice/Conversation Hour with the TAs
Deaf, Deaf World Report Due Today

Week 6

Oct. 7 Lesson 2:12 Asking What is the Sign
Homework: Study for the Unit 2 Comprehension Exam

- Oct. 8 Unit 2 Review
- Oct. 9 Unit 2 Comprehension Exam
Homework: Signing Naturally, pages 110-111 & DVD lessons
- Oct. 10 3:1 Telling Where One Lives
Homework: Signing Naturally, page 112 & DVD lessons
- Oct. 11 Dialogue Practice/Conversation Hour with the TAs
Homework: Read Introduction to American Deaf Culture- Chapter 3. Post Journal #3 on Canvas by October 31st.

Week 7

- Oct. 14 Fall Weekend Holiday: No Class
- Oct. 15 3:2 Giving Commands: Locations
Deaf Event #1 Due Today
Journal #2 Due Today
Homework: Signing Naturally, pages 113-117 & DVD lessons
- Oct. 16 3:3 Communicating with the Face
3:4 Fingerspelling Moving Letter Z
Homework: Signing Naturally, pages 118-121 & DVD lessons
- Oct. 17 3:5 Discussing One's Residence
Homework: Signing Naturally, pages 122-124 & DVD lessons
- Oct. 18 Dialogue Practice/Conversation Hour with the TAs

Week 8

- Oct. 21 3:6 Giving Basic Directions: Around the Classroom
Homework: Signing Naturally, page 125 & DVD lessons
- Oct. 22 3:7 Identifying Which Square, Part 1
Homework: Signing Naturally, pages 126-137 & DVD lessons
- Oct. 23 3:8 Cardinal Numbers 30-66
3:10 Giving Basic Directions: Expressing Needs
- Oct. 24 3:9 Talking About Roommates and Pets
Animal Signs
Homework: Signing Naturally, pages 138-145 & DVD lessons
- Oct. 25 Dialogue Practice/Conversation Hour with the TAs
Homework: Read Introduction to American Deaf Culture- Chapter 4 & 5. Post Journal #4 on Canvas by November 15th.

Week 9

- Oct. 28 3:11 Fingerspelling Down Letters P, Q, and Y
3:12 Telling How Long
Homework: Signing Naturally, pages 146-149, DVD lessons & practice "Your Narrative"
- Oct. 29 3:13 Traveling to School or Work
Homework: Practice "Your Narrative". Be prepared to present it in class.

- Oct. 30 3:13 Traveling to School or Work
Present "Your Narrative"
Homework: Signing Naturally, pages 150-151 & DVD lessons
- Oct. 31 3:14 Identifying Which Square, Part 2
3:15 Asking What is the Sign/Study Skills
Journal #3 Due Today
Homework: Signing Naturally, pages 152-155, DVD lessons & study for Unit 3 Comprehension Exam
- Nov. 1 Dialogue Practice/Conversation Hour with the TAs

Week 10

- Nov. 4 3:16 Reviewing Cardinal Numbers 30-66
Homework: Study for Unit 3 Comprehension Exam
- Nov. 5 Unit 3 Review
Homework: Study for Unit 3 Comprehension Exam
- Nov. 6 Unit 3 Comprehension Exam
Homework: Signing Naturally pages 178-180 & DVD lessons
- Nov. 7 4:1 Talking About Immediate Family
Homework: Signing Naturally, pages 181-187 & DVD lessons. Work on your "Timber Story"
Expressive Video Project Due November 21st.
- Nov. 8 Dialogue Practice/Conversation Hour with the TAs

Week 11

- Nov. 11 4:2 Negation 1
4:3 Rocking Numbers 67-98
4:4 Have, Like, Want and Need
Homework: Signing Naturally, pages 188-194 & DVD lessons
- Nov. 12 4:5 Talking About Siblings
4:6 Fingerspelling Moving Letter J
Homework: Signing Naturally, pages 195-201 & DVD lessons
- Nov. 13 4:7 Telling How Old
4:8 Talking About Extended Family
Homework: Signing Naturally, pages 202-203 & DVD lessons
- Nov. 14 4:9 Telling How Family Members are Related
Homework: Signing Naturally, pages 204-205 & DVD lessons
- Nov. 15 Dialogue Practice/Conversation hour with the TAs
Journal #4 Due Today
Homework: Read Introduction to American Deaf Culture- Chapter 6 & 7. Post Journal #5 on Canvas by December 2nd.

Week 12

- Nov. 18 4:10 Negation 2
4:11 Discussing Family Variations
Homework: Signing Naturally, pages 206-207 & DVD lessons

- Nov. 19 4:12 Review Cardinal Numbers 1-100
4:13 Getting the Meaning Across
Homework: Signing Naturally, pages 208-211, DVD lessons & bring photos of your family members to share in class
- Nov. 20 4:14 Commenting on Family Members
4:15 Culture: Maintaining a Clear Sightline
Homework: Signing Naturally, pages 212-215, DVD lessons & study for Unit 4 Quiz
- Nov. 21 Unit 4 Review
“Timber Story” Expressive Video Project Due Today
Homework: Study for Unit 4 Comprehension Exam
- Nov. 22 Dialogue Practice/Conversation Hour with the TAs
Homework: Study for Unit 4 Comprehension Exam. Work on your “The Gum Story” Expressive Video Project due on December 6th.

Week 13

- Nov. 25 Unit 4 Comprehension Exam
Homework: Signing Naturally, pages 232-240 & DVD lessons. Work on your Reflective Paper Due on December 12th.
- Nov. 26 5:1 Talking About Everyday Activities
Deaf Event #2 Due Today
Homework: Signing Naturally, pages 241-244 & DVD lessons
- Nov. 27 Thanksgiving Recess: No class

Week 14

- Dec. 2 5:2 Agreement Verbs
5:3 Fingerspelling Words with G and H Letters
Journal #5 Due Today
Homework: Signing Naturally, pages 245-248 & DVD lessons
- Dec. 3 5:4 Talking About Chores
Homework: Signing Naturally, pages 249-250 & DVD lessons
- Dec. 4 5:5 Asking if Done
Homework: Signing Naturally, pages 251-257 & DVD lessons
- Dec. 5 5:6 Talking About Errands
Homework: Signing Naturally, pages 258-260 & DVD lessons
- Dec. 6 Dialogue Practice/Conversation Hour with TAs
“The Gum Story” Expressive Video Project Due Today

Week 15

- Dec. 9 5:7 Telling How Often
Homework: Signing Naturally, pages 261-272 & DVD lessons
- Dec. 10 5:8 Talking About Activities with Others
Homework: Signing Naturally, pages 273-277 & DVD lessons

Dec. 11 5:9 Talking About What One Does for a Living
Homework: Signing Naturally, pages 278-280, DVD lessons & Study for Final Comprehension Exam (Units 1-5)

Dec. 12 Unit 5 Review
Reflective Paper Due Today
Homework: Study for Final Comprehension Exam (Units 1-5)

Final Week

Dec. 18 Final Comprehension Exam (Units 1-5) at 9 AM