

Elementary American Sign Language 2

Fall 2016

Santa Rosa Junior College

Course: Elementary American Sign Language Part 2

Section: 2708

Class Schedule: Monday and Wednesday 5-7 pm

Class Location: Emeritus Hall 1599

Date Range: August 22 to December 19, 2016

Instructor: David D. Fair

Email: dfair@santarosa.edu

Office Hours: Monday and Wednesday 4 to 5 pm and 9-9:20 pm by appointment

Location: Emeritus Hall 1629

Required Course Materials:

Signing Naturally Level 1, Units 7-12 Revised Edition, Student Workbook, and Videotape or DVD (Smith, Lentz & Mikos, DawnSign Press, San Diego, California). Be sure to get a DVD or videotape with the workbook.

Note: *The Signing Naturally* workbook will be used for ASL 2. Students must have access to a DVD player, not desktop or laptop computer, for workbook assignments. Homework and reading parts from the workbook and DVD will be assigned weekly.

Students will also need paper, a #2 pencil, a package of green Scantrons, and a binder in which to keep class materials and returned homework and quizzes.

Course Description:

The course is designed for students to learn and practice American Sign Language in the most natural way possible. At this level, comprehension will be stressed, although production will also be practiced. The primary goal of this class is to teach students (those who have little or very elementary knowledge of Sign Language) basic skills in ASL so they can move on to develop enough language competence to function comfortably in a wide variety of situations in the Deaf community.

To master ASL, it is essential that students learn appropriate behaviors, show awareness of, and respect for Deaf culture. Deaf culture is taught throughout the course; through video presentations, native ASL signers modeling appropriate language and cultural behaviors, values, and norms in various situations, discussions, activities, and reading to reinforce what students learn from the videos.

Classroom Instructions:

It is important to your learning that you experience total immersion in ASL, so all activities for developing ASL skills will be in ASL. **An ASL environment, as is all of Deaf**

culture, is totally visual and to use your hearing will tend to distract you from visual learning. If you need to discuss any topic with another student in the classroom, please use signs, gestures, mime, or writing on a piece of paper or on the board. Please avoid using your voice to help another student if you or the student gets stuck with a topic. We will have practice time in class, in groups, pairs and with the instructor.

We will cover the unit 7-12. Each unit focuses on different major language functions and builds on the topics, vocabulary, and grammar introduced in previous lessons. In the beginning of the semester, we will work extensively on improving your visual perception, since most students have no experience communicating in a visual/gestural language. You can expect your comprehension skills to develop more quickly than your expressive skills; that is, you will understand what is signed before you are able to use sign to say the same thing. To become fluent in any foreign language, you will need to start thinking in that language and completely avoid thinking in English and finding equivalents for each word, sentence, or phrase.

Because ASL is a unique language, it is difficult to sign and voice the words you want to express. Therefore we do not use voice in the classroom. **When voice is used, it becomes distraction for the students who are concentrating on sign language. It does not help other students when you speak a word or two. To understand the signs, it is best to watch and learn the hard way of not using any voice. Using voice in the classroom is banned!**

Student Learning Outcomes

Student will master these skills at the end of the semester: comprehensive skills, expressive skills, receptive skills, fingerspelling skills and knowledge of Deaf culture and community.

1. Participate in extended grammatically correct dialogues in American Sign Language on everyday topics using statements and questions.
2. Model and discuss in-depth culturally appropriate behavior.
3. Discuss and present complex information about Deaf culture and history,

Course Prerequisite(s)

A passing grade in ASL 1 or approval from professor/chairperson is required.

Course Grading:

Element	Percentage
<u>Attendance</u>	<u>20%</u>
<u>Quiz</u>	<u>10%</u>
<u>Homework</u>	<u>10%</u>
<u>Tests</u>	<u>25%</u>
<u>Exams</u>	<u>25%</u>
<u>Papers</u>	<u>10%</u>
Total	100%

Final Grade:

All exams, tests, homework, quizzes, attendance, and papers will be assigned a percentage score. The score can be converted into a grade by using the following scale:

A = 99 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; and F = 59 and under.

After the midterm interview, the instructor will give each student a copy of midterm grade with specific assignments for each element. After the final interview, the instructor will give each student a copy of final grade with specific assignments for each element except for the final exam. Students can wait after the final exam is graded to receive the final grade. Final Grades will be posted after the final examination.

Any student can discuss, dispute or give proof of all assignments and grades to change the final grade or get credit for them. Each student has within 7 days to email and discuss in person with or without an interpreter after receiving each graded assignment. After the 7th day, if no email or discussion, each graded assignment remains the same.

Seven days after the final examination, the instructor will submit the final grades to SRJC Admissions and Records. Each student should get their final grades a few days after I submit them.

Attendance and Participation: 20% of your grade

Attendance and class participation are vital for learning ASL. It is important that you come to class regularly. If you start missing classes, you may have a hard time catching up because in the classroom, there will not be any notes to write or copy. If you have a medical problem or a reason for missing class, please let me know, preferably before the class starts. I would allow two absences for this course without affect your grade. After the fourth absence, I will automatically remove you from the class roster.

There is a last day for a student to withdraw from an individual course with a grade of “W”. So if I drop you before that date you will receive a “W.” If you are dropped after that date, you will receive an “F.” Incomplete grades will only be given under unforeseen extenuating circumstance. See the tentative schedule below or on SRJC website.

Each attendance to the class will be counted about 5 points for the entire three hour class. First and second absences will not be subtracted. For more than two absences, 5 points will be subtracted for every absence. If a student has to leave the class early or come in the class late, 2.5 points will be subtracted for that day.

By participation, I mean asking questions, copying ASL – the signs and sentences I show you-- and being a part of class dialogues in class, groups, pairs, and with the instructor. If you do not understand a concept or a sign I am using or teaching, please feel free to raise your hand and ask for help or clarification. **Practice and Repeated Practice make you a better signer.**

Holidays and Breaks:

There might be some holidays, Thanksgiving breaks, Winter breaks, and Spring breaks that are different between SRJC and your school, college/university, or work. Please follow SRJC schedule for holidays and breaks. You are responsible for your attendance when SRJC classes are in session regardless of your holiday or break. If you miss the class, the absent will be counted. If you miss the quiz, test, interview or exam, you will receive a “0.”

Voice and Noise Policy:

Watching the instructor or students signing will help your receptive skills. Looking away, doodling, texting, reading, walking around, and eating can distract you and other students from their receptive skills. If you want to do these things, you are free to leave the classroom anytime. Yes, points will be taken away if you leave the room but it is better than having you bother us. The instructor will notice your inattentiveness and encourage you to pay attention. If this behavior is repeated, you will be asked to leave the room.

Again, the dialogues must be without voices and distractions. I will give each student who uses voice and distracts during the class one warning. On the second incident, the student will be asked to leave the class and up to 5 points, depending on his or her behavior, will be subtracted from his or her participation grade for that day. **Any student who is asked to leave the class a 2nd time will be dropped from the class and will receive an "F" for the semester.**

Making fun of another person's signs, body movement, or facial expression is not allowed and automatically subtracted depending on its seriousness. If a student makes fun of you or someone else, please let the instructor know immediately. I will deal with this for you. The student will be asked to leave if the behavior is repeated after warnings.

A warning will be given to any student who talks with another student, helps another student by using voice, or talks to a partner while practicing in class.

Students do not have to respond to the talking/voice-using student. You can simply ignore or sign to the talking student. If it becomes annoying, please feel free to raise your hand and ask the instructor to deal with the student who is bothering you.

It is each student's responsibility to encourage each other not to use voice in the class. By not using voice, it helps reduce the noise in the classroom and increase the learning environment.

Your attendance and participation can be a great experience for learning the language. Your cooperation and patience will be greatly appreciated.

Quiz: 10% of your grade

Quizzes will be given in the class, possibly every class meeting. It will be based on the lessons you learn in the classroom or homework. The questions will either be on power point slides or the instructor will sign statements for the students to answer and write on a piece of paper. The two lowest grades on quizzes will be removed (if you should be absent from the class, each absent will equal to the lowest grade which is 0). Quizzes will be given during the class-- maybe in the beginning of the class, right after the break, or in the middle of the class. Sometimes, I will give you a pop quiz or two quizzes during the class. So come be prepared with paper and pen/pencil.

Homework: 10% of your grade

When learning ASL, you must have regular practice. The homework is designed to help you develop your comprehension and expressive skills and to review and practice what you learn in the classroom. At the end of each unit, homework will be assigned in the Student DVD/Videotape and Workbook. There will be additional questions for each unit's homework written on the board or handed to the students before the homework is due. Some parts of the homework will be in each test.

The due date will be given in class and written on the board. The homework is due at the **beginning** of the class period. Late work will not be accepted. If you plan to be absent, please email your homework before the class when it is due.

Other homework guidelines:

- 1) Read all the information, watch the DVD/videotape, and do all the exercises in each unit.
- 2) Answer all the questions.
- 3) You will receive a list of additional instructions/questions for each unit. Homework turned in without these questions answered will not receive credit.
- 4) Please do not turn in the workbook. You may photocopy the pages due, or type or print your answers on a separate piece of paper. (You do not need to write out the questions.)
- 5) Please staple multiple pages. **One or more points will be subtracted for unstapled homework.**

There are key answers in the last pages of the workbook. You can check and correct your answers after you watch the DVD, do, submit, and receive back the homework. If a student does a partial homework by copying the answers in the back and not doing the additional questions handed out or written on the board for each unit, he/she will get a "0" for homework. Repeated behavior will be applied to academic integrity and plagiarism, see below.

If a student does not understand or completes partial homework, he/she may receive half credit for completing some homework. Partial credit will be on a case by case basis. Each student is encouraged to ask for the instructor's help with understanding signs or assignments.

You can watch the DVD and do homework alone or in a group. Your answers to questions must be on your own, not copied from other person or student. If suspected or caught, the grade will be "0." Repeated behavior will be applied to academic integrity and plagiarism, see below.

Format for Homework and Quizzes:

All homework papers must be stapled and are required to get a full credit in the class. Please put your name and information on the left corner on any of your paper. Also put your name on the back of the last page. (This is so that homework and quiz papers can be returned or placed on a table for pick-up face down, without the score or grade being visible to other students. A paper without a name on the back will be placed face up and the grade will be visible to other students.)

This is the format:

Your Name
ASL 2
Homework: unit 8
Oct. 14th, 2015

Tests (Comprehension and Written): 25% for tests

There will be about 4 to 5 tests this semester. Generally, the teacher will sign and the students will read a power point slide and choose the correct answers. Tests will evaluate your ability to receive and understand American Sign Language and test your knowledge of the Deaf culture, Deaf persons, and ASL grammar. Each test should be no more than one hour. You will need a scantron and pencil #2 for each test. There will usually be some True/False and multiple

choice questions/answers on material from the workbook, lecture, and DVDs watched in class. The instructor will sign some of the questions. All information necessary to answer the questions will be shown in the power point slides. The students will fill out the answers in A, B, C, D, and E on the scantrons. The tests are given as following:

- Test #1: Unit 7
- Test #2: Unit 8
- Test #3: Unit 9
- Test #4: Unit 10
- Test #5: Units 11

Midterm and Final Interviews and Final Exam (Signing and Written): 25% for Final Exam

There will be two interviews. They will be averaged with the Final Exam grade. In both interviews, each student will be evaluated based on his or her ability to sign properly and fluently in ASL. It will be up to 10 minutes for each student. During the interview, the instructor will randomly choose one of the stories for each student to sign.

For the midterm interview in the 9th week, each student will sign a story “The Candy Bar”; both stories will be practiced in the classroom and at home, and prepared for the midterm interview.

For the final interview in the 17th week, each student will sign a story (to be announced); it will be practiced in the classroom and at home and prepared for the final interview.

The sign-up sheet for a time slot for each student will be distributed two class meetings (8th and 16th week) before the midterm and final interviews. The aim for the interviews is to demonstrate some of the stated objectives of the course, particularly fingerspelling, knowledge of vocabulary, production of ASL sentences, incorporation of ASL grammar, using non-manual markers (NMM or known as facial expressions) and appropriate cultural behaviors. The instructor will evaluate each student and give each exam grade based on these objectives.

The Final Exam will be administered in the final exam week. A Scantron and #2 pencils will be needed. It will have True/False and Multiple Choice questions/answers - on material from the workbook, lecture, and DVDs watched in class. The instructor will sign some of the questions. All information necessary to answer the questions will be shown in the power point slides. The students will fill out the answers in A, B, C, D, and E on the scantrons.

Papers: 10% of your grade

Each student will type a total of 4 papers for this semester (two video essays, Deaf event and Being Deaf for the Day papers). Papers must be typed and submitted in Turnitin, not typed and handed or emailed to the instructor. Average length for this assignment is 400-450 words. Papers are due when scheduled. Late papers will not be accepted and you will receive a “0” for the lateness. No paper will be accepted through emails or handed in the class. Give yourself plenty time for uploading the paper into Turnitin. (Do not wait until the last minute to turn it in...the Internet can be slow!) If it does not upload, try a different computer or location.

Information on when the papers are due is under the Tentative Schedule, below. YOU MUST UPLOAD the papers in Turnitin. Each paper must have more than 90% originality. If you want to use a short quote or two, please be sure to have the quotation mark at the

beginning and end of the quote and cite its works. Otherwise, it will be “0” if you do not use the quotation marks and/or cite the works. See Academic Integrity and Plagiarism, below.

To set a Turnitin account, you need to set following the instructions on the Turnitin website, see below bold for the website address, class ID and password.

If you already have a Turnitin account, just access your account and type the class ID and password.

**Turnitin – sign up on www.turnitin.com.
ASL 2 Fall 2016 – class ID: 13164512, password: Asl2016**

Response Paper:

Outside of the class, you will watch two videos and type each response paper for each video. Each paper is due on the first Monday of the month starting in March. It is encouraged that each student watches a video that he/she has not seen from the past. Points to look for when writing your papers are:

- What kind of behavior do you notice that might not be common among hearing people, but is used in the Deaf community?
- What communication differences are noticeable other than the obvious, Deaf people use ASL and hearing people use spoken English.
- What differences do you notice related to attitude?
- State your personal opinion about the assignment.
- Include what information is new to you and what is not new to you.
- Include what part of the videotape you liked and what you did not like and why.
- List some of the key points you found interesting and share your opinions about these points.
- Do not summarize the video like a book report. It will reduce your grade points.

Videos:

“Audism Unveiled”, “For My Deaf Son”, “Through Deaf Eyes”, “Sound and Fury” **and** “Sound and Fury: 6 years later” = 1 paper. “Love is Never Silent”, “Sweet Nothing in my Ear”, “The Hammer”, and 2 shows of “Switched at Birth” ... other videos, you need to ask your instructor for permission first.

Deaf Event Paper:

During this semester, the students will attend at least one Deaf community event. Your experience must be current, not last semester or in the past. The students can pick any event that is a theater production or social activity. The information for these should be posted in the classroom and might be handed out during the class. Students will be required to write a two-page, doubled-spaced paper on the field experience. Students’ observation and experience must be during the current semester, NOT before.

If a student picks a social activity, he or she needs to communicate with Deaf people and write about their experience of trying to understand the signs and sign to the Deaf people. If the

student picks a theater production or presentation provided by professional interpreters and/or presenters for, of, and/or by the Deaf, he or she needs to observe the sign language and write his or her experience of trying to understand the play without hearing voices.

If a Deaf or Hard of Hearing student should take this class, he/she will attend the Deaf event and share his/her experience of being a part of the Deaf community. For the theater production or presentation, he/she will share his/her experience of trying to understand the production or presentation through interpreter(s) or signer(s).

If you wish to attend and write about a Deaf event, and you are not sure if the event is acceptable for this assignment, discuss it with the teacher well before the paper is due. Students who write about events which are not covered by the above guidelines, and who have not obtained prior approval from the teacher, will not receive credit for their papers. Students may not write about the campus Halloween Party or the annual ASL Club picnic.

“Being Deaf for the Day” Paper:

Each student must be “DEAF” for the day (8 waking hours). Please explain your successful or failed communication, experiences and interaction with hearing people. Also tell how you overcame or could have overcome the obstacles you faced. The interaction must be done at home with family or friends (maximum of 3 hours), outside home such as restaurant, shopping, etc. (maximum of 3 hours), and TV, movie without captions and sounds for 2 hours. A total of 8 hours is required for the paper. Students must explain all three areas of experience in the paper in a total of 400-450 words.

Materials Being Disposed:

All materials, assignments, and papers not picked up by the students will be disposed of seven days after the instructor hands them out to the students. Turnitin papers will be inactive within 30 days after the final examination. All tests and examinations will be disposed 30 days after the final examination.

My Office Schedule

My office schedule at SRJC will be from 4-5 pm and 9-9:20 pm on Monday and Wednesday in the classroom or in the office at Emeritus Hall #1629. So please make an appointment with me if you need to see me by emailing me. Please contact me and wait until I confirm before you plan to see me.

Make-up Policy:

All tests and examinations will be due according to course content outline (syllabi) or as otherwise noted by me in advance. Make up tests and examinations are regarded as an inconvenience and as unfair to other students who take them at the regularly scheduled time. To be allowed to make up for the test or examination, it is required to submit a doctor’s note to the teacher. Death of an immediate family, a note from either a clergy or funeral home director is required for a proof of absence and make up. Anyone failing to notify me of an absence prior to tests and examinations will not be excused and no points may be awarded. If anyone has 4th

absent prior to the test and/or exam and miss the test/exam, it will be counted as 5th absent and therefore, he/she will be dropped from the class as described in the attendance above.

There will be no make-up for late homework, late papers, and missed quizzes. Also, there will be no extra credit for any reason to add points to any assignment.

Record Keeping:

It is to your advantage to keep track of your grades and absences. This helps you to understand where you stand in relationship to your grade. Please keep all class materials in your binder for keeping records. It is the student's responsibility to keep them after receiving the materials back from the instructor. Please check your records with the copy of your midterm and final grades within 7 days after getting the copy from the instructor. If you fail to do so, understand that no grades can be changed or credited without proof.

Students with Special Needs:

Students with documented disabilities may be entitled to specific accommodations. Santa Rosa Disability Resources Department (DRD) makes this determination. You may also speak with the instructor privately during office hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in Bertolini Student Center building (3rd floor, room 4844) on the Santa Rosa campus, and Jacobs Hall on the Petaluma Campus.

Please contact the DRD at 707-527-4278 (Santa Rosa Campus) and 707-778-2491 (Petaluma Campus) or disabilityinfo@santarosa.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty works as a team with the DRD to meet the needs of students with disabilities. **Guidelines for obtaining testing accommodations:** http://online.santarosa.edu/homepage/dept15/forms/DRD_Getting_Started_and_Available_Services_Brochure.pdf

Please schedule your tests at least **FIVE DAYS** in advance, sooner if possible. Pick up a testing envelope to give to your instructor.

The instructor will give each student equal or extra time to read the written assignments on the quizzes, tests, and examinations before the instructor signs. During the quizzes, tests and examination, the instructor will sign the statements twice and at the right speed for the beginning students. The students will have equal or extra time to answer the questions on the papers or scantrons.

For High School Students attending SRJC ASL class:

Each High School student is responsible for communicating with the instructor about any need, concern, or question, whether through emails, writing, signing or interpreter(s). The HS student's parent(s) or counselor needs to communicate his/her need, concern, or question with the student before talking with the instructor. They can be there to observe the conversation between the student and instructor. Emails or contact with the instructor must be directly from the student. If the student set an email contact with the SRJC, that is what I will use to email the

student. If the email address belongs to the student's parent(s) or counselor, then it is the student's responsibility to receive information from them if the instructor emails materials to all ASL students in the class.

Emergency Evacuation Plan:

In the event of an emergency during class that requires evacuation of the building, please walk calmly and leave the class immediately. Our class will meet in the parking lot at the front of the Emeritus building to make sure everyone got out of the building safely and to receive further instructions. If you are a student with a disability who may need assistance in an evacuation, please see me as soon as possible so we can discuss an evacuation plan.

Sexual Harassment Statement:

“Santa Rosa Junior College is committed to maintaining a work place and a learning environment free of sexual harassment and intimidation. Sexual harassment is unacceptable behavior, unlawful and intolerable”

Academic Integrity/Plagiarism:

Students are expected to practice academic integrity and honesty. Academic dishonesty is the misrepresentation of another's work as your own. In addition, the issue of plagiarism is a serious one. College policy will be followed, which includes giving the individual a zero for plagiarized work and/ or a failing grade in the course. The above activities will not be tolerated in this classroom, and enforcement of college policy will result in any dishonest practices. All written work is to be original; plagiarism of any kind will result in a failing grade on that assignment. Students who plagiarize or cheat may be suspended [for one or two class meetings by the instructor] and referred to the Vice President of Student Services for discipline sanction, in cases of egregious violation. Please read the college policy/procedure on academic integrity at: <http://www.santarosa.edu/polman/3acadpro/3.11P.pdf>

Conduct:

Cell phones, pagers, and other electronic devices are not to be used during class and must be turned off. Video recordings of the instructor or the class are not to be made without the explicit prior written permission of the instructor. We will conduct ourselves in a manner which reflects our awareness of common standards of decency and the rights of others. All students are expected to know the Student Conduct Code (http://www.santarosa.edu/for_students/rules-regulations/scs/section1.shtml) and adhere to it in this class. Students who violate the code may be suspended from 2 classes and referred to Vice President of Student Services for discipline.

Dropping a Student:

The instructor reserves the right to drop a student for no show up on the first day of the class, using voice in the class, 5 absences, failure to hand in the acknowledgement,(see below) and/or disorderly conduct as described in this syllabus or academic integrity and plagiarism in the classroom.

ASL Enrichment/Tutoring:

There might be ASL tutor(s) available at the tutorial center in the library. There might be some campus ASL gatherings for ASL students. There might be an ASL Halloween Party or ASL Picnic that is planned, led, and run by the ASL students. These do not count as the Deaf events. I will make these announcements as soon as I know.

Special Note:

Please do not hesitate to raise your hand and ask for clarification, ask questions, or for other communication during the class. If I do not see any raised hands, I assume that you all understand and follow me well in the class. If a student has a concern, question, or problem, please feel free to call me or email me.

If you want to meet with your instructor and feel that you need the assistance of an interpreter for efficient communication, make an appointment with your instructor, state that you need an interpreter, and arrangements for an interpreter will be made. Please feel free to contact the instructor by emailing him if you have concerns, issues, or questions.

Please read the syllabus and sign the acknowledgement, see below, and give it to your instructor on or before the start of the 2nd week of the class. Failure to do so will result in the student being dropped after the second week of the class. Thank you.

I am looking forward to a great semester with each of you.

Dates Students Need to Know:

Date Class Begins:	8/22/2016	Date Class Ends:	12/14/2016
Last Day Add w/o add code:	8/28/2016	Last Day Add with add code:	9/11/2016
Last Day Drop for Refund:	9/4/2016	Last Day for P/NP option:	10/2/2016
Last Day Drop w/o W:	9/11/2016	Last Day Drop with W:	11/20/2016
FIRST CENSUS DATE:	9/12/2016	Date Final Exam:	12/19/2016
		Date Midterm Roster:	10/17 - 11/20/2016

Tentative Schedule:

The schedule is tentative. The instructor reserves the right to change the schedule due to some unforeseen situations during the semester. Some dates are related to the college academic calendar. **Holidays...** Be aware that some high school and work holidays are not the same as holiday and vacation days at SRJC. High school students, as well as other students, should familiarize themselves with the college calendar. No class at SRJC is listed below.
September 5, 2016 Labor's Day – no class

October 10, 2016 Columbus' Day – class

October 31, 2016 Halloween – class

November 21 and 23, 2016 Thanksgiving week – class (if you plan to be absent on these days, it will be unexcused absent for each day).

Tentative Lessons Covered by each week

Week 1	Unit 7: Describing People and Things
	7.1 Identifying Present People
	7.2 Fingerspelling: Clothing-Related Words
	7.3 Numbers: Guess My Number
	7.4 Describing Personal Items\
	7.5 Translating Sentences with “Have” 1
Week 2	7.6 Translating Sentences with “Drive To,” “Take,” and “Pick Up” 1
	7.7 Numbers: Asking How Many
	7.8 Describing Lost Items
	7.9 Numbers: Telling the Year
	7.10 Translating Sentences with “Have” 2
Week 3	7.11 Cultural: Greetings and Leave-Takings
	7.12 Translating Sentences with “Drive To,” “Take,” and “Pick Up” 2
	7.13 Comprehension: The Family Portrait
	Unit 8: Making Requests and Asking for Advice
	8.1 Making Requests
	8.2 Fingerspelling Months
	Test #1 – Unit 7 (To Be Announced in the Class)
Week 4	8.3 Agreement Verbs 1
	8.4 Agreeing with Conditions
	8.5 Negations 1
	8.6 Numbers: Giving Phone Numbers
	8.7 Asking for Advice 1
Week 5	8.8 Asking for a Sign
	8.9 Agreement Verbs 2
	8.10 Asking for Advice 2
	8.11 Negations 2
	8.12 Comprehension: The Candy Bar
Week 6	8.13 Culture: Minimizing Interruptions
	8.14 Culture: Name Signs
	Unit 9: Describing Places
	9.1 Discussing Neighborhoods
	9.2 Places in the Neighborhood
	9.3 Numbers: Giving the Time 1
	Test #2 – Unit 8 (Date To Be Announced in the Class)
Week 7	9.4 Describing Your Neighborhood
	9.5 Giving Directions: Next To, Across From
	9.6 Yes-No Questions 1
	9.7 Describing a Restaurant
Week 8	Midterm Interview

Week 9	9.8 Giving Directions: Where To Turn
	9.9 Numbers: Giving the Time 2
	9.10 Suggesting a Place to Eat
	9.11 Giving Directions: Perspective Shift
	9.12 Yes-No Questions 2
Week 10	9.13 Culture: Keeping Others Informed
	9.14 Comprehension: Stop the Traffic
	Unit 10: Giving Opinions about Others
	10.1 Giving Opinions about Tendencies
	10.2 Numbers: Telling the Price 1
	10.3 WH-word Questions 1
	Test # 3 – Unit 9 (Date to be Announced in the Class)
Week 11	10.4 Giving Opinions about Personal Qualities 1
	10.5 Numbers: Telling the Price 2
	10.6 Giving Opinions about Personal Qualities 2
	10.7 Telling Where Items are Located
	10.8 WH-word Questions 2
Week 12	10.9 Comparing Personal Qualities
	10.10 Culture: Interrupting Others
	10.11 Comprehension: “Why the Owl Has Big Eyes”
	10.12 Looking for a Misplaced Item
	Unit 11: Discussing Plans and Goals
	11.1 Discuss One’s Knowledge and Abilities
	Test #4 – Unit 10 (Date to Be Announced in the Class)
Week 13	11.2 Numbers Review 1
	11.3 Asking for Opinion about Someone
	11.4 Describing Reactions
	11.5 Fingerspelling: States and Provinces 1
	11.6 Making and Canceling Plans
Week 14	11.7 First and Last Time You Did Something
	11.8 Numbers Review 2
	11.9 Discussing Personal Goals
	11.10 Fingerspelling: States and Provinces 2
	11.11 Comprehension: Brother on the Roof
Week 15	11.12 Culture: ASL Student in the Community
	11.13 Culture: Deaf Artist: Focus on Chuck Baird
	Unit 12: Storytelling
Week 16	Test #5 – Unit 11 (Date to Be Announced in the Class)
Week 17	Final Interview
Week 18	Final Exam on December 19, 2016 at 5 -7 pm, not at 4 pm!!!

Acknowledgement below

Acknowledgement

Course: Elementary American Sign Language 2
Santa Rosa Junior Campus

Section: 2711

Class Schedule: 5-7 pm M & W

Location: Emeritus Hall 1599

Date Range: August 22 to December 19, 2016

I have read and understand the syllabi from my instructor, David D. Fair with an interpreter explaining in the class on a first day.

Student name (print)	Signature	Date
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High School Student's Parent/Guardian's name (print)	Signature	Date
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David D. Fair

Instructor name (print)	Signature	Date
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