

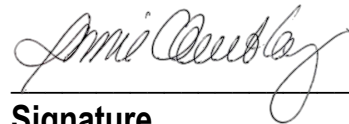
CURRICULUM PROPOSAL APPROVAL PAGE

Proposal Title: Creation of ASL 1301 "American Sign Language 1" and ASL 1302 "American Sign Language 2"

College: Liberal Arts Department: Chicano Studies, Languages, and Linguistics

DEPARTMENT CHAIR- Dr. Annie C. Tremblay

I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature

10/20/2025

Date

COLLEGE CURRICULUM COMMITTEE CHAIR - Dr. Selfa A. Chew-Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN - Dr. Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

CURRICULUM CHANGE MEMO

Date: 10/20/2025

From: Dr. Laura Mendoza, Assistant Professor of Instruction, Dept. of Chicano Studies, Languages, and Linguistics

Through: Dr. Annie C. Tremblay, Chair, Dept. of Chicano Studies, Languages, and Linguistics

Through: Dr. Anadeli Bencomo, Dean, College of Liberal Arts

To: Dr. Selfa A. Chew-Melendez, Chair, Liberal Arts Curriculum Committee

Proposal Title: Creation of ASL 1301 "American Sign Language 1" and ASL 1302 "American Sign Language 2"

Select the proposal content (select as many as apply) and provide the rationale.

Content

- ☐ New program or ☐ Program Change
- ☐ Bachelor's
 - ☐ Master's
 - ☐ Doctoral/Professional
 - ☐ Certificate
 - ☐ Fast Track
 - ☐ Minor
 - ☐ Concentration/Track
- ☒ New Course
- ☐ Closure (program, certificate, minor, concentration)
- ☐ Change
- ☐ CIP Code
 - ☐ Program/certificate SCH
 - ☐ Course Title
 - ☐ Course Description
 - ☐ Graduate Program Admission Requirements

Rationale

We propose the creation of **ASL 1301 (American Sign Language 1)** and **ASL 1302 (American Sign Language 2)** to expand UTEP's language offerings and support efforts to reduce health disparities in our region.

American Sign Language is a recognized natural language with its own grammar and cultural context, and it is the third most commonly used language in the United States. These courses will provide students with foundational ASL skills and cultural understanding, preparing them to communicate effectively with the Deaf and Hard of Hearing community.

At UTEP, interest in ASL spans multiple colleges, particularly the **College of Health Sciences**, where ASL proficiency is highly relevant for careers in healthcare and social services. We are collaborating with the **Department of Speech, Language, and Hearing Sciences**, which strongly supports these courses for their alignment with speech-language pathology and audiology programs.

Offering ASL strengthens UTEP's commitment to accessibility and cultural competence while enriching the curriculum. These courses will serve Liberal Arts students and meet the needs of future professionals across disciplines, reinforcing UTEP's role as a leader in accessible education.

COURSE ADD

All fields below are required

Add additional Course Add forms as needed

College: Liberal Arts

Department: Dept. of Chicano Studies, Languages, and Linguistics

Effective Term: Fall 2026

Rationale for adding the course:

We propose the creation of **ASL 1301 (American Sign Language 1)** to expand UTEP's language offerings and support efforts to reduce health disparities in our region. American Sign Language is a recognized natural language with its own grammar and cultural context, and it is the third most commonly used language in the United States. These courses will provide students with foundational ASL skills and cultural understanding, preparing them to communicate effectively with the Deaf and Hard of Hearing community.

All fields below are required

Subject Prefix and # ASL 1301

Title (29 characters or fewer): American Sign Language 1

Dept. Administrative Code : 0616

[CIP Code](#) 16.0905.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade Y, D

- How many times may course be repeated to satisfy minimum grade requirement? 1

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

This course is an introduction to the development of basic production and comprehension skills in American Sign Language (ASL). Students will learn ASL vocabulary, structure, and grammar. Course content also includes the manual alphabet and numbers. Students will develop basic conversational abilities, culturally appropriate behaviors, and learn about the culture and history of Deaf communities.

Keywords: American Sign Language

Contact Hours (per week): **3 Lecture Hours** **Lab Hours** **Other**

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|--|--------------------------|-----------------------------------|--|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):
Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

Course Syllabus

Department of Chicano Studies, Languages, and Linguistics
The University of Texas at El Paso

ASL 1301 – American Sign Language 1 (CRN #XXXXX), Fall 2026

Instructor: TBD	Schedule: TBD
Office: TBD	Classroom: TBD
Email: TBD	Office Hours: TBD

Course Information: What this class is about and what we will do

Course Description

This course is an introduction to the development of basic production and comprehension skills in American Sign Language (ASL). Students will learn ASL vocabulary, structure, and grammar. Course content also includes the manual alphabet and numbers. Students will develop basic conversational abilities, culturally appropriate behaviors, and learn about the culture and history of Deaf communities.

Learning Outcomes

By the end of the course, students should be able to:

1. Vocabulary Development

- Recognize and produce vocabulary items in each unit
- Demonstrate comprehensive proficiency in targeted vocabulary words drawn from class items, lectures, and videos

2. Grammatical Features

- Demonstrate comprehensive proficiency in 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

- b. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures

Required Materials

- Purple Moontower, LLC. (2021). *TRUE+WAY ASL Student eWorkbook Units 1-4* (3rd ed.).
- Access to Blackboard
- Access to Internet

Course Outline

- Unit 1: Welcome to the Deaf World
- Unit 2: Academics
- Unit 3: Family and Relationships
- Unit 4: Residences and Communities

Course Requirements

Students' comprehension and production skills will be evaluated as follows:

Attendance 10%

Attendance is extremely important in order to be able to learn ASL. Students should make every effort to attend every single class.

Conversation Starter Discussions 5%

Watch all conversation starters. Pick a question to answer and type your response in the discussion board by the due date. Once you type your response, you will be able to see your classmates' responses. Feel free to post additional questions and comments to better understand the conversation starters. Points will be deducted for late submission.

Peer Observation Assignment (POA) 5%

At the end of each unit, you will be watching videos of proficient Deaf ASL signers signing something incorrectly. Try to identify the error by answering the questions by the due date.

Worksheets 5%

Worksheets are designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by assigned due dates.

Self-Observation Assessment Review (SOAR) 15%

At the end of each unit, you will sign the sentences using appropriate ASL grammar structures. In this assignment, there are videos with proficient Deaf ASL signers for you to watch, practice, and identify areas you can improve and areas that you are doing well before recording yourself. Submit your video by the due date. **DO NOT** copy-sign or you will receive a zero grade.

Quizzes 10%

Quizzes are designed to cover content previously learned to ensure you are on the right pace in learning the material. Complete the assigned quizzes by the due dates.

Deaf Community Event 5%

Write a summary reflection on a Deaf Community Event you attended during the semester (please do not wait until the last minute to attend). Events will be shared with you on Blackboard.

Unit General Comprehension Test 5%

The test will cover material presented up to this point in the course. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes.

Unit Story Comprehension Test 5%

At the end of each unit, you will watch a story and answer questions about the story by the due date.

Unit Production Test 30%

The test will cover material presented up to this point in the course. You will translate English sentences into ASL. Practice your signing before recording yourself and submit your video before the due date. **DO NOT** copy-sign or you will receive a zero grade. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes. **You will complete this test outside of class.** Please follow the protocol for media production.

Exercises from the TWA (True Way ASL) student eBooks will be assigned each week. Students should be prepared to demonstrate their receptive and expressive sign skills during the class.

Protocol for the Production of Media

When producing visual material, by signing or interpreting, the student must be aware of the procedures that will **enhance** the production:

- **Backgrounds** should be a **solid** color that contrasts with a student's skin color. **NO lights, ceiling fans, and/or window behind you.**
- **Color of clothes** should be a **solid** color that contrasts with a student's skin color.
- Light skinned students wear darker **solid** color tops.
- Darker-skinned students wear lighter **solid** color tops.
- Tops should have sleeves; midriff should not be showing, low cut or sleeveless tops not permitted.
- Tops should not have distractions: buttons, emblems, and graphics.

Distractions

- Hair should be out of the face. Do not wear a hat.
- Do **NOT** sign into the BEDROOM/BATHROOM. Please record yourself in a room with a neat background. Also, do not involve children or someone that is not involved or pets in the video assignment.
- Jewelry should not be distracting (no dangling earrings, shiny necklaces, or sparkly pins).
- Gum chewing is not permitted.

Make sure you follow the instructions for each video project.

DO NOT copy-sign! The purpose of the video assignments is for you to show your signing skills. Practice first before you record yourself.

Grading

Grades will be assigned as follows:

- >89.45% = A
- 79.45-89.44% = B
- 69.45-79.44% = C
- 59.45-69.44% = D
- <59.45% = F

IMPORTANT: There will be no rounding up of grades beyond what is listed above. The instructor will not respond to emails that ask for adding or rounding points to the final grade, nor will she grant the opportunity for extra assignment for extra credit outside the options outlined in the syllabus.

Course Communication: How we will stay in contact with each other
--

Students should not hesitate to speak with the instructor for questions about or discussion of any issue or topic related to class. Here are communication channels that can be used outside of class time:

- **Office Hours:** The instructor will hold in-person for student questions and comments about the course. Virtual office hours on Zoom are also available by appointment. If these times do not work with students' schedules, they should contact the instructor to make an appointment at a different time.
- **Email:** UTEP e-mail is the best way to contact the instructor. Every attempt will be made to respond to students' email within 48 hours of receipt. When e-mailing the instructor, be sure to email from your UTEP student account, and please put the course number in the subject line. Always begin your email with a greeting (e.g., "Dear Prof. ____") and always end it with a salutation (e.g., "Best regards,"). In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Course Policies: What you need to do to be successful in the course
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ASL Zone Policy

This classroom is ASL Zone, avoid voicing or extreme English mouthing during class time. Once the professor enters the classroom, please silence yourself and sign with your class peers. Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in the Deaf culture. Write notes to each other if you must or SIGN! The **NO VOICE** rule will be enforced from the beginning until the end of the class.

The ASL class is a visual modality environment; therefore, please dress appropriately for easy sign viewing (solid contrasting tops, muted makeup, jewelry, etc.) for any lesson. And everyone must

follow the basic ASL cultural rules of *eye contact* and *always signing* in the classroom and around any Deaf signers.

If any of the requests are not followed, you will be asked to leave the class.

Attendance Policy

Attendance is extremely important to do well in the course. The instructor will take attendance. Students will be allowed to have up to two unexcused absences throughout the semester. Students who have more than two unexcused absences will need to provide evidence of a compelling reasons for having missed class, and this evidence will need to be provided within 2 weeks of the missed class period. It is preferable to receive advance approval from the instructor for a missed class.

Course Drop Policy

You will not be dropped from the course. However, students who feel they are unable to complete the course successfully should talk to the instructor and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Late Assignment Policy

All assignments will lose 20% of their total grade (i.e., 0.2 of 1%, 1.6 of 8%) for EACH day that they are late, except in cases of documented serious emergency or with advance approval of the instructor.

Technology Policy

Students should not use cell phones in class other than to receive emergency phone calls or phone calls about someone in their care. Students do not need to use a laptop either. Checking email, texting, and so forth, is distracting for students and for others. If students believe their situation warrants an exception to this policy, they should talk individually to the instructor.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after students have completed at least half of the course requirements. Students should talk to the instructor immediately if they believe an incomplete is warranted. If granted, a contract of work to be completed with deadlines will be established.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with

Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#)

Course Resources: Where you can go for assistance
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UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



Calendar of Activities: What we will do when

Week	Unit
1	Welcome! Syllabus Review & Parameters of ASL Unit 1: Welcome to the Deaf World! Unit 1.1 Snapshot, Discussion, Worksheet, and Quiz Visual Sign Gesture (VSG)
2	Unit 1.2 & 1.3 Snapshot, Discussion & Worksheets, and Quiz
3	Unit 1.4 & 1.5 Snapshot, Discussion & Worksheets, and Quiz Unit 1 Review: POA & SOAR
4	Unit 1 Test: Story Comprehension, Comprehension, & Production
5	Unit 2: Academics Unit 2.1 & 2.2 & 2.3 Snapshot, Discussion & Worksheets, and Quiz
6	Unit 2.4 & 2.5 Snapshot, Discussion & Worksheets, and Quiz Unit 2 Review: POA & SOAR
7	Unit 2 Test: Story Comprehension, Comprehension, & Production
8	Unit 3: Family and Relationships Unit 3.1 & 3.2 Snapshot, Discussion & Worksheets, and Quiz
9	Unit 3.3 & 3.4 Snapshot, Discussion & Worksheets, and Quiz Unit 3 Review: POA & SOAR
10	Unit 3 Review Unit 3 Test: Story Comprehension, Comprehension, & Production
11	Unit 4: Residences and Communities Unit 4.1 – 4.2 Snapshot, Discussion & Worksheets, and Quiz
12	Unit 4.2 & 4.3 Snapshot, Discussion & Worksheets, and Quiz
13	Unit 4.4 Snapshot, Discussion & Worksheets, and Quiz
14	Unit 4 Review: POA & SOAR
15	Unit 4 Review Unit 4 Test: Story Comprehension, Comprehension, & Production Deaf Community Event Summary Due

COURSE ADD

All fields below are required

Add additional Course Add forms as needed

College: Liberal Arts

Department: Dept. of Chicano Studies, Languages, and Linguistics

Effective Term: Fall 2026

Rationale for adding the course:

We propose the creation of **ASL 1302 (American Sign Language 2)**, continuation of ASL 1301 (American Sign Language 1), to expand UTEP's language offerings and support efforts to reduce health disparities in our region. American Sign Language is a recognized natural language with its own grammar and cultural context, and it is the third most commonly used language in the United States. These courses will provide students with foundational ASL skills and cultural understanding, preparing them to communicate effectively with the Deaf and Hard of Hearing community.

All fields below are required

Subject Prefix and # ASL 1302

Title (29 characters or fewer): American Sign Language 2

Dept. Administrative Code : 0616

[CIP Code](#) 16.0905.00

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade Y, D

- How many times may course be repeated to satisfy minimum grade requirement? 1

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

This course is second in a series of courses designed to further the development of comprehension and production abilities in American Sign Language (ASL). Lessons are designed around recognition and demonstration of more sophisticated grammatical features of ASL with focus on increasing fluency and accuracy. Cultural awareness of the Deaf communities of the world is also instilled.

Keywords: American Sign Language

Contact Hours (per week): **3 Lecture Hours** **Lab Hours** **Other**

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|--|--------------------------|-----------------------------------|--|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
ASL 1301	D	N

Corequisite Course(s):
Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

Department of Chicano Studies, Languages, and Linguistics
The University of Texas at El Paso

ASL 1302 – American Sign Language 2 (CRN #XXXXX), Spring 2027

Instructor: TBD	Schedule: TBD
Office: TBD	Classroom: TBD
Email: TBD	Office Hours: TBD

Course Information: What this class is about and what we will do

Course Description

This course is second in a series of courses designed to further the development of comprehension and production abilities in American Sign Language (ASL). Lessons are designed around recognition and demonstration of more sophisticated grammatical features of ASL with focus on increasing fluency and accuracy. Cultural awareness of the Deaf communities of the world is also instilled.

Learning Outcomes

By the end of the course, students should be able to:

1. **Vocabulary Development**
 - a. Recognize and produce vocabulary words in each unit.
 - b. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items and videos
2. **Grammatical Features**
 - a. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL
 - b. Demonstrate the ability to recognize and produce complex ASL sentence structures.
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

Required Materials

- Purple Moontower, LLC. (2021). *TRUE+WAY ASL Student eWorkbook Units 5-8* (3rd ed.).
- Access to Blackboard
- Access to Internet

Course Outline

- Unit 5: Scheduling
- Unit 6: Good Times
- Unit 7: It's All About Food!
- Unit 8: People Among Us

Course Requirements

Students' comprehension and production skills will be evaluated as follows:

Attendance 10%

Attendance is extremely important in order to be able to learn ASL. Students should make every effort to attend every single class.

Conversation Starter Discussions 5%

Watch all conversation starters. Pick a question to answer and type your response in the discussion board by the due date. Once you type your response, you will be able to see your classmates' responses. Feel free to post additional questions and comments to better understand the conversation starters. Points will be deducted for late submission.

Peer Observation Assignment (POA) 5%

At the end of each unit, you will be watching videos of proficient Deaf ASL signers signing something incorrectly. Try to identify the error by answering the questions by the due date.

Worksheets 5%

Worksheets are designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by assigned due dates.

Self-Observation Assessment Review (SOAR) 15%

At the end of each unit, you will sign the sentences using appropriate ASL grammar structures. In this assignment, there are videos with proficient Deaf ASL signers for you to watch, practice, and identify areas you can improve and areas that you are doing well before recording yourself. Submit your video by the due date. **DO NOT** copy-sign or you will receive a zero grade.

Quizzes 10%

Quizzes are designed to cover content previously learned to ensure you are on the right pace in learning the material. Complete the assigned quizzes by the due dates.

Deaf Community Event 5%

Write a summary reflection on a Deaf Community Event you attended during the semester (please do not wait until the last minute to attend). Events will be shared with you on Blackboard.

Unit General Comprehension Test 5%

The test will cover material presented up to this point in the course. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes.

Unit Story Comprehension Test 5%

At the end of each unit, you will watch a story and answer questions about the story by the due date.

Unit Production Test 30%

The test will cover material presented up to this point in the course. You will translate English sentences into ASL. Practice your signing before recording yourself and submit your video before the due date. **DO NOT** copy-sign or you will receive a zero grade. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes. **You will complete this test outside of class.** Please follow the protocol for media production.

Exercises from the TWA (True Way ASL) student eBooks will be assigned each week. Students should be prepared to demonstrate their receptive and expressive sign skills during the class.

Protocol for the Production of Media

When producing visual material, by signing or interpreting, the student must be aware of the procedures that will **enhance** the production:

- **Backgrounds** should be a **solid** color that contrasts with a student's skin color. **NO lights, ceiling fans, and/or window behind you.**
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Distractions

- Hair should be out of the face. Do not wear a hat.
- Do **NOT** sign into the BEDROOM/BATHROOM. Please record yourself in a room with a neat background. Also, do not involve children or someone that is not involved or pets in the video assignment.
- Jewelry should not be distracting (no dangling earrings, shiny necklaces, or sparkly pins).
- Gum chewing is not permitted.

Make sure you follow the instructions for each video project.

DO NOT copy-sign! The purpose of the video assignments is for you to show your signing skills. Practice first before you record yourself.

Grading

Grades will be assigned as follows:

- >89.45% = A
- 79.45-89.44% = B
- 69.45-79.44% = C
- 59.45-69.44% = D
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IMPORTANT: There will be no rounding up of grades beyond what is listed above. The instructor will not respond to emails that ask for adding or rounding points to the final grade, nor will she grant the opportunity for extra assignment for extra credit outside the options outlined in the syllabus.

Course Communication: How we will stay in contact with each other

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- **Email:** UTEP e-mail is the best way to contact the instructor. Every attempt will be made to respond to students' email within 48 hours of receipt. When e-mailing the instructor, be sure to email from your UTEP student account, and please put the course number in the subject line. Always begin your email with a greeting (e.g., "Dear Prof. ____") and always end it with a salutation (e.g., "Best regards,"). In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Course Policies: What you need to do to be successful in the course

ASL Zone Policy

This classroom is ASL Zone, avoid voicing or extreme English mouthing during class time. Once the professor enters the classroom, please silence yourself and sign with your class peers. Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in the

Deaf culture. Write notes to each other if you must or SIGN! The **NO VOICE** rule will be enforced from the beginning until the end of the class.

The ASL class is a visual modality environment; therefore, please dress appropriately for easy sign viewing (solid contrasting tops, muted makeup, jewelry, etc.) for any lesson. And everyone must follow the basic ASL cultural rules of *eye contact* and *always signing* in the classroom and around any Deaf signers.

If any of the requests are not followed, you will be asked to leave the class.

Attendance Policy

Attendance is extremely important to do well in the course. The instructor will take attendance. Students will be allowed to have up to two unexcused absences throughout the semester. Students who have more than two unexcused absences will need to provide evidence of a compelling reasons for having missed class, and this evidence will need to be provided within 2 weeks of the missed class period. It is preferable to receive advance approval from the instructor for a missed class.

Course Drop Policy

You will not be dropped from the course. However, students who feel they are unable to complete the course successfully should talk to the instructor and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Late Assignment Policy

All assignments will lose 20% of their total grade (i.e., 0.2 of 1%, 1.6 of 8%) for EACH day that they are late, except in cases of documented serious emergency or with advance approval of the instructor.

Technology Policy

Students should not use cell phones in class other than to receive emergency phone calls or phone calls about someone in their care. Students do not need to use a laptop either. Checking email, texting, and so forth, is distracting for students and for others. If students believe their situation warrants an exception to this policy, they should talk individually to the instructor.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after students have completed at least half of the course requirements. Students should talk to the instructor immediately if they believe an incomplete is warranted. If granted, a contract of work to be completed with deadlines will be established.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#)

Course Resources: Where you can go for assistance
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UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



Calendar of Activities: What we will do when

Week	Unit
1	Welcome! Syllabus Review & Parameters of ASL Unit 5: Scheduling Unit 5.1 Snapshot, Discussion, Worksheet, and Quiz
2	Unit 5.2 & 5.3 Snapshot, Discussion & Worksheets, and Quiz
3	Unit 5.4 & 5.6 Snapshot, Discussion & Worksheets, and Quiz Unit 5 Review: POA & SOAR
4	Unit 5 Test: Story Comprehension, Comprehension, & Production
5	Unit 6: Good Times Unit 6.1 & 6.2 & 6.3 Snapshot, Discussion & Worksheets, and Quiz
6	Unit 6.4 & 6.5 Snapshot, Discussion & Worksheets, and Quiz Unit 6 Review: POA & SOAR
7	Unit 6 Test: Story Comprehension, Comprehension, & Production
8	Unit 7: It's All about Food! Unit 7.1 & 7.2 Snapshot, Discussion & Worksheets, and Quiz
9	Unit 7.3-7.5 Snapshot, Discussion & Worksheets, and Quiz Unit 7 Review: POA & SOAR
10	Unit 7 Review Unit 7 Test: Story Comprehension, Comprehension, & Production
11	Unit 8: People Among Us Unit 8.1 – 8.2 Snapshot, Discussion & Worksheets, and Quiz
12	Unit 8.2 & 8.3 Snapshot, Discussion & Worksheets, and Quiz
13	Unit 8.4 Snapshot, Discussion & Worksheets, and Quiz
14	Unit 8 Review: POA & SOAR
15	Unit 8 Review Unit 8 Test: Story Comprehension, Comprehension, & Production Deaf Community Event Summary Due