Harding University course:	**CSD 2770** American Sign Language II
Semester term:	**Spring 2025** January14-May 9
Class location / schedule:	Swaid 214 Tu/Th 11:30 AM-12:45 PM

Adjunct Professor: Cindi Cesone
Office location: Remote office
Office hours: Google Meet by appointment upon the student and instructor's schedule.
Email: ccesone@harding.edu   Phone: 301/200-1665   **Video Mail:** Canvas

> **Phone:** If I am unable to answer, please leave a voicemail message.
> **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 ccesone@harding.edu in the "To" box prior to sending your recorded message.

Office Hours: Remote office. Appointments are scheduled via Google Meet upon availability of the student and instructor's schedules.

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.

Prerequisite: ASL I

Course Description: This course is appropriate for students who have completed ASL I with a basic knowledge of American Sign Language (ASL). ASL is the language used by Deaf people in the United States and parts of Canada. This course will further examine ASL's basic concepts: unique grammatical features, syntax and structure. This course exposes students to the richness of Deaf history, Deaf values, Deaf social norms and how important each area is to the Deaf community. Since a language cannot be separated from its culture, ASL students are encouraged to appreciate and respect the Deaf culture as they develop a deeper awareness and understanding of ASL, the language of the Deaf. This course focuses on vocabulary and sentences from the prerequisite of units 1-4 True+Way ASL (TWA) as well as completing units 5-7 TWA. This course will examine tenses (past, present and future,) how one properly expresses time concepts, calendar events, life events, how one gets things done and the importance of explanations (Deaf Culture.) We will explore ways that daily activities, opinions, ideas, hobbies, sports, recreation & exercise, foods and regional cuisines are discussed and expressed in ASL.

Course Purpose, Objectives and Learning Outcomes: ASL II 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.

Student Learning Objectives (SLOs): The objectives of this course are to provide students basic communication skills, awareness of culturally appropriate behaviors and expose students to basic aspects of ASL grammar such as use of space, proximalization, non-manual markers, classifiers, referents, and cross-cultural information such as appropriate attention getting strategies, politically correct terminology and behavior norms. Students have the opportunity to develop

practical skills and knowledge necessary for basic interactions within the Deaf community and should be able to communicate in routine basic situations within authentic cultural context. Students will express daily function dialogues and stories utilizing ASL techniques, grammar and (Deaf) cultural components. Students will demonstrate receptive and expressive skills utilizing functional dialogues occurring in daily life. Students will demonstrate understanding of stories by a variety of ASL signers and apply critical thinking skills in understanding ASL Literature as it relates to Deaf Culture. Topics include: daily routines (everyday functions and conversational behaviors appropriate to ASL), use of tenses, description of people and locations (geographic and local), food, animals, sports, activities, making plans and also incorporating lessons learned in ASL I as well as ASL II.

Required Texts/Materials:

1) Purple Moontower. (2021). *TRUE+WAY ASL Student eWorkbook Units 5-7* (3rd Edition).*****
(Please ***purchase the printed textbook version*** via Harding bookstore even though it is actually the eWorkbook curriculum for this course.) 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.

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) Deaf culture-related literature: ***Finding Zoe: A Deaf Woman's Story of Identity, Love, and Adoption***, by Brandi Rarus and Gail Harris (ISBN: 978-1950665785) To purchase the ***Finding Zoe*** book, log in to your Pipeline account, search for bookstore buymybooks, and follow the prompts to get to the link for your booklist. Your booklist should include ASL 2770 and the books adopted for it.

4) Laptop or tablet with internet access

5) Access to YouTube platform

* Note: Completion of installation + registration for **both True+Way ASL and GoReact** is critical because both contribute to the final cumulative grades. The only way to receive a cumulative grade by the end of the semester is to initiate registration at the very beginning of the semester and then maintain timely online submissions of assignments, worksheets, quizzes, and tests directly through TWA and GoReact within Canvas. Otherwise, there will **not** be any cumulative final grades for any **unregistered students**. All grades including assignments within TWA and GoReact are streamlined and maintained online via SpeedGrader. 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 items 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.

Course Outline:
  Unit 5 - Scheduling
  Unit 6 - Good Times
  Unit 7 - It's All About Food!

General Course Schedule*

Week		Units	
1	**1/14-16**	**Units 5.1-5.2**	FS + Nbr signs / C's Vocab Videos / Clock Signs **Unit 5.1 Worksheet Part 2** in class 1/14 & 1/16
2	**1/21-23**	**Unit 5.1–5.2**	Vocabulary & Snapshot videos / worksheets **Unit 5.1 Worksheet Part 3** quiz **Tues., Jan. 21**
3	**1/28-30**	**Units 5.2–5.3**	Vocab & Snapshot videos / worksheets
4	**2/4-6**	**Units 5.3–5.4**	Vocab & Snapshot videos / worksheets **Unit 5.3 Comprehension Quiz Testing Lab** 2/5-8
5	**2/11-13**	**Units 5.4–5.5**	Vocab & Snapshot videos / worksheets **Unit 5.4 Comprehension Quiz Testing Lab** 2/12-15
6	**2/18-20**	**Units 5.5–5.6**	Vocab & Spshot videos *Finding Zoe* reaction paper due **Saturday, 2/22**
7	**2/25-27**	**Units 5.6–6.1**	Vocab & Snapshot videos / worksheets *Finding Zoe* class discussion **Thursday, 2/27** **Unit 5 SOAR GoReact** presentation due **Sat., 3/1**
8	**3/4-6**	**Midterms**	**Unit 6.1 Comprehension** Quiz **Testing Lab** 3/5-8

| 9 | **3/11-13** | **Units 6.2–6.3** | Vocab & Snapshot videos / worksheets |
| | | | **Video Log #1** assignment due **Saturday, 3/15** |

| 10 | **3/18-20** | **Units 6.3–6.4** | Vocab & Snapshot videos / worksheets |
| | | | **Unit 6.3 Snapshot Quiz Testing Lab** 3/19-21 |

—— *March 24-28   Spring Break* ——————————————————

| 11 | **4/1-3** | **Units 6.4–6.5** | Vocab & Snapshot videos / worksheets |
| | | | **Unit 6 <u>GoReact</u>** expressive presentation due **Sat., 4/5** |

| 12 | **4/8-10** | **Units 6.5-7.1** | Vocab & Snapshot videos —— *April 10-12 Spring Sing!* |

| 13 | **4/15-17** | **Units 7.1–7.2** | Vocab & Snapshot videos / worksheets |
| | | | **Unit 7.1 Comprehension Quiz Testing Lab** 4/16-19 |

| 14 | **4/22-24** | **Units 7.3–7.4** | Vocab & Snapshot videos / worksheets |
| | | | **Video Log #2** assignment **due Saturday, April. 26** |

—— *April 28-May 2   Dead Week* ——————————————————

| 15 | **4/29-5/1** | **Units 7.1–7.5** | / **Unit 7.3 Snapshot** in class + REVIEW – *Dead Week* |

| 16 | **5/9-13** | **Final Exam** | **10:30 AM–12:30 PM   Wed., May 7** at *Testing Lab* |

* Detailed course schedule including assignment due dates will be available in the course Canvas. Any changes will be communicated in class and posted in Canvas. The instructor has the right to change any content of the syllabus in the event of extenuating circumstances.

Note: **CSD** = **C**onversation **S**tarter **D**iscussions within each unit are due on weekly Mondays.

Course Grading System

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

Video Log: After viewing ASL-specific videos, provide a brief concise and specific feedback (as discussed in class). Each Video Log is to be TYPED + submitted in PDF format via Canvas on the day it is due. Early submissions are accepted. **Each Video Log is worth 30 points. You will be given 60 possible points altogether for two (2) video logs. Please include YOUR NAME + CLASS INFO on your submission logs!**

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

> **Video Log 1:**   2 viewing hours total; due **Saturday, March 15**
> **Video Log 2:**   1 viewing hour total; due **Saturday, April 26**

To receive full credit, each video log must include all of the following:
- Your name + course information (ASL II, day, time, name of professor)
- All video titles + URLs
- Date viewed
- **Total length** of each viewing session/**time Note: A minimum of two hours is required for Video Log 1 and one hour for Video Log 2.**
- Concise and **TYPED** feedback for each video viewing (as discussed in class) This is **NOT A TRANSCRIPT**; Please include YOUR own specific and personal 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 PDF formatted video logs into Canvas

Video Assignments / Class Presentations: 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. **At least two 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 ccesone@harding.edu **at least two days PRIOR** to beginning your signed presentation (No outline is required for SOAR assignments. Instead, the sentences are already assigned to you for your ASL expressive presentations.)
- each student will present the topic presentation in ASL via GoReact
- LIMIT GoReact 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 before the day of class presentations!)
- Your signed presentation is worth 40 points. (30 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**.

Literature: Finding Zoe: A Deaf Woman's Story, Reading Response/Reaction Paper. 1–2 pages response/reaction paper **TYPED** double-spaced. Worth **50 points**. Handwritten papers will NOT be accepted. Please include your name and course name on your paper. **Due Saturday, February 22. Late penalty: 10 grade point deduction per day.** Therefore, this assignment may neither be submitted nor accepted after 5 days have passed from the original deadline date.

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%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

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 5 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.

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 actively engage by contributing in the learning process during class.

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) which would be an automatic 5 point deduction 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.

Cell Phones / Electronics / Texts: There is a zero-tolerance policy for cell phone usage and any electronics including earbuds during class. Turn them off or put them in silent mode until class is dismissed. If this classroom netiquette policy is disregarded, then an **automatic absence** will be issued for the day. **Each absence is an automatic 5 point deduction.**

Video/Audio Recording in Class: Absolutely no recordings of any kind are permitted except for Echo360 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 ahead of time in a timely manner with the course instructor.

Worksheets, quizzes, and tests missed during class due to any excused absences may be completed within a limited period of one day or as determined by the course instructor. Any time past the granted deadline warrants an automatic zero on the missed worksheets and quizzes.

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

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.

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 email communication with me is expected. Your personal safety is my primary concern. Any instances that arise will be handled 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, caps / hats, and 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 available, attentive and engaging. 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
- **Tutoring** - https://www.harding.edu/student-life/arc
- **Testing** - https://www.harding.edu/administrative/testing
- **Writing Center** - 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 <u>any</u> 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 and accomplish greater knowledge, appreciation, and skills to communicate in American Sign Language. In an effort to share my native language and experiences with you, it is truly a privilege to provide my personal best to further enrich your journey, so that God will be glorified. May the Lord guide and 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

Additionally, 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**

Acknowledgment and commitment from the student: I have reviewed this **ASL 2770-01 Spring 2025** Syllabus and acknowledge my responsibility for this course.

X _____   X _____
                    (first and last name)   (date)