

**1. General Information**

1a. Submitted by the College of: HEALTH SCIENCES

Date Submitted: 1/24/2014

1b. Department/Division: Communication Disorders

1c. Contact Person

Name: Anne Olson

Email: aolso2@uky.edu

Phone: 859-218-0572

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year<sup>1</sup> Fall 2014

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CSD 424

2c. Full Title: American Sign Language IV

2d. Transcript Title: ASL IV

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: This course is designed to further develop your intermediate receptive and expressive language ability in American Sign Language (ASL). You will learn to translate and produce narrative language, temporal & distributional inflections, ASL numbers and ASL classifiers. Instruction includes an upper intermediate level vocabulary, the structure of the language, as well as an expanded exposure to ASL literature. ASL IV is taught solely in ASL by a native speaker of ASL to communicate as recommended by American Sign Language Teachers Association (ASLTA). The ASLTA curriculum will be followed.

2k. Prerequisites, if any: Prereq: Successful completion of CSD 420 or permission of the instructor.

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course be taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree program?: Yes

If Yes, explain: Given that the university has approved ASL as a foreign language and listed in the university bulleting as such, many students outside of CSD are interested in this course. The rationale to provide this upper level course is to extend the opportunity to acquire additional ASL skills.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JKUPE0|Janice M Kuperstein|CSD 424 NEW Dept Review|20140124

SIGNATURE|PNASH|Phyllis J Nash|CSD 424 NEW College Review|20140331

SIGNATURE|JMETT2|Joanie Ett-Mims|CSD 424 NEW Undergrad Council Review|20150108

Courses	Request Tracking
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### New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

ID	Attachment
Delete 4236	ASL4_Syllabus_fall_2014_(revised_1-8-15).docx

1

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year

e.

Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity  Composition & Communications - II

Inquiry - Humanities  Quantitative Foundations

Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning

Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity

Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory <sup>1</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

j. \* Course Description for Bulletin:

This course is designed to further develop your intermediate receptive and expressive language ability in American Sign Language (ASL). You will learn to translate and produce narrative language, temporal & distributional inflections, ASL numbers and ASL classifiers. Instruction includes an upper intermediate level vocabulary, the structure of the language, as well as an expanded exposure to ASL literature. ASL IV is taught solely in ASL by a native speaker of ASL to communicate as recommended by American Sign Language Teachers Association (ASLTA). The ASLTA curriculum will be followed.

k. Prerequisites, if any:

Prereq: Successful completion of CSD 420 or permission of the instructor.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

Given that the university has approved ASL as a foreign language and listed in the university bulleting as such, many students outside of CSD are interested in this course. The rationale to provide this upper level course is

8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

13 Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
14 The chair of the cross-listing department must sign off on the Signature Routing Log.

▣ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 6.2.1)

▣ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

▣ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

**University of Kentucky**  
**American Sign Language 4**  
**Fall Semester 2014 Syllabus**



**ASL IV - 001: 3 credits**

**Classroom: CTW 403, Tuesdays/Thursdays 9:30 am – 10:45 am**

**Out of Class Labs: TBA**

**Anthony Isaacs, M.S. Deaf Education, Certified by ASLTA – Professional Level**

**ASL Lecturer**

**Office Hours: 120N CTW Building M/W 10:20 am – 10:50 am, 1 pm – 1:50 pm**

**T/Th 10:50 am – 12:00 pm**

**or by appointment**

**Email: [anthony.isaacs@uky.edu](mailto:anthony.isaacs@uky.edu) (preferred method)**

**Office phone number – 859-309-6061**

**Text message only– 859-324-1419**

The **prerequisite** for students to enroll in this course is successful completion of CSD 420 or permission of the professor. This course is designed to further develop your intermediate receptive and expressive language ability in American Sign Language (ASL). You will learn to translate and produce narrative language, temporal & distributional inflections, ASL numbers and ASL classifiers. Instruction includes an upper intermediate level vocabulary, the structure of the language, as well as an expanded exposure to ASL literature. ASL IV is taught solely in ASL by a native speaker of ASL to communicate as recommended by American Sign Language Teachers Association (ASLTA). You will not be allowed to use your voice in this class at all. The ASLTA curriculum will be followed.

**Student Learning Outcomes: CSD 424**

Through activities and objectives in this course, students will become prepared, competent, successful and enthusiastic sign language communicators. They will expand conversational skills using ASL and mastery of both production and comprehension. Specifically they will:

1. Demonstrate receptive and expressive upper intermediate proficiency in American Sign Language, adequately communicating freely with the Deaf.
2. Demonstrate the ability to use ASL classifiers to convey information.
3. Demonstrate sign production and receptive skills in ASL temporal and distributional inflections.
4. Demonstrate sign production and receptive skills in using various ASL numbers through narrative in ASL.
5. Demonstrate increased knowledge of Deaf culture and Deaf community through ASL literature and media.
6. Employ local variations of ASL signs in both expressive and receptive sign language use.
7. Demonstrate knowledge of specific colloquial signs and ASL idioms/idiomatic expressions.
8. Use accurate signing concepts rather than relying on English coding.



### Required Texts & Materials CSD 424

Smith, C., Lentz, E., & Mikos, K. (1992) *Signing Naturally, Level 2 (Expanded Version)*. Student workbook and DVD. Dawn Signature Press: San Diego, CA. ISBN: 978-1-58121-131-3

“Signing Naturally” is a widely-used standardized ASL curriculum and is based on the “functional/notational” approach. This approach places major emphasis on the communicative purpose of speech act –or “functions”—of a language: introducing people to one another, requesting information, extending an invitation, directing someone to do or not do something, or even describing a book.

Recommended website: ASLU: English to ASL Dictionary,  
<http://lifeprint.com/dictionary.htm>

Spreadthesign.com,  
<http://www.spreadthesign.com/us/>

- Various assigned supplemental readings.
- Handouts will also be available as needed.
- Active UK email account and the ability to use it regularly
- Blackboard access for obtaining pertinent course documents and information.

### Course Structure

- **Class attendance is required.**
- Class meets twice weekly for 75 minutes each time during which instruction will be conducted in ASL and visual language learning strategies will be demonstrated and applied.
- Students are encouraged to meet in small groups to practice ASL and research outside of class time.
- Students are responsible for their own learning. Learning requires repeated exposures over time. Therefore, students should plan to spend at least one hour **every** day practicing receptive and expressive ASL skills outside of class time. Complete sections of the assigned homework over the course of the week (daily) not just the night before class.

<b>Required Assignments:</b>
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<b>30 Class Meetings Attendance</b>	<b>5%</b>
Participation during class required for full credit of 10 points per day	
<b>Homework</b>	<b>5%</b>
<b>Video Assignments</b>	<b>20%</b>
<b>Film Review</b>	<b>5%</b>
<b>Two Cultural Interaction Reports</b>	<b>10%</b>
5% each report	
4% each video	
Units 16 & 17	
Temporal & Distributional	
ASL Numbers	
ASL Classifiers	
<b>YouTube Assignments</b>	<b>10%</b>
<b>ASL Literature Presentation</b>	<b>5%</b>
ABC Story	
<b>Quizzes</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>
Comprehension	10%
Sign Production	10%

**Grading note:** Final Exam grades will be calculated as Comprehension 50% of the overall grade and Sign Production 50% of the overall grade.

**Homework Assignments:**

- You will do homework assignments based on the lessons in the Signing Naturally workbook/DVD, and the deadlines of the assignments are shown in the class schedule. To ensure students are dedicating time outside of class to learning, professor will check workbook assignments every time they are due.
- Funny character, temporal & distributional inflections and ASL classifier homework assignments will be assigned, and the deadlines of the assignments are shown in the class schedule outline.

**Sign Production Video Assignments:**

You will sign your unit 16 & 17, temporal & distributional inflections, ASL numbers and ASL classifiers sign production video assignments in ASL on video outside of class during your own time as an at-home assignment.

The video will have to be saved on one of the following storage devices and handed to ASL Lecturer Anthony Isaacs in order for him to evaluate your sign production in your units' video assignments.

- USB Flash Drive (At least 8 GB recommended)
- SD Card (At least 8 GB recommended)

Good quality of video is needed in these video assignments.

- Minimum size of video is 360 x 480 pixels (iPhone)
- Less choppy and delayed
- Good light control

ASL Lecturer Anthony Isaacs will give you instructions and expectations for each video assignment and post them in the Blackboard under Course Materials. The assignments have points your ASL professor will use in order to evaluate your sign production in ASL. For all the video assignments, you have to memorize your assignments from the start to the end. Video editing in your sign production is not allowed.

Due dates are shown on course outline.

### **Film Review Assignment:**

- The class will view a movie. The date of the movie viewing can be found in the course outline.
- Write a reflective review of the film (individual assignment-not group)
  - Focus on cultural/linguistic issues observed & identify cross cultural barriers and attitudes. Use ASL gloss to indicate any particular signs you discuss.
  - Specific connections to class reading assignments and class experiences will improve your grade on the assignment.
  - Minimum of 3 full pages and a maximum of 5 pages, typed, 12 point Times New Roman font style, double spaced, 1 inch margin on all sides. Cover page will not be counted in pages count. Bold and italic fonts are used only for brief and specific purposes. Do not use bold or italics to increase the length of your paper.
  - Appropriate form and use of Standard English is expected (complete sentences, accurate punctuation and grammar, etc.).
  - Bring a hard copy of your film review to class when it is due.

- |   |         |
|---|---------|
| • Paper Organization (including stapled)  | 10 pts. |
| • <b>Brief</b> Summary (half page is sufficient)  | 15 pts. |
| • Application to Deaf Culture   | 30 pts. |
| Three to five well developed paragraphs<br>focusing on cultural/linguistic issues observed<br>& identity of cross cultural barriers and attitudes |         |
| • Personal reactions through movie examples   | 20 pts. |

- Appropriate form and use of Standard English 5 pts.
- Total 80 pts.

If your paper is shorter than defined, a 7 point deduction will be penalized for every half page short (e.g. if the paper is 2 1/3 long, 10 points will be taken off).

### **Cultural Interaction Reports:**

Two “**Cultural Interaction Reports**” are required. The due dates are posted in the class schedule on this syllabus. For the report, you must attend two Deaf events in the community and observe the environment. The interaction must take place during the current semester. **One hour minimum at each of the two separate events.**

- Cultural Interaction form will be posted on Blackboard under Student Materials. **You have to type in the form so the report should be 3 – 4 pages long.** A minimum of 3 full pages and a maximum of 4 pages (not including a picture), typed, one inch margin on all sides, 12-point Times New Roman font style, double spaced, use of Standard English grammar, punctuation, etc.. Handwriting will not be accepted.
- A picture from the event with you in it is required. This shall also be included in the report. The picture has to have you and at least one Deaf person in it, and it has to show the event. A picture of you outside of the event such as at the parking lot or at the other church service will not be accepted. Your report will not be accepted if the picture does not show that you attended the event mentioned in your report.
- Bring a hard copy of your cultural interaction report to class when it is due (see calendar course outline)
- Deaf events are listed under Deaf Events in the Blackboard. If you want to attend a Deaf event for your cultural interaction report that is not listed in the Blackboard, you have to ask your ASL professor for permission in advance of the time to attend the event to fulfill this requirement.

You are required to complete both of these experiences for full credit (may be done on the same day). You may attend the same event for both cultural interactionsave to be held at different times.

- Report Organization (including stapled) 5 pts.
- Describe event (name, date, event) 10 pts.
- Learn about culture 10 pts.
- Describe who you met and their responses 10 pts.
- Two learned signs (10 points each) 20 pts.
- Explain how you feel about attending the event 10 pts.
- Recommendation of the event 10 pts.
- Appropriate form and use of Standard English 5 pts.

Total

80 pts.

Point deduction for a short report is based on 7 points off for every half page short. For instance, if the report is 2 1/3 long, 10 points will be taken off.

### **YouTube Video Assignments**

You will analyze ASL in three YouTube videos. You are to identify ASL classifiers, facial expressions, role-shifts, temporal inflections, and distributional inflections and explain how the ASL signers sign/use each of them. The assignments have to be typed.

- Minimum of one full page and a maximum of three pages, typed, 12 point Times New Roman font style, double spaced, 1 inch margin on all sides. Cover page will not be counted in pages count. Bold and italic fonts are used only for brief and specific purposes. Do not use bold or italics to increase the length of your paper.
  - Bring a hard copy of your YouTube video assignments to class when they are due.
- 
- Paper organization (stapled if at least two pages long) 5 pts.
  - Three categories of ASL classifiers (do not include BCL) 9 pts.
  - Three facial expressions 9 pts.
  - Two role-shifts 6 pts.
  - One temporal inflection 3 pts.
  - One distributional inflection 3 pts.
- Total 35 pts.

Point deduction for a short paper is based on 4 points off for half page short. For instance, if the report is 3/4 long, 2 points will be taken off.

Due dates are shown on course outline.

### **ABC Story Presentation:**

In ASL literature, you will create an ABC story and sign it in class on the day of ABC story presentation. You must memorize your ASL story. Your ASL story has to have a beginning, a body/main content, an end, and a clear plot. Your ABC story will be videotaped.

Grading system for individual's ASL skills:

Letter	Sign Production (vocabulary/classifier, grammar and NMS) Letter by Letter
A	3 pts.
B	3 pts.
C	3 pts.
D	3 pts.

E	3 pts.
F	3 pts.
G	3 pts.
H	3 pts.
I	3 pts.
J	3 pts.
K	3 pts.
L	3 pts.
M	3 pts.
N	3 pts.
O	3 pts.
P	3 pts.
Q	3 pts.
R	3 pts.
S	3 pts.
T	3 pts.
U	3 pts.
V	3 pts.
W	3 pts.
X	3 pts.
Y	3 pts.
Z	3 pts.
Total	78 points

Additional evaluations:

- Alphabetical Order 5pts.
- Quality of the Introduction 1 pt.
- Quality of the Content 5 pts.
- Quality of the Ending 3 pts.
- Quality of the Plot 3 pts.
- Language 5 pts.

Total 100 pts.

Your ABC story presentation must be well planned and rehearsed, and adhere to the time limit (20 seconds - three minutes). Unfinished letters will be considered as missed letters if you do not finish your presentation within three minutes.

### Sign Comprehension and Sign Production Evaluations

#### Quizzes:

Students will be given a quiz after each unit ends. Quizzes on temporal & distributional inflections, ASL numbers and ASL classifiers also will be given. All quizzes are based on students' ASL receptive skills.

**Final Exam:**

Students will take a final exam during the final exam week. The final exam will be skill-based i.e., students will apply course knowledge, information and skills by producing them when signing texts and by providing detailed and specific answers in writing when responding to the professor signing e.g., the professor signs something and students answer questions in writing about what was signed or translate the professor's signing.

**Grading Scale**

A = 90 -100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

E = ≤ 59%

Both mid-term grades and final grades will be given and will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

**Class Polices & Expectations**

1. Student participation in classroom activities is imperative to successful acquisition of ASL. ASL is not passive and requires active participation. You will engage in many different role-plays, simulated conversations and games. Class attendance grades include class participation, too.
2. Arriving for class more than 15 minutes late will lead to the equivalent of an unexcused absence.
3. Students are expected to turn off their voices upon entering the classroom. The class is taught using ASL, and it is impossible to express two languages simultaneously. Therefore, no spoken English will be permitted in the classroom so that full access to learning ASL is possible. It also means no mouth movements of English words without voice in order to communicate with the other students. Violations involving the use of voice and mouth movement of English words to communicate with the other students will be counted against class attendance grades.
4. Use of computers, cell phones, PDAs, or other electronic devices during class is not permitted. All cell phones should be turned off at the beginning of each class period. Ringing phones and text messaging are disruptive and rude. If your cell phone rings or you are text messaging during class, one point will be deducted from your attendance for the day each time you use your phone or your phone rings.
5. As a responsible adult, you are expected to give your full, respectful attention to the professor, guest-speakers, and/or classmates at all times during the class period. Any display of disrespectful and/or disruptive behavior and you will be warned once, and then asked to leave.

6. Assignments are due on the date indicated by the professor in the syllabus. **Late ABC story presentations will not be accepted.** Any modifications to the syllabus will be provided in advance, and in writing. **Day 27** is the last day that late assignments are accepted, so that means that no late assignments will be accepted on Day 28 and afterwards.
7. Plagiarism/cheating: Plagiarism is attempting to pass off others' work as your own, e.g. not citing information that was created by others, thoughts, or ideas from other individuals that are not your own – even if you paraphrase you need to note the source; not giving credit to sources in oral presentations; and/or handing in a paper you completed for another class for a grade in this course (self-plagiarizing). Plagiarism in any form will not be tolerated in this course. You are expected to do your own work. For a more thorough definition and/or additional information regarding plagiarism, see the following website: <http://www.uky.edu/Ombud/Plagiarism.pdf>.

### **Attendance**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Any absence not explained in writing before class is unexcused (except in case of a life-threatening emergency). If a student has an excused absence on a day when a quiz is given, the student has to take the quiz within one week following the period of the excused absence. With excused absences (as per UK policy), missed work may be made-up, as long as a student notifies the instructor within one week following the absence and provides documentation of an acceptable excuse for the day(s) in question. The extension will equal the duration of time the student was absent (ex: if absent one day, then the extension is one day).

When a student has an unexcused absence, the student will earn a grade of zero in attendance for the day. Starting with the fourth unexcused absence, the final grade will be lowered by one letter grade per unexcused absence. See <http://www.uky.edu/Ombud/Policies.php>.

If a student misses the deadline of an assignment on the day of unexcused absence, the assignment is considered a late assignment. For each class day that the assignment is late, the grade will be lowered 10%. Late assignments will be accepted for up to two class days following the day the assignment is due. If a student has not completed a late assignment within two class days following the day the assignment is due, the student will receive a grade of zero for the assignment.

### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism



in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Disabilities**

*If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation*

from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### Blackboard

Throughout the semester, the syllabus, PDF copies of lectures and unit lessons, handouts, videos, forms, and information about Deaf events will all be accessible to you at any time via the class Blackboard course shell. Blackboard can be used to send instructor email messages with attachments, too.

### Course Outline:

Here is a general guideline of what we will cover each week. Depending on students' needs, this may change with announcement. Homework assignments will be announced in class. The workbook is more of a supplemental aid to help you in reviewing what we have done in class. Use it to prepare for each unit. This schedule is tentative.

Date	Class Agenda	Assignments Due
Thursday, Aug 28 (Day 1)	Introduction Syllabus Student Information Sheet ASL Review Activity	
Tuesday, Sept 2 (Day 2)	Unit 16	Review ASL 1, 2 & 3 Skills
Thursday, Sept 4 (Day 3)	Unit 16	Practice Unit 16
Tuesday, Sept 9 (Day 4)	Unit 16	Unit 16 HW
Thursday, Sept 11 (Day 5)	Unit 16	Unit 16 HW
Tuesday, Sept 16 (Day 6)	Unit 16 Quiz Unit 17	Unit 16 HW
Thursday, Sept 18 (Day 7)	Unit 17	Practice Unit 17
Tuesday, Sept 23 (Day 8)	Unit 17	Unit 17 HW
Thursday, Sept 25	Funny Character Unit 17	Funny Character

(Day 9)		
Tuesday, Sept 30 (Day 10)	Unit 17	Unit 17 HW
Thursday, Oct 2 (Day 11)	Unit 17 Quiz Temporal Inflections	Units 16 & 17 Video Assignment
Tuesday, Oct 7 (Day 12)	Watch Film (Attendance required)	1st Cultural Interaction Report
Thursday, Oct 9 (Day 13)	Temporal Inflections	
Tuesday, Oct 14 (Day 14)	Temporal Inflections	Temporal Inflections Assignment
Thursday, Oct 16 (Day 15)	Distributional Inflections	Film Review
Tuesday, Oct 21 (Day 16)	Distributional Inflections	Distributional Inflections Assignment
Thursday, Oct 23 (Day 17)	Temporal & Distributional Inflections Quiz ASL Numbers	Temporal & Distributional Inflections Video Assignment
Tuesday, Oct 28 (Day 18)	ASL Numbers	
Thursday, Oct 30 (Day 19)	ASL Numbers	
Tuesday, Nov 4 (Day 20)	ASL Numbers Quiz ASL Classifiers	ASL Numbers Video Assignment
Thursday, Nov 6 (Day 21)	ASL Classifiers	ASL Classifiers HW # 1
Tuesday, Nov 11 (Day 22)	ASL Classifiers	Practice ASL Classifiers
Thursday, Nov 13	ASL Classifiers	ASL Classifiers HW #2 Video Homework # 1

(Day 23)		
Tuesday, Nov 18 (Day 24)	ASL Classifiers	Video Homework #2
Thursday, Nov 20 (Day 25)	ASL Classifiers	ASL Classifiers HW #3
Tuesday, Nov 25 (Day 26)	ASL Classifiers	Video Homework #3
Tuesday, Dec 2 (Day 27)	ASL Classifiers Quiz ASL Literature	ASL Classifiers Video Assignment, Last day that late assignments are accepted
Thursday, Dec 4 (Day 28)	ASL Literature	
Tuesday, Dec 9 (Day 29)	ASL Literature Class Evaluation	ABC Story, 2nd Cultural Interaction Report
Thursday, Dec 11 (Day 30)	Review for Final Exam	Review Units 16 & 17, ASL Classifiers, Temporal & Distributional Inflections, ASL Numbers, and ASL Literature
TBA	<b>FINAL EXAM</b> <b>GOOD LUCK!!! ☺ ☺ ☺</b>	Study for the Final Exam!!!