



**Harding University course:** ASL 3270-01 American Sign Language III  
**Semester term:** Fall 2024 August 19 to December 13, 2024  
**Class location / schedule:** Swaid 214 Tu/Th 2:30-3:45 PM CST



**Adjunct Professor:** Matt Sickon  
**Office location:** Remote office  
**Office hours:** Wednesdays (4:30pm to 5pm CST)  
Fridays (3:30pm to 4pm CST)  
All other times by appointment  
**Email:** [msickon@harding.edu](mailto:msickon@harding.edu)  
**Phone:** 240 650 0094  
**Video Mail:** Canvas

**For phone:** If I am unable to answer, please leave a voicemail message.

**For video mail:** Please utilize the video recording feature within Canvas to send messages to me in American Sign Language. Instructions: Go to Canvas > Inbox icon at the menu bar along the left-hand margin > Compose Message at top right corner > click at the recording arrow icon (bottom left corner) to activate the recording feature > record your message in ASL. Please be sure to include my email address [msickon@harding.edu](mailto:msickon@harding.edu) in the "To" box prior to sending your recorded message.

**Zoom Info:**

<https://zoom.us/j/96842447544?pwd=EhEk01Xzg6fHCQUJojRuqCxuJn5Inj.1>

Meeting ID: 968 4244 7544

Passcode: HASL3Fall

**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.

**Generative AI is NOT allowed for any purpose**

The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding's Academic Integrity Policy.

**Course Outline:** *Unit 7* - Food  
*Unit 8* - People Among Us  
*Unit 9* - My Home  
*Unit 10* - Workplace

**Required Texts/Materials:**

- 1) Purple Moontower. (2021). TRUE+WAY ASL Student eWorkbook Units 5-7 (3rd Edition).<sup>\*</sup> You can obtain your access code through the Harding University bookstore and then pick up your code in person at the bookstore. Please complete your TWA installation and registration process in Canvas and have your TWA "book" available on your laptops no later than the first day of class. Retain your receipt and access code. <sup>1</sup>
- 2) GoReact video software program + platform:.\* Please purchase your student subscription code from the Harding University Direct Access within Canvas and then proceed with your GoReact student subscription set up via the True+Way ASL (TWA) curriculum in Canvas. There is a module in the TWA curriculum entitled "True+Way ASL (TWA) Enrollment" which is where you can locate an assignment entitled "GoReact Roll Call". If necessary, further information concerning the GoReact platform is available online at 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](mailto:amcgohan@harding.edu) if you have any questions.
- 4) Laptop with internet access ( No Phones or Tablets as they will not do well in zoom)
- 5) SignOn Service: This is a new service that I am introducing to this course. It will be an option for the following areas; ASL Lab, Deaf Interaction assignment, and ASL Tutoring. There are certain fees associated in using this service - it is the belief of all ASL instructors at Harding University that using this service would be of great benefit to you learning and improving on ASL. Please see below for more details.

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<sup>1</sup> **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.

Information and Instructions for signing with SignOn service:

SignOn is an immersive online learning tool that connects American Sign Language learners one on-one with our Deaf ASL Ambassadors via live, two-way 30-minute online sessions. This interaction enhances and improves communication skills (receptive, expressive, & social language).

SignOn sessions increase signing confidence significantly with improved practice, streamlined language techniques, exposure to numerous signing styles and Deaf culture. Users can personalize their experience choosing to practice everything from basic vocabulary to daily conversation.

Our pricing for our SignOn One-on-One sessions:

One 30-minute session costs: \$27

Two 30-minute sessions cost: \$50

Five 30-minute sessions cost: \$110

Advantages of using SignOn One-on-One sessions:

Flexible Scheduling with availability of 14 hours/day; 7 days a week

Safe and in the comfort of your own home

Access to over 35 Deaf ASL ambassadors committed to helping students learn Personalized Feedback

All sessions recorded and archived for review and further study

SignOn Immersion Pods consists of 4 students and one of our Deaf Ambassadors meeting the amount of times selected. These sessions will occur as scheduled at the beginning of the semester. SignOn will work with the teacher/professor to set up each pod of 4 students and the scheduling of each pod.

Our pricing for our SignOn Immersion Pods per student: One 30-minute session costs: \$18

Advantages of using SignOn Immersion Pods:

Cost efficient

Convenient for Students and Staff

Safe and in the comfort of your own home

Full ASL immersion with 3 other classmates and a SignOn Deaf Ambassador

All sessions recorded and archived for review and further study

To Register for this - this is the best option: Students become members of the American Society for Deaf Children (ASDC) for \$35. They receive all the benefits of becoming members as well as 5 free sessions of SignOn.

<https://deafchildren.org/knowledge-center/asl-resources/sign-on/>

**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**

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

**3. Conversational and Communication Skills**

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

**4. Cultural Awareness**

- a. Analyze and critique competing perspectives of diverse Deaf Communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.
- b. 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.

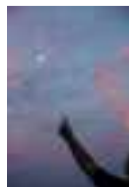
***Please understand that it is extremely rude and culturally inappropriate to use your voice in an ASL class and especially inconsiderate when Deaf people are present.*** If a student interacts uses their voice in class, the instructor will ask the student to leave the class for a short period of time 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:**



Draw a picture



Point to what you're talking about



Use Gestures



Use Photos



Write it down

## 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<sup>2</sup>

<i>Week</i>	<i>Units</i>
1 8/19-8/23	Syllabus / Assimilated Fingerspelling / Unit 7.1 <b>*Due to funeral, there will be no class on Thursday, August 22nd.</b>
2 8/26-8/30	Unit 7.1-7.2 vocabulary / videos / worksheets
3 9/2-9/6	Units 7.3-7.5 / vocabulary / videos / worksheets / ULA
4 9/9-9/13	Units 8.1-8.2 / vocabulary / videos / worksheets / ULA
5 9/16-9/20	Units 8.2-8.4 / vocabulary / videos / worksheets / ULA - Video Log #1 (9/21)
6 9/23-9/27	Units 8.1-8.4 Review & Discussion on Bible Story Presentation Common Signs used in Bible Video Part 1
7 9/30-10/4	Units 8 / POA / SOAR Part 1 & 2
<b>10/4</b>	<b>Fall Break</b>
8 10/7-10/11	<b>Midterms</b> Unit 7 & 8 Project More details will follow in the week before midterm. From 10/7 to 11 - instructor might be out but emails may be still monitored.
9 10/14-10/18	Unit 9.1-9.2 / vocabulary / videos / worksheets / ULA <b>Bible Story Selection for Presentation Due on Sat, October 19th</b>
10 10/21-10/25	Units 9.3-9.4 / vocabulary / videos / worksheets / ULA Common Signs used in Bible Video Part 2
<b>10/25-26</b>	<b>Homecoming Weekend</b>
11 10/28-11/1	Units 10.1-10.3 / vocabulary / videos / worksheets / ULA - Video Log #2 (11/2) Common Signs used in Bible Discussion - Q & A <b>Moment of Truth</b> reaction paper <b>due on Sat, November 2nd by 11:59 pm</b>
12 11/4-11/8	Units 10.4-6 vocabulary / videos / worksheets / ULA <b>Moment of Truth</b> class discussion Thursday, November 7
13 11/11-11/15	Units 9 & 10 Review - Video Log #3 (11/16) ** Instructor might be out but emails may be still monitored.
14 11/18-11/22	<b>Unit 9 &amp; 10 Exam</b> - more details will be provided before this week. You will have a week to complete it.
<b>11/25-11/29</b>	<b>Thanksgiving Break - No Classes</b>
15 12/2-12/6	<b>ASL III Project Review &amp; Preparation: Bible Story Presentation</b> <b>Deaf Interaction Papers Due on Thursday, December 5th (no extensions allowed)</b>
16 12/8-12/13	<b>ASL III Project: Bible Story Presentations</b>

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<sup>2</sup> 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:

<b>Assignments</b>	100 points (10 percent)
<b>Video Logs</b>	90 points (9 percent)
<b>Unit 7 &amp; 8 Midterm Project</b>	100 points (10 percent)
<b>Video Assignments/Reflections</b>	120 points (12 percent)
<b>Moment of Truth Paper</b>	50 points (5 percent)
<b>Bible Story Presentation</b>	200 points (20 percent)
<b>ASL Group Labs (Thursdays)</b>	75 points (7.5 percent)
<b>Deaf Community Interaction Paper</b>	75 points (7.5 percent)
<b>Unit 9 &amp; 10 Exam</b>	90 points (9 percent)
<b>Unit Learning Assignments (ULA)</b>	100 points (10 percent)
<b>Class Attendance/Participation**</b>	<b>Read below for policy</b>
<b>Overall:</b>	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 on Sat., September 21, 2024
- Video Log 2: 3 viewing hours due on Sat., November 2nd, 2024
- Video Log 3 (may be adjusted by the instructor): Sat., November 16, 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) - Week 8 (10/7-10/11):**

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 / Reflections - 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 reflections (altogether 120)**

**For Reflections - you will have several articles to read and reflect, and share your thoughts and response to those articles. You will be informed when this happens.**

### **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 due on **Sat, November 2nd by 11:59 pm**

### **Bible Story Presentation - 200 points (20 percent):**

Week of December 8th to 13th - More details will follow when we get closer. This will be done in classroom.

Selection of Bible story **due on Sat, October 19th**. 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 in advance, 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 OR use the SignOn Service. More details will be provided on 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 Lab day, you have from Thursday to Sunday, 11:59 pm to meet and complete the lab assignment together as an individual or group. Altogether, this counts 75 points (7.5 percent of your course grade).

The other option is use the SignOn and work on the lab assignment with a certified Deaf tutor. There is a fee for this service - it can be done as a group, or on individual basis. The instructor must be **informed in advance** if you are planning to use this option for one of those labs.

This also ties in your class attendance and participation.

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

You will be expected to attend **three** Deaf community events or SignOn sessions, and interact with Deaf individuals for roughly a hour. Just merely showing up and not interact at the Deaf community event or SignOn Service will not suffice for this assignment. You will be required to write two pages essay for each event or SignOn session incorporating the following details:

- Date of the Deaf Community Event or SignOn Service
- Names of Deaf Individual you met (for community events - include at least 3 Deaf individual names)
- Signs that you have learned from the community event or Sign On session
- Struggles that you have experienced throughout the event or session
- What you have seen in the event that were covered in class

This is due no later than **11:59pm on Thursday, December 5th**. No exceptions will be made for late submission, and there will be no consideration for any request for an extension.

**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 ten-percent penalty from your final grade. For the 7th unexcused absence and beyond would result in an automatic failure for the course.**

**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.**

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.) As stated earlier, using generative AI is **NOT allowed** in this course.

**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 (mainly the phones, etc 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](mailto: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](#)
- [Registration](#)
- [Financial Aid](#)
- [Counseling](#)
- [Student Life](#)
- [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.

**Copyright Notice:** Unless otherwise noted, all materials presented and delivered during the course are the property of the presenter and Harding University and any duplication, reuse, retransmission, or rebroadcast of any course materials without the express written consent of the instructor or an authorized agent of Harding University is prohibited.

**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](mailto:dphillips@harding.edu)  
This also can be accomplished via SignOn but at your own expense.

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

X \_\_\_\_\_  
(first and last name)

X \_\_\_\_\_  
(date)