

AMERICAN SIGN LANGUAGE (ASL)

Mrs. Hundrup

Welcome to ASL 3 and 4. This class is open to students who have completed ASL 1 and 2 with a C or better or with prior teacher approval. We will have a fun and stimulating year. My expectations are high and this class will require outside practice and study to succeed. If you try hard, have good attendance and complete all work, by the end of the year you will be signing with increased expressive and receptive fluency. This class will have an exception to the district electronic devices policy during the time at the end of the year when students will be allowed to use mp3 players to practice signing a song, which is the final project for ASL 3-4. The following information will guide you to success.

- I. **Texts:** Signing Naturally 1 by Cheri Smith, Ella Mae Lentz and Ken Mikos
For Hearing People Only by Matthew S. Moore and Linda Levitan
In This Sign by Jonne Greenberg
A Basic Course in American Sign Language by Tom Humphries, Carol Padden and Terrance O'Rourke
- Movies:** Selected episodes of CSI and Home Improvement, that feature deaf actors and deaf culture. Selected Deaf Culture Autobiographies, selected PBS and network documentaries covering deaf culture, In the Land of the Deaf, For A Deaf Son, Sound and Fury Follow-up, When Truth Lies

II. Course Outline:

- A. Vocabulary: Students will recognize ASL vocabulary expressively and receptively.
- B. Grammar and Syntax: Students will use ASL grammar and syntax (which is very different from English grammar and syntax!)
- C. Culture and History: Students will demonstrate an awareness of and sensitivity to Deaf culture and history.
- D. Fingerspelling: Students will increase their receptive and expressive fingerspelling skills.
- E. Non-Verbal Communication: Students will practice non-verbal communication skills and learn how this relates to effective ASL skills.
- F. Exposure to Interpreting: Students will be exposed to the field of interpreting and related careers in working with the Deaf through direct observation, lecture topics, reading assignments, and videos.
- G. Exposure to Deaf Community: Students will be exposed to the Deaf community through field trips, reading assignments, lecture, guest speakers, videos and out-of class experiences.

III. Grading Policy:

Students will earn points based on the following percentages:

Tests and quizzes: 60%

Participation/Attendance: 30%

Homework: 10%

You will have one week to make up quizzes and tests. No makeup will be allowed if you were unexcused. It is your responsibility to ask if you have missed a test and schedule a make up test. I will not remind you.

Work will not be accepted late for full credit. You may turn in work one day late for 50% credit. Work turned in after one day late will receive no credit. In addition you will be required to participate in community Deaf culture activities. This requirement will carry a grade equal to a test. **Two** hours per semester of participation are required (unless other arrangements have been approved prior to the activity.) You may do up to 10 additional hours of outside activity which will raise your grade one percentage point per hour completed **PROVIDED YOU HAVE TURNED IN AT LEAST 85% OF YOUR ASSIGNED WORK.**

A 100-92%	C+ 79-78%
A- 91-90%	C 77-72%
B+ 89-88%	C- 71-70%
B 87-82%	F 69-0%
B- 81-80%	

• Participation:

Your presence in the classroom is critical to your expressive and receptive skills. Active participation is a must! This is a visual gestural language, not a spoken language. Therefore, the majority of the class time will necessitate teaching and student participation without using voice. You will have the opportunity to earn 5 points each day by actively participating, following the no voice policy and adhering to classroom procedures.

- **Attendance:**

1. You will receive zero participation points if you are absent from class. You may make up participation points lost due to excused absences only. Unexcused or truant absences cannot be made up. Points lost due to tardiness, talking or sleeping cannot be made up. To make up the five points lost for an absence, you need to stay after school for 25 minutes. During that time, you will need to do one of the following options:
 - Bring a partner and sign silently
 - Review vocabulary, fingerspelling, numbers, or review handouts or reading assignments
 - Watch an ASL video
 - Read Deafness related books or articles
 - Work on a Bravo unit for extra credit

To receive make up credit, you will need to turn in a record of time spent labeled with your name, date absent, date of make up and period. You will have one week in which to make up your absence.

2. Students who are tardy loose 10 participation points. You must be in your assigned seat, engaged in the opening activity when the bell rings or you will loose participation points.
3. Excused absences are defined as participation in school approved activities, absence due to requests made by parent or guardian or absences resulting from disciplinary actions.

IV. Classroom policies and expectations:

- A. All students will have a Signing Naturally workbook (same workbook from ASL 1).
- B. All students will have an ASL notebook or a dedicated portion of a notebook to store handouts, notes and class work.
- C. If you use your voice during silent signing time you will lose participation points.
- D. Each student will be given five passes for the semester to use for trips to lockers or to the bathroom. When the passes are used up, no more trips out of the room will be allowed. Left over passes can be turned in at the end of the semester for one point each of extra credit.
- E. If behavior problems arise the following sequence of the teacher interventions will occur:
 1. Verbal warning
 2. Removal from class for a brief teacher/student discussion regarding clarification of behavioral expectations.
 3. Phone call to parents.
 4. After school detention.
 5. Administrative referral.

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Parents: I encourage you to email me anytime with questions you may have about my class and/or your student's progress. If you want to contact me by phone, either before or after school would be best.