



Harding University course: CSD 2770 American Sign Language III
Semester term: Spring 2024 January 8th to May 4th
Class location / schedule: Swaid 214 Tu/Th 2:30-3:45 PM



Adjunct Professor: Matt Sickon

Office location: Remote office

Office hours: Zoom by appointment upon the student and instructor's schedule.

Email: msickon@harding.edu

Video Mail: Canvas / GoReact

For video mail: Please utilize video recording within either Canvas or GoReact to communicate in American Sign Language. To do this in Canvas, go to Canvas and click at the Inbox icon at the left-hand margin. Click at Compose Message (at the horizontal menu bar). Within the message dialogue box, click at the arrow icon at the bottom left-hand corner to record message, then send. (Make sure to include my email address in the "To" box.) For GoReact, check online instructions at [GoReact.com](https://www.goreact.com)

Zoom Info:

<https://zoom.us/j/98391180084?pwd=TEtkZEZneE1XbGgzNFFhaFNHU1VIQT09>

Meeting ID: 983 9118 0084

Passcode: HASL3

You are still required to come to the classroom in-person and sign into Zoom from your laptop. The class will be split into two groups to alternate turns in turning on the podium computer in the classroom.

Harding University Mission: Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

Prerequisites: ASL I and II

Course Description: This course is appropriate for students who have completed ASL I and II courses with emphasis on personal information and concrete concepts. True+Way ASL III course is an introduction to intermediate skills in developing production and comprehension skills in American Sign Language. The course progresses to impersonal information and abstract concepts with an opportunity to learn and build on vocabulary, grammatical principles, expressions, and language structure. The course content also includes the manual alphabet and numbers. Students will develop and refine their conversational abilities, culturally appropriate behaviors, and learn about the culture and history of Deaf communities.

Course Purpose and Student Learning Objectives (SLOs): ASL III students will express daily function dialogues and signed ASL stories utilizing ASL techniques while incorporating vocabulary, grammatical principles, and cultural awareness. Students will demonstrate receptive skills, as

delineated by the instructor, and apply critical thinking skills in understanding ASL literature as it relates to Deaf Culture.

Course Outline: *Unit 7* - Food
Unit 8 - People Among Us
Unit 9 - My Home

Required Texts/Materials:

- 1) Purple Moontower. (2021). *TRUE+WAY ASL Student eWorkbook Units 7, 8 and 9* (3rd edition) Please contact Harding University Bookstore to purchase your access code. You will receive a **SLIP OF PAPER** with the **ACCESS CODE** on it. **Please do not throw your access code away! KEEP YOUR RECEIPT until you have successfully accessed your online text materials.** If you should require a refund, you will need your receipt! Look for the True+Way (TWA) enrollment module in Canvas to follow the step-by-step instructions for the TWA installation + student registration process. Please complete both the TWA and GoReact registration + subscription **no later than Thursday, January 10, 2024** (end of the first week of winter semester 2024).*
- 2) GoReact video software program + platform: Please obtain your student subscription code from the Harding University bookstore (pick up your code in person) and then proceed to register online to set up your GoReact student subscription via the HU Direct Access within Canvas. **Please do not throw your access code away! KEEP YOUR RECEIPT until your online student registration and subscription have been successfully completed!*** (If necessary, further information concerning the GoReact platform is available online at [GoReact.com](https://www.goreact.com))
- 3) Literature / Deaf culture-related book: *Moments of Truth: Robert R. Davila, The Story of a Deaf Leader*, by Harry G. Lang (ISBN: 978-1933360263) - Available through Harding University Brackett Library at either of the following hyperlink: [Harding University Brackett Library](https://libraryproxy.harding.edu/login?url=https://muse.jhu.edu/book/17399) webpage URL: <https://libraryproxy.harding.edu/login?url=https://muse.jhu.edu/book/17399> Please do not hesitate to email Amy McGohan at the Brackett Library amcgohan@harding.edu if you have any questions.
- 4) Laptop or tablet with internet access
- 5) Access to YouTube platform

* **Note:** Completion of student installation + registration for **both True+Way ASL and GoReact** is critical because the only way to receive a cumulative grade by the end of the semester is to initiate this installation + registration process at the very beginning of the semester. Otherwise, no cumulative final grades will be available for any **unregistered students** since all grades including assignments, worksheets, quizzes, and tests within TWA and GoReact are streamlined and maintained online via SpeedGrader in Canvas. Hence, none of the grades will be maintained manually.

Course Level Outcomes: At the end of this course, the students should be able to do the following:

1. Vocabulary Development

- a. Recognize and produce vocabulary in each unit.
- b. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lectures, and videos.

2. Grammatical Features

- Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
- Identify grammatical features within short dialogues in ASL directed by the professor.

3. Conversational and Communication Skills

- Demonstrate comprehension and conversation facilitating behaviors.
- Demonstrate comprehension and production of regulating behaviors, (i.e., attention-getting techniques, turn-taking signals, and others)
- Comprehend short narratives and stories in ASL signed by the professor, Deaf ASL speakers, or ASL videos added by the professor.
- Demonstrate the ability to create, conduct and terminate a short content-specific conversation.

4. Cultural Awareness

- Analyze and critique competing perspectives of diverse Deaf Communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.
- Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

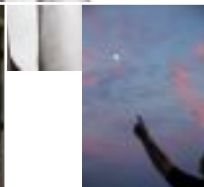


ASL Immersion and No Talking Policy:

While this course is fully online and synchronous, an important component of ASL learning in ASL courses via fast learning of the language is through full-immersion in ASL as well as utilizing cultural behaviors within deaf culture. All conversations, questions, and answers are expected to be in ASL during class (keep this in mind for any synchronous courses in ASL you may take in the future). Students will maximize their learning potential by using ASL, written English, gestures, or other means necessary excluding spoken language to convey meaning and communicate with peers and the instructor.



Draw a picture



Point to what
you're talking about



Use Gestures



Use Photos



Write it down

Please understand that it is extremely rude and culturally inappropriate to use your voice in an ASL class and especially inconsiderate when Deaf people are present. If a student interacts uses their voice in class, the instructor will ask the student to leave the class for a short period of time and will allowed back in. For second time, the student may be asked to leave for a longer period of time and might be marked as absent. For the third time, the student will be asked to leave and be marked as absent for the day. If the behavior persist, the students' grades will reflect and action may be taken to remove the student from course. The use of voice in a signing environment can be harmful and distracting to other students' learning. Outside of ASL learning, for clarification on policies, or general concerns/questions, written descriptions through e-mail, notepads, phone notes, etc. may be used to communicate with the instructor.

Other ways to communicate when you aren't sure to how to sign it:

Sign Variations



Just like in any language, you may encounter different accents and signing styles. As a learner of ASL, you will need to accept and adapt to the fact that what you learn in my class may not always be exactly what you will see in the Deaf community. Some ASL instructors may have different signs for the same meanings because of their background and where they were raised. It is important that you are aware of and respect the differences.

My approach to ensuring that you have a strong foundation in ASL to select commonly understood and used signs, including sometimes introducing multiple variations if they are equally used and understood. Whenever possible, I will introduce local signs if they are different from the curriculum and workbook to show respect to local Deaf ASL users. However, you may learn as you continue to take ASL classes, some of the sign variations you will see in the community are the result of attempts in the past and to this day to Anglicize ASL – in other words adding strong English influence in ASL, often completely changing the grammar and vocabulary to make it more similar to the English language. I will not be teaching this contact language in this course even though you may encounter this in the community.

Webcam, Recording and Video Appearance Requirements

The Deaf community is a visual community. We all communicate in our language visually and that includes our facial expressions, body language, hand placement and spatial agreement. Clothes or background in the video or webcam that contain stripes, plaid, bright colors or poor lighting will interfere with the understanding of ASL. Grace will be given for the first offense. However, after that, any videos or webcams that includes those elements that will result in point deductions from the grade for the second offense. For the third offense, more points will be deducted from the grade. After third offense, it will result in an automatic zero. This applies to all parts of this course; attending in class on zoom, assignments, tests and group assignments.

Your background and clothes should be solid contrasting with your skin tone, and the surroundings should be well-lit (not with window or bright light in the background). If you are uncertain what would be acceptable, please contact your instructor.

Syllabus Continues on next page.

General Course Schedule*

| Week | Units |
|---------------------|---|
| 1 1/8-12 | Syllabus / Assimilated Fingerspelling / Unit 7.1 |
| 2 1/15-19 | Unit 7.1-7.2 vocabulary / videos / worksheets |
| 3 1/22-26 | Units 7.3-7.5 / vocabulary / videos / worksheets / ULA |
| 4 1/29-2/2 | Units 8.1-8.2 / vocabulary / videos / worksheets / ULA |
| 5 2/5-2/9 | Units 8.2-8.4 / vocabulary / videos / worksheets / ULA |
| 6 2/12-2/16 | Units 8.1-8.4 Review & Discussion on Bible Story Presentation for end of Semester Common Signs used in Bible Video Part 1 |
| 7 2/19-2/23 | Units 8 / POA / SOAR Part 1 & 2 |
| 8 2/26-3/1 | Midterms Unit 7 & 8 Project You will be given a project focused on Unit 7 & 8 and an entire week to complete this. More details will follow in the week before midterm. |
| | ** From February 28th to March 31st - instructor will teach remotely from Africa. ————— Spring Break: March 4-8 ————— |
| 9 3/11-3/15 | Unit 9.1 / vocabulary / videos / worksheets / ULA Bible Story Selection for Presentation Due on Saturday, March 16th |
| 10 3/18-3/22 | Units 9.1–9.2 / vocabulary / videos Common Signs used in Bible Video Part 2 Moment of Truth reaction paper due on Saturday, March 23rd by 11:59 pm |
| 11 3/25-29 | Units 9.2–9.3 / vocabulary / videos / worksheets / ULA Common Signs used in Bible Discussion - Q & A |
| 12 4/1-4/5 | Units 9.3 / Worksheets Part 1 and 2 Moment of Truth class discussion Thursday, April 4th |
| 13 4/8-4/12 | Units 9.2 + 9/3 / Comprehension ULA for 9.2 and 9.3 combined **Instructor will be teaching remotely from South America. |
| 14 4/15-4/19 | Unit 9.4 / vocabulary / videos / worksheets / ULA / Comprehension/SOAR |
| 15 4/22-4/26 | Unit 9 Test Deaf Interaction Papers Due on Friday, April 26th |
| 16 4/29-5/3 | ASL III Finals: Bible Story Presentation |

* Detailed course schedule including assignment due dates will be available in the course itself (within Canvas). Any changes will be announced to the full class. **PLEASE NOTE: This course schedule is subject to change.**

Course Grading System

Your comprehension and production skills will be evaluated regularly throughout the course in different ways, including the following assignments:

Breakdown of the overall grade:

| | |
|---|------------------------------|
| Assignments | 100 points (10 percent) |
| Video Logs | 90 points (9 percent) |
| Unit 7 & 8 Midterm Project | 100 points (10 percent) |
| Video Assignments/Presentations | 120 points (12 percent) |
| Moment of Truth Paper | 50 points (5 percent) |
| Bible Story Presentation | 200 points (20 percent) |
| ASL Group Labs (Thursdays) | 75 points (7.5 percent) |
| Deaf Community Interaction Paper | 75 points (7.5 percent) |
| Unit 9 Exam | 90 points (9 percent) |
| Unit Learning Assignments (ULA) | 100 points (10 percent) |
| Class Attendance/Participation** | Read below for policy |
| Overall: | 1000 points (100 percent) |

Video Log - 90 points (9 percent):

After viewing ASL specific videos, provide a brief concise feedback (as discussed in class). Each Video Log is to be TYPED + submitted via Canvas on the day it is due. **Each Video Log is worth 30 points. You will be given 90 possible points altogether for three (3) video logs** (3 video logs = 90 points total). **PLEASE INCLUDE YOUR NAME + CLASS INFO on your submission logs!**

To complete the Video Logs, you may view videos via YouTube.

| | |
|--------------|---|
| Video Log 1: | 3 viewing hours due Sat., February 3rd, 2024 |
| Video Log 2: | (details as specified in Canvas) Sat., March 2, 2024 |
| Video Log 3: | (details as specified in Canvas) Sat., April 20, 2024 |

To receive full credit, each video log must include all of the following:

- Your name + course information (ASL III, day, time, name of professor)
- Video title + URL
- Date viewed
- **Total length** of each viewing session/**time (minimum of two hours required)**
- Concise and **TYPED** brief feedback for each video viewing (as discussed in class) This is **NOT A TRANSCRIPT**; Please include YOUR specific feedback
- Add-up/tabulate your cumulative viewing time (A “running total” or a tabulated total, as discussed in class. E.g., 20 mins x 2 (for viewing a video twice) + 17 minutes of one video = 57 total viewing time)
- Video Logs must be typed
- Please submit Video logs via Canvas

Unit 7 & 8 Midterm Project - 100 points (10 percent):

More details will be provided as time gets closer to the midterm. Basically, you will be given a week to complete the Unit 7 & 8 Midterm project online via GoReact. This project will show what you have learned and practiced from Unit 7 & 8 in True-Way ASL.

Video Assignments / Presentations - 120 points (12 percent):

Your instructor will either assign topics for you to develop your signed presentation via GoReact or assign Self-Observation Assessment Review (SOAR) presentation video assignments. **Three signed presentations will be required.** (As discussed in class) For the GoReact ASL presentation, you are expected to:

- submit to your instructor a typed ASL Outline of your presentation in PDF format via email at msickon@harding.edu **at least two days PRIOR** to beginning your signed presentation
- each student will present the topic presentation in ASL via GoReact
- **LIMIT** presentations to no less than 2 minutes long and no more than 2.5 minutes total length. (When you are not prepared, it is very evident, so please PRACTICE prior to your presentation!)
- Your signed presentation is worth 30 points. (20 points for your sign presentation and 10 points for your TYPED ASL outline.)

Be fully aware that handwritten outlines will **NOT** be accepted. If you are unprepared and do not have a typed ASL outline, you may not present your ASL production assignment and you will receive a zero for that assignment. All presentations less than 2 minutes will be subject to penalties. You are responsible to prepare and practice your assignment in advance. This includes timing your presentation beforehand. Total: **40 points each assignment or presentation (altogether 120)**

Assignments - 100 points (10 percent):

Another 1 points is allocated for all other assignments given throughout the course via True-Way (except for ULAs and other components outlined in the Grading breakdown.).

Moments of Truth Paper - 50 points (5 percent):

Robert R. Davila, The Story of a Deaf Leader, by Harry G. Lang Reading Response/Reaction Paper, 50 points, 1–1½ page response/reaction paper TYPED double-spaced. Handwritten papers will NOT be accepted. Please include your name and course name on your paper.

Due **Saturday, March 23, 2024 by 11:59 pm.**

Bible Story Presentation - 200 points (20 percent):

Week of April 29th to May 4th - More details will follow when we get closer. This will be done in classroom.

Selection of Bible story **DUE On March 16, 2024.** This will allow the instructor to ensure that there's enough time to integrate needed vocabulary for your Bible Story in the classroom and to avoid duplicates in class. If you do not select a Bible Story for your presentation and submit it on time, you cannot do your presentation without doing this first.

You will be required to select a story from the Bible, and sign it in a story format using what you have learned throughout the course such as role-shift, character development, entrance & exit,

spatial agreement, body language, and facial expressions. You must limit your story to between 5 minutes to 7 minutes. Too short or long may count against your grade.

Be creative – use visual aids, costumes, or such to demonstrate the biblical story cohesion. If you desire to submit a video of your ASL Bible story, permission from the instructor is required.

ASL Group Labs (Thursdays) - 75 points (7.5 percent):

On certain Thursdays, instead of meeting as a class, the class will be divided into two groups and each group will meet on their own but must record their group activity via GoReact. More details will be provided in GoReact, and announcements will be made when a Thursday becomes a Lab day.

This is to allow you the opportunity to practice signing with each other in more relaxed setting, as American Sign Language is a language that requires a certain degree of interaction that includes many components such as facial expression, spatial agreement, hand placement and much more.

Currently, I forecast that there will be three or four Thursdays that may fall under this category.

For each Group Lab, you have from Thursday to Sunday, 11:59 pm to meet and complete the GoReact assignment together as a group. Altogether, this counts 75 points (7.5 percent of your course grade).

This also ties in your class attendance and participation.

Deaf Community Interaction Paper - 75 points (7.5 percent):

You will be expected to attend one Deaf community event, and interact with Deaf individuals. Just merely showing up at the Deaf community event will not suffice for this assignment. You will be required to write two pages essay incorporating the following details:

- Date of the Deaf Community Event
- Names of three Deaf Individuals you met
- Signs that you have learned from the event
- Struggles that you have experienced
- What you have seen in the event that were covered in class

This is due no later than **11:59pm on Friday, April 26th**. No exceptions will be made for late submission.

Academic Integrity: Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

University Assessment: Since its charter in 1924, Harding University has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and

Schools. The university values continuous and rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Evaluation and Grading: Each assignment will be assigned an appropriate number of points. All aspects of the assignment will be considered in grading the assignment including promptness, professionalism, and responsibility. Attendance, class participation and presentation will also be considered in the final grade. The student will receive feedback for the duration of the course. This may be in the form of narrative information and/or component grades, and will be provided in Canvas' Gradebook. Supplemental feedback may also be provided via GoReact and Canvas. Component details may include, but are not limited to, the following: exams, mid-term, quizzes, current events, projects, reaction papers, presentations, and participation.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

| | |
|---|-----------------------|
| A | 90% - 100% (900-1000) |
| B | 80% - 89% (800-899) |
| C | 70% - 79% (700-799) |
| D | 60% - 69% (600-699) |
| F | 0% - 59% (0-599) |

****Attendance/Participation:** Your attendance is required for successful mastery of course material. You are expected to attend every class. Roll will be taken. You are allowed three (3) unexcused absences. **Any unexcused absences beyond three, is automatically subject to a five-point penalty from your final grade in the Canvas SpeedGrader. For absences to be excused, you must email me before you are absent even if you have contacted the nurse of the Office of the Provost. You would also need to attach a medical note from the doctor for an excused absence related to illness. You are responsible to initiate an email to me concerning an excuse note for your care from the Student Health Services.** Of course, during these times involving COVID, I am prepared to make an exception to this rule following a discussion.

As the student, you are expected to be prepared for class (e.g., read materials, view TWA content videos and materials, familiarize yourself with the vocabulary and grammar) and to be an active contributor in the learning process.

Tardiness: If you are going to be more than 15 minutes late to class please do not attend class. Coming in late is disruptive to many and causes an atmosphere of confusion. **If you are more than 15 minutes late for class, you will be considered absent (unexcused) for that day.** If arrangements have been made prior to a class session, exceptions can be made.

If you miss class please obtain notes from a fellow classmate and watch the class recording via Echo360 in Canvas. This includes any handouts, lecture notes or special instructions. It is **your responsibility** to get any materials that you missed.

Video/Audio Recording in Class: No recordings of any kind are permitted except for Echo 360 class recordings provided by Harding University for your reviews. Failure to receive authorization to video or audio record lectures or materials presented in this class is a violation of copyright and might be subject to penalty under the law.

Rubrics: There are grading rubrics associated with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you formulate your responses and earn full points. Rubrics used in this class will be discussed prior to the assignment.

Deadlines/Late Policy: Students are encouraged to work ahead of deadlines and to check the Canvas calendar regularly for assignment due dates. Early submissions are accepted and meeting the posted deadlines represent the self-paced nature of studying and/or online learning. No late assignments will be accepted; however, if there are any extenuating circumstances, please let the instructor know ASAP. Per discretion of the instructor, extensions may be provided, but is not guaranteed.

Students with prior excused absences are still expected to submit assignments on time (including excuses as approved by the Office of the Provost, for example). Exceptions may be granted on a limited basis if the student communicates in a timely manner with the course instructor.

Worksheets, quizzes, projects and tests missed during class sessions due to any absences Any time past the granted deadline warrants an automatic zero on the missed worksheets and quizzes. In certain situations, the instructor reserves the right to extend the deadline.

However, for assignments, projects or exams that have been communicated well in advance and provided to students with ample time to complete warrants an automatic zero unless it's a extenuating circumstance such as a death in the family, medical reasons merits a discussion.

If there is a problem and you are unable to meet the deadline, the onus is on you, the student, to communicate with the instructor in advance. If you are ill and cannot meet a deadline, you are responsible for contacting the instructor **before** (*not after*) the deadline.

Writing Style/Referencing: Learning to write is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional work is required for this course. Make sure you submit your own words, thoughts or ideas. If you write and include someone else's ideas and thoughts, this would need to be cited. (Give credit where credit is due.)

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Suite 239 in the Student Center and can be reached at (501) 279-4019.

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. ***Cheating***: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. ***Plagiarism***: Representing the words, ideas, or data of another as your own in any academic exercise.
3. ***Fabrication***: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. ***Aiding and Abetting Academic Dishonesty***: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. ***Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience***: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. ***Respect***: Students are expected to respect other classmates' opinions and ideas at all times.

Special Note on the use of AI such as ChatGPT

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance. The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Canvas or Internet Outages Policy: As a learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Inclement Weather: Should inclement weather prohibit your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Classroom Netiquette: All students should be in their seats at the time class is scheduled to begin and logged into class on time. Electronic devices should be turned off or set at silent mode during class sessions. No headphones or airpods are permitted in class. Laptop computers or tablets should be brought to class regularly as quizzes and other activities may involve internet connectivity. ASL requires visual language, so students must be attentive during class. Do not attempt to “multitask” while on your computer. If students are caught “surfing” or working on other assignments, it will be counted as an unexcused absence. To be present, you need to be entirely present. Gum chewing during class will not be permitted. All conversation in class must be communicated, voiced or signed.

Changes to Syllabus Notice: The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the instructor.

Technical Support: For technical assistance, please contact e-Learning Help Desk Monday-Friday 8 AM-5 PM at:

Phone: 501-279-5201

Email: elearning@harding.edu

Web: <https://www.harding.edu/administrative/ist/elm>

For Canvas assistance, search <https://guides.instructure.com/m/4212>

Academic Support Services: Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](https://library.harding.edu/index) - <https://library.harding.edu/index>
- [Tutoring](https://www.harding.edu/student-life/arc) - <https://www.harding.edu/student-life/arc>
- [Testing](https://www.harding.edu/administrative/testing) - <https://www.harding.edu/administrative/testing>
- [Writing Center](https://www.harding.edu/academics/colleges-departments/arts-sciences/english/writing-lab) - <https://www.harding.edu/academics/colleges-departments/arts-sciences/english/writing-lab>

Student Support Services: Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Counseling](#)
- [Registration](#)
- [Student Life](#)
- [Financial Aid](#)
- [Career Services](#)

Student Declaration: Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, when applicable. I acknowledge and adhere to its disclaimer statements.
- I affirm and uphold Harding University's [Code of Academic Integrity](#).

Restriction on Disclosure and Distribution: Students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. To foster a safe environment for learning, however, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

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Notes from the Instructor: I am enthusiastic and honored to help you grow in your knowledge, appreciation, and skills to communicate in American Sign Language. May the Lord bless us as we navigate together through this semester! “Commit everything you do to the Lord. Trust Him, and He will help you.” – Psalms 37:5

Please be aware that ASL tutoring is available through the Academic Student Services. You are encouraged to reach out to them any time for tutoring or practice! Contact Darla Phillips, Director of Academic Resources at STU 236H. Phone 501-279-5929 / Email dphillips@harding.edu

I have reviewed this ASL 3270-01 Spring 2024 Syllabus and acknowledge my responsibility for this course.

X _____
(first and last name)

X _____
(date)