Course Syllabus
ASL 1150C - Intermediate American Sign Language with Lab

Study Abroad Costa Rica

Course dates: January 20, 2026 – May 29, 2026
Travel dates: May 16, 2026 – May 24, 2026

Welcome

Welcome to Intermediate American Sign Language! I'm thrilled to have you all here as we continue your exciting journey in American Sign Language. This course will build on the foundation you've already developed, expanding your vocabulary, refining your grammar, and enhancing your fluency. Along the way, we'll dive deeper into Deaf culture, gaining a richer appreciation for its history, values, and contributions.

Think of this as the next chapter in your ASL journey—a chance to grow your confidence, connect with others, and sharpen your skills through meaningful conversations, storytelling, and interactive activities. Remember, every step forward brings you closer to becoming a more skilled and respectful communicator.

Let's work together, support one another, and enjoy every moment of this continuation of your ASL journey. Here's to a fantastic semester!

Happy Signing!

AN

Instructor Contact Information

Arlenne Negron
Email: Negron.Arlenne@SPCollege.edu
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Office and Online Chat Hours:
Please email the instructor to arrange a meeting, either in person or through Zoom.
Office Location: Clearwater Campus - LA161 **Instructor Web Page:**
https://web.spcollege.edu/instructors/id/negron.arlenne
Zoom Link for Class: NA

Departmental Contact Information

Joseph Leopold, Ph.D.
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Ian Wilson
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Appointment Information: Call or Email contacts above to schedule an appointment.

Course Information

Prerequisite(s): Prerequisites ASL 1140C with a minimum grade of C.

Credit Hours: 4

Modality: Lecture discussion

Meeting Times and Location: MON WED 10:00 AM to 11:40 AM - Clearwater Campus CL-ES125

Course Description: This course is a continuation of basic American Sign Language (ASL) as used in the Deaf Community. It includes a continued study of ASL grammatical features and structures. Emphasis will be placed upon building an intermediate level of sign lexicon and communication though engaging in discussion and negotiating meaning related to describing people and places, making requests, giving opinions and asking for advice, as well as discussing personal plans and goals. Students will gain awareness of Deaf Culture through connections within the Deaf Community and will investigate the similarities and differences between languages and cultural variations within the Deaf Community. Students will have directed practice with live and recorded ASL on a variety of topics, emphasizing the development of an intermediate level of receptive and expressive conversational practice.

Course Objectives

1. Students will demonstrate intermediate level proficiency with ASL grammatical features and structures by:

a. identifying and implementing concepts of time, use of space, and non-manual grammar as related to ASL through practical demonstrations.

b. recognizing and using examples of descriptive, locative and element classifiers.

c. developing an intermediate level understanding and utilization of agreement verbs.

d. fostering an intermediate level awareness of non-manual grammar and nonverbal gestural communication, including mime, pantomime, body language, and facial expression used in ASL.

e. acquiring an intermediate level receptive and expressive skill in the use of body shifts, sign placement in space, and spatial relations in conversational ASL.

f. utilizing the various forms of negations common to ASL.

g. employing interrogative questions and informational questions in ASL.

2. Students will demonstrate an intermediate level of target vocabulary development through expressive and receptive interaction and participation with course related materials by:

a. converse using intermediate level signs either manually and/or with technology.

b. employing intermediate ASL sign vocabulary, including sign modulations, classifier hand-shapes, and conceptually accurate sign choices.

c. producing intermediate level receptive and expressive fingerspelling skill in conversational ASL.

d. reflecting intermediate level visual receptive and expressive sign skills for signs presented in simple and complex ASL sentences.

e. structuring sentences in ASL syntax, using classifiers and temporal elements.

3. Students will engage in spontaneous dialogues using ASL when provided with contextual topics by:
    a. applying intermediate level ASL conversational skills in a variety of contextual settings.
    b. using semantically correct ASL when translating English idiomatic expressions.
    c. dialoging with others about accepting and declining invitations as well as making plans and cancelling plans.

4. Students will demonstrate an intermediate level of understanding and appreciation of Deaf Culture though connections within the Deaf Community and will investigate similarities and differences between spoken languages and the visual/conceptual structure of ASL as used within the Deaf Community by:
    a. demonstrating awareness of Deaf Culture through written observation reports of media-generated materials and personal interactive communications with Deaf individuals.
    b. reflecting awareness of Deaf Culture through incorporating culturally sensitive information in signed conversation.
    c. modeling understanding of Deaf Culture by utilizing rules of polite discourse including greetings and leave-takings, making and declining requests, and minimizing interruptions.
    d. distinguishing the importance of name signs in Deaf Culture by acknowledging the origin and use of both arbitrary and descriptive name signs.
    e. explaining the role of information sharing for the common good within Deaf Culture.
    f. recognizing and negotiating cultural behaviors, values, norms and discourse styles within the Deaf Community.
    g. identifying major elements of Deaf Culture such as concepts of time, personal space, and exchanging personal information.

Important Dates

Class Dates: 20-JAN-2026 to 29-MAY-2026

Withdrawal Date: Please reference the Academic Calendar below
https://www.spcollege.edu/academic-calendar

Required Textbook and Other Resources

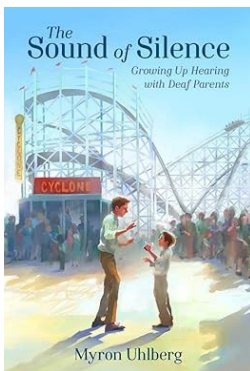**Interactive Online Student Materials for Signing Naturally Units 7-12**
Required or Optional: Required
ISBN: 978-1-58121-274-7
Authors: Ella Mae Lentz, Ken Mikos, and Cheri Smith
Publisher: Dawn Sign Press
Publication Date: 2021

The Sound of Silence: Growing Up Hearing with Deaf Parents
Required or Optional: Required
ISBN: 9780807531600
Authors: Myron Uhlberg
Publisher: Albert Whitman & Company
Publication Date: 2019-05-28
Edition: 4th or 5th

First Day Access (Digital Books) Program

What is First Day Access: Textbook Savings Program?
This course is participating in the First Day Access Program. You will be given access to the course materials through the Learning Management System (LMS). You will receive instant access to the required materials and save 20-50% or more off the retail price. **You have the option to opt out of the program within the first 10 days of class** if

you want to purchase your materials elsewhere. Opting out of the program is likely to cause you to pay a higher rate. **The opt-out date is 10 days from the first day of class. (View Opt-out deadline dates).**

The materials that are accessed through the LMS are **NOT** included in your tuition. **If you do not click on the button to opt-out, you agree to pay the discounted fee and SPC will bill your student account at the First Day price after the opt-out deadline passes-approximately 2 weeks after your class starts.** This will show as a bookstore charge. Please check your student account. If you have BLOC or are a 3rd Party vendor then the charges will be covered

***exceptions do appl**y, if you are self-pay, please make those payments to the business office.

Refund Policy

If you drop a class within the drop deadline for your course, the refund policy will be the same as SPC's drop w/refund policy. If you withdraw after the drop deadline (see your schedule for dates), then you will be responsible for those charges on your account (For example, if you receive a "W" you will not be eligible for a refund).

Should you choose to purchase the required materials out of pocket you **MUST** opt out to avoid being charged. If you do not opt out by the deadline, which is 10 days from the start of class, then you must request to be opted out and proof of purchase must be submitted to tharrison@bncollege.com to prevent First Day Fees being added to your account.

Performance Assessment and Grading

The Details of Assignments:

1.   Assessment Quiz: Students must complete the assessment quiz to meet the attendance requirement for the first week. This quiz is designed to help the instructor evaluate how much students have learned in ASL 1. It is valued at 25 points and comprises 25 multiple-choice questions.

2.   Signing Naturally Digital Workbook: The workbook is designed to strengthen and reinforce students' comprehension of the lessons taught in class. Each assignment holds a point value, and students are allowed one attempt for each assignment. To enrich learning, students must complete the workbook assignments in the Signing Naturally Workbook (Units 7-11) by the specified due dates to receive credits.

3.   Expressive Videos: Students must use a webcam to record engaging videos demonstrating various activities and sentences from the weekly class materials. Each video is worth 100 points and must be submitted by the specified due dates to receive the maximum possible credits. While grading, the professor will provide constructive feedback and ask students to revise their videos if necessary. It is essential to read the feedback to help improve students' work. Detailed rubrics are available, so it is necessary to review them before recording. Additionally, please make sure to follow the recording guidelines.

4.   ASL Literature: Students must view three (3) diverse stories related to Deaf culture and respond to corresponding questions for each ASL Literature video. Furthermore, students must record and articulate their answers in ASL. Each ASL Literature assignment is worth 20 points and should be submitted by the specified due dates to earn the maximum possible credits.

5.   The Sound of Silence: Growing Up Hearing with Deaf Parents: Students are expected to engage in weekly chapter readings and provide written responses to the discussion questions in English, rather than ASL, on the designated discussion boards.

6.   Deaf Culture and Profile Discussions: Students will have the opportunity to explore the rich and diverse backgrounds of Deaf individuals and delve into the cultural dimensions of the deaf community. They will be required to

respond to questions in English and participate in a meaningful exchange with a peer. Each discussion is worth 10 points, and students are encouraged to adhere to the discussion rubric.

7. Presentation: Students will research their findings on the education, employment, language, background, experience, religion, and many other aspects of Deaf individuals that live in Costa Rica, and how their experiences differ from Deaf Americans. Students will present their findings.

Grading Scale

Grades for all assignments will be posted in the Grade book section in MyCourses. No assignment will be accepted after the last day of class. No extra work will be given for extra credit.

Grades will be determined by the equally weighted average of all quizzes and homework assignments.

A: at least 90%

B: at least 80%

C: at least 70%

D: at least 60%

F: at least 0%

The grade schema does not round grades up, which results in 89.97% being reported as a B to MySPC. Historical data indicates that curving has yet to be practiced in this course, as many students have achieved As and Bs through diligent effort. Students can earn an A or B by thoroughly addressing all

assignments, seeking re-grading of homework, and collaborating with the instructor to overcome obstacles.

Requirements	
Singing Naturally Units 7-12 Workbook	510
(9) Expressive Videos	900
(3) ASL Literature	60
(5) The Sound of Silence Discussions	100
(9) Deaf Culture & Profile Discussions	90
Presentation	100
TOTAL	2060

Late Work Policy

Assignments are due on Sundays by 11:59 PM.

Late submissions are not acceptable due to the paramount importance of upholding responsibility and effective time management, but due to some circumstances, they may be deemed unavoidable. Hence, the following is considered valid justifications for the submission of an assignment after the established deadline:

If a severe family emergency occurs, such as a death, hospitalization of you or a close relative, or a natural disaster, you may request an extension for your assignment.
Documentation must be provided.

Availability of Course Content

To gain access to the course materials/modules, students must be registered for the class. All materials are in MyCourses. Student must purchase online text to access text in MyCourses.

Course Assignment Schedule

WEEK	TOPICS	ASSIGNMENTS
1	Course Introduction / Syllabus	1. Purchase SN Units 7-12 Access Code and The Sound of Silence: Growing up with Deaf Parents 2. Post an introduction 3. Assessment Quiz DUE: Sunday, January 25
2	Unit 7.1 – Identifying a Person Unit 7.4 – Describing Personal Items (Tops or Coats …) Unit 7:8 - Describing Personal Items	1. Workbook Unit 7:1, 7:4, & 7:8 2. Expressive Videos # 1 DUE: Sunday, February 1
3	Unit 7:5 - Translating Sentences with HAVE Unit 7:6 - Translating Sentences with TO-DRIVE, etc Unit 7:7 - Asking How Many Unit 7:9 - Telling the Year	1. Workbook Unit 7:5, 7:6, 7:7, and 7:9 2. Expressive Video #2 3. Submit Redo EVs if any 4. The Sound of Silence Chs. 1-6 5. Discussions: Arthur Kruger & Unit 7 Review DUE: Sunday, February 8 NOTE: Review the lesson on Unit 7:11, and there is no assignment on Unit 7:11

	Unit 7:11 - Cultural: Greeting and Leaving - taking Unit 7:13 – Deaf Profile: Arthur Kruger Unit 7 Review	
4	Unit 8:1 - Explaining a Situation, Making a Request Unit 8:3 & Unit 8:9 – Agreement Verbs Unit 8:4 – Agreeing with Conditions Unit 8:7 – Asking for or Giving Advice	1. Workbook Unit 8:1, 8:3, 8:4, & 8:7 DUE: Sunday, February 15
5	Unit 8:2 - Talking about Months Unit 8:6 - Giving Phone Numbers Unit 8:5 & Unit 8:11 – Negations Unit 8:12 – Deaf Profile: Nathie Marbury Unit 8:13 - Cultural: Minimizing Interruptions Unit 8:14 - Cultural: Name Signs	1. Workbook Unit 8:2, 8:5, & 8:6 2. Expressive Videos #3 3. Submit Redo EV(s) if any 4. Discussion: Unit 8:12, 8:13 & 8:14 DUE: Sunday, February 22
6	Unit 8 Review ASL Lit 1: The Motel Story	1. Discussion: Unit 8 Review 2. Submit Redo EVs if needed

		3. ASL Lit 1: The Motel Story - DUE: Sunday, March 1
7	Unit 9:1 & Unit 9:4 – Describing Neighborhood Unit 9:2 – Places in the Neighborhood Unit 9:5 – Giving Directions: Next to, Across from Unit 9:8 – Giving Directions: Where to Turn Unit 9:10 – Suggesting Places	1. Workbook Unit 9:1, 9:4, 9:5, 9:8, and 9:10 2. Expressive Video #4 3. Submit Redo EVs if needed – DUE: Sunday, March 8
8	Unit 9:3 and Unit 9:9 – Giving the Time Unit 9:7 – Classifiers Unit 9:13 – Cultural: Keeping Others Informed Unit 9:14 – Deaf Profile: Eric Malzkuhn	1. Workbook Unit 9:3, 9:7, and 9:9 2. Expressive Video #5 3. Quiz: Unit 9:14 4. Discussion: Unit 9:13 - DUE: Sunday, March 15
9	Spring Break	4. No assignments are due.
10	Unit 10:1 – Temporal Aspect Unit 10:4 - Predicative Adjective Unit 10:7 - Telling Where Items Are Located.	5. Workbook Unit 10:1, 10:4, and 10:7 6. Expressive Video #6 - DUE: Sunday, March 29

11	Unit 10:2 & 10:5 - Telling the Price Unit 10:9 – Comparing Qualities Unit 10 Review	7. Workbook Unit 10:2, 10:5, and 10:9 8. Expressive Video #7 DUE – Sunday, April 5
12	Unit 11:1 - Discussing One's Knowledge and Abilities Unit 11:3 - Asking for Opinion about Someone Unit 11:4 - Describing Reactions	1. Workbook Units 11:1, 11:3 & 11:4 DUE – Sunday, April 12
13	Unit 11:5 - States	1. Workbook Unit 11:52 2. Expressive Video #7 - DUE: Sunday, April 19
14	Unit 11:6 – Narrating about Your Canceled Plans Unit 11:9 – Discussing Your Personal Goals	3. Workbook Unit 11:6 & 11:9 1. Expressive Video #8 DUE – Sunday, April 26
15	Unit 11:12 – Culture: ASL Students in the Community Unit 11:13 – Chuck Braid	1. Discussions: Unit 11:12 & Unit 11:13 2. Submit Redo EV #8 if needed DUE – Sunday, May 3
16	Unit 11 Review ASL Lit #3 - One Fine Day	1. Discussion: Unit 11 Review 2. ASL Lit #3 3. Submit Redo EV #8 if needed - DUE Friday, May 10
17	Study Abroad Costa Rica	1. Work on your presentation by researching your findings based on the questions about Deaf Individuals in Costa Rica - DUE Friday, May 29
18	Study Abroad Costa Rica	1. Presentation - DUE Friday, May 29

Communications

The primary communication channel for this class will be E-MAIL and ANNOUNCEMENT. The instructor will share weekly updates, reminders, and other important class information through Canvas. Students are encouraged to check their email regularly and to reach out via email for assistance, to discuss concerns, or to request a meeting before or after class.

- The instructor will respond to emails Monday through Friday within 24 hours, and within 48 hours on weekends.
- Assignments will be graded weekly, with feedback provided promptly.
- Weekly announcements will be posted by the instructor, so please make it a habit to check Canvas regularly for updates and reminders.

Expectations

Recording Guidelines - This is for ASL Expressive Videos and is for BOTH in-person and online courses.

The Expressive Videos, a vital academic component, require students to record assignments in American Sign Language (ASL). Students are encouraged to utilize the Video Note tool in Canvas through Submission to ensure a smooth submission process. This tool is designed to make your assignment submission process efficient and hassle-free. It is crucial to adhere to the provided guidelines to ensure a suitable recording environment for grading. Failure to comply may result in the professor requesting a redo of the assignments. Detailed instructions can be found in the Video Note. It is important not to submit files that require the professor to download to view the video recordings, as the professor's storage space is limited.

1. If students lack access to a high-definition camera, their computer's webcam will suffice. If students' only option is to use their phone's camera, ensure it is stable on a tripod or table and record in horizontal orientation. When framing the shot, ensure students are entirely within the frame, and all signs are visible. While recording, ensure that the student's head, shoulders, and elbows are captured within the picture frame. It is essential to leave some space above the student's head, below the student's elbows, and on the sides to prevent the student's hands from being cut off at the edges of the frame while signing.

2. Consider the filming location carefully. Opt for a tranquil setting with uncomplicated backgrounds. If feasible, position it in front of a solid-colored backdrop. Keep in mind that specific cameras may not effectively capture bright white backgrounds. Clear away any clutter and ensure that nothing inappropriate is within view. Refrain from filming while lying or sitting on the student's bed.

3. Lighting: It is vital to have sufficient lighting, with more light in front of the student than behind, to prevent strong shadows on the student's face. Using household lamps can be beneficial for self-recording. Avoid filming in front of a window, as this may result in being silhouetted in the video. If the student cannot avoid the window, close the curtains or blinds. When filming outside, refrain from shooting with the sunlight behind the student, as this may cast the student in shadow. It is better to position the camera so that the sun is illuminating the person from the front and the side.

4. When choosing attire, choose a solid-colored shirt that contrasts with the student's skin tone.

5. Minimize the use of jewelry to avoid distraction and keep hair off the student's face.

6. Please remember not to chew gum or eat while recording.

No Voice Policy - This policy applies to in-person and Live Online (ZOOM) courses.

The "no voice" policy is a fundamental rule in ASL instruction. ASL is exclusively taught without the use of voice. Students are expected to communicate solely in ASL from the beginning to the end of each class session. This policy is enforced for two primary reasons: creating an optimal learning environment and demonstrating cultural respect. It is a classroom rule and a sociocultural norm within the Deaf community. Language and culture are intricately linked, and understanding one requires understanding the other.

The no-voice environment significantly enhances students' learning capabilities. Immersion facilitates the development of receptive, comprehension, expressive, and meaning negotiation skills. The use of voice could potentially disrupt or impede the learning process of other students. In the initial stages of learning ASL, particularly at level 1, the "no voice" policy is paramount. Some students may find relying on spoken English to learn ASL vocabulary tempting. While this approach may seem easier initially, it ultimately hinders the development of receptive skills and language acquisition through visual means. Although it may pose challenges initially, overcoming this hurdle will yield significant long-term rewards. Those who opt for the easier route may encounter greater difficulties with receptive and expressive skills later. Patience and perseverance will ultimately lead to success.

Laptops/Cell Phones Policy: Laptops and cell phones are prohibited during in-person classes or zoom. Cell phones must be off and put away for the entire class period. Students using cell phones during class will be asked to leave and may be marked absent.

Clothing Policy: Baseball caps, hats, hoodies, and sunglasses are prohibited during class. Masks are acceptable.

Food & Beverage Policy: Students may drink in a sealed container, but eating and drinking must be avoided to prevent interference with signing and class activities.

Other Policies: Late arrivals are disruptive, and the door or Zoom will be locked during class. Excused absences are granted only for serious health conditions, family emergencies, and legal or religious obligations.

How to Be a Successful Student

Embarking on the journey of higher education can be transformative, and embracing the habits of successful students is a key component of that transformation.

Habits of Successful Students:

- Proactive and disciplined attendance: punctual attendance, active engagement in class activities.
- Actively seek to catch up on missed materials: acquire notes and assignments promptly.
- Engage in continuous study outside class: deepen understanding through self-study.
- Integrate feedback and seek extra credit opportunities.
- Remain fully involved in the educational process.

Mindset and Strategic Approach:

- Set realistic and specific learning goals for focus and direction.

- Recognize the value in each task to sustain effort.

- Maintain a positive attitude and break tasks into manageable parts.

- Regularly monitor progress and understanding.

- Embrace mistakes as learning opportunities for resilience and genuine interest in the subject.

Course Attendance

This course emphasizes total immersion in the language and culture of Deaf people. As such, using spoken language during class activities is STRONGLY discouraged unless specifically requested by the instructor. Communicating exclusively in American Sign Language (ASL) enables students to effectively and rapidly develop their comprehension (receptive) and expressive skills. Speaking during class can disrupt this learning process and impede language development.

Regular attendance is essential for success in this course. Absences without prior notification to the instructor, or those exceeding three (3), will be considered excessive and may lead to a diminished overall grade. Additionally, three (3) tardies (arriving late or leaving early) will equate to one absence. Attendance will be recorded during face-toface classes, while online sessions will utilize alternative methods for tracking attendance or participation, including quizzes or discussion posts.

Students who miss approximately 20% of classes or assignments without notifying the professor in advance and obtaining their approval may be withdrawn from the course or receive a lower grade (potentially a failing grade, such as WF or F) at the professor's discretion. This policy applies to both in-person and online classes.

Students are accountable for all material addressed or assigned in class, regardless of whether it is included in the textbook. All cell phones must be turned OFF during class time. If you have an extenuating circumstance (such as a family emergency) that necessitates keeping your phone on or visible during class, please inform the instructor before class begins. Other personal electronic devices that are not essential for class, such as laptops, iPads, and AirPods, should also be turned off. **Failure to comply with this request will result in being asked to leave the session, which will be counted as an absence. **

SPC Policy: Attendance/Participation/Withdrawal

Withdrawing from a course with a "W" or "WF" may impact students' academic standing and financial aid eligibility including placing the student in early repayment. It is the student's responsibility to understand the consequences of withdrawing.

Attendance
College policy requires students to attend class prior to the published deadline to drop with a refund. The instructor is required to report non-attendance and the student will be dropped after the first week of classes.

If you don't attend during the first week of the term, you will be automatically dropped, and the class will be removed from your schedule. If you receive financial aid, your award amount may be adjusted if the drop changes your enrollment status (e.g. full-time to part-time).

It is the student's responsibility to know the attendance policy of the class in which they are enrolled.

- Depending on the modality of the course, attendance may be online, LIVE Online, blended, or on-campus.

- For LIVE Online classes, attendance will be taken online during the normal class meeting time/days.

- Students who are feeling ill for any reason should communicate in a timely manner with their instructor regarding attending online instead of on-campus, and/or the responsibility of excused absences. Students are also responsible for discussing and completing any missed work with the instructor.

Participation

College policy requires the instructor to report any student who is not actively participating at the 60% point of a class. The instructor will report the student by the end of the week immediately following the 60% point of the class and the student will be withdrawn from the course and assigned a "W" grade. It is the student's responsibility to understand the instructor's requirements for 'active participation.

Student Withdrawals

You may drop a course through the [Drop with Refund](#) date listed on your Fee Schedule and be eligible for a refund, although withdrawing may affect your financial aid. If you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion. If you are thinking of withdrawing, please speak with your instructor, an [Academic Advisor](#) or a [financial aid counselor](#).

Withdraw requests submitted after the last date to withdraw with a "W" (see academic calendar) will result in a "WF". Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs. Students should consult with an academic advisor or financial assistance counselor prior to withdrawing from a class.

Students who wish to withdraw completely from SPC are not able to totally withdraw from all classes through MySPC. A student must contact an Academic Advisor to totally withdraw.

Technology Requirements & Policy

View the [MyCourses Minimum Technology Requirements](#)

View the [Canvas Minimum Technology Requirements](#)

If you need technical assistance, please [Contact the Technical Support Center.](#)

Minimum Technical Skills: Students should know how to navigate the course and use the course tools (email, discussion, gradebook, etc.). Learning Management System (LMS) tutorials are available to students new to this LMS and are located at the beginning of the course. Most features in the LMS are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

Students also MUST become proficient with [publisher or other 3rd party tools or platforms here] and the tools contained within the program to be successful in this course.

Accessibility of Technology

- [MyCourses (Brightspace by Desire2Learn) Accessibility](#)
- [Canvas Accessibility](#)
- [Microsoft Accessibility](#)
- [Google (YouTube) Accessibility](#)
- [Panopto Accessibility](#)
- [Copyleaks Accessibility](#)
- [Cengage Accessibility](#)
- [McGraw-Hill Accessibility](#)
- [Pearson Accessibility](#)

Privacy

- [MyCourses (Brightspace by Desire2Learn) Privacy](#)
- [Canvas Privacy](#)
- [Microsoft Privacy](#)
- [YouTube Privacy](#)
- [Panopto Privacy](#)
- [Copyleaks Privacy](#)
- [Cengage Privacy](#)
- [McGraw-Hill Privacy](#)
- [Pearson Privacy](#)

SPC Policy: Academic Honesty

You are expected to be honest in all your academic work. By enrolling at the College, you agree to abide by all the standards of academic honesty and integrity and failing to observe the rules may result in academic and disciplinary action, up to and including expulsion from the College.

To better understand what academic integrity means and the potential consequences of violating it, please watch the following videos:

- [What is Academic Integrity?](#) (1:29)
- [Transcript for "What is Academic Integrity?](#)
- [What Happens When You Violate Academic Integrity?](#) (2:08)
- [Transcript for "What Happens When You Violate Academic Integrity?"](#)

The academic honesty policy and procedures are available online:

- [Academic Honesty Policies, Honor Code](#)
- [Academic Integrity Policies and Procedures](#)

These documents include details on what is meant by:

- Cheating
- Bribery
- Misrepresentation
- Conspiracy
- Fabrication
- Collusion
- Duplicate submissions
- Academic misconduct
- Improper calculator, computer or online use

Some of your courses may include online material that is protected by copyright. This means that the work is available for you to use in your studies, but you can't copy and share the materials (copyright.gov). Please see SPC's copyright information. It's your responsibility to be academically honest in all of your work.

Generative AI Not Permitted

The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating SPC's academic integrity policy, students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You are strictly prohibited from using use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, in this course. The work produced by AI

writing tools is not your own original work and is therefore unacceptable for the assignments in this course. If you cite AI-generated content, the work will be considered incomplete and receive a zero. If you do not cite, the work will be considered plagiarism and receive a zero. If you have any questions about this, please reach out to me.

Generative AI Permitted Under Some Circumstances

The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating [SPC's academic integrity policy](#), students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You may only use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, when assignment directions specifically state that it is allowed, and these tools must be used with caution. AI is not a replacement for your own thinking and research. AI-generated text or other content must be clearly marked and cited properly. In addition, you are responsible for confirming the veracity of any information or sources produced by artificial intelligence. If you have any questions about this, please reach out to me.

Generative AI Permitted Within Guidelines

The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of

their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating [SPC's academic integrity policy](#), students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You are welcome to use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, in your work for this course. However, AI is not a replacement for your own thinking and research. AI-generated text or other content must be clearly marked and cited properly. In addition, you are responsible for confirming the veracity of any information or sources produced by artificial intelligence. If you have any questions about this, please reach out to me.

Respondus LockDown Browser Proctored Testing Information

Proctored Testing Requirement

This course requires one or more of your quizzes/exams in the Learning Management System (LMS) to be virtually proctored. Proctoring will be conducted using an online proctoring service called LockDown Browser & Respondus Monitor. You DO NOT need to create an account or schedule an appointment. Your quizzes will be accessible on the dates your instructor has set for you to take them. To take a LockDown Browser & Respondus Monitor quiz, you will need the following: a computer, a working webcam/microphone, your ID, and a stable internet connection. Check out [LockDown Browser & Respondus Monitor Support for Test-Takers](#) to learn more or for technical assistance.

Room Scan & ID Information

To uphold academic integrity and ensure a fair testing environment for all students, you will be asked to conduct a room scan and show a valid, official ID prior to beginning your examination. Please be aware that this process involves your webcam recording and inspecting your physical testing environment. This includes the surface of your desk, any surrounding walls, and the area under your desk. By participating in this course and its assessments, you acknowledge and consent to these conditions.

Your official ID should include your name, photo, and signature for identity verification purposes. Acceptable forms of ID include a university ID, driver's license, passport, or other government-issued identification. No examination will be permitted to start without a proper ID check.

What is my responsibility?

For courses that utilize LockDown Browser & Respondus Monitor, students are required to have a Windows, MAC computer, iPad, or Chromebook, a Web Cam, and download the LockDown Browser. You will be prompted to download the Lockdown Browser when launching the quiz.

For students who don't have access to technical equipment and need to borrow a computer check out the Respondus Laptop Lending Process.

Need help? Contact

Lockdown Browser/Respondus Monitor Support

Copyleaks

The instructor of this course may require the use of Copyleaks as a tool to promote learning. The tool identifies similarities and potential issues in written work that merit review. Use of the service enables students and faculty to pinpoint areas that can be improved through enhanced paraphrasing, source integration, or proper citation.

Submitted papers are analyzed for originality and remain confidential within the Copyleaks system for this purpose only. Students retain full copyright to their work. Review the Copyleaks Usage Agreement for full details. Students who do not wish to submit work through Copyleaks must notify their instructor via course email within the first seven days of the course. In lieu of using Copyleaks, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

View the Accessing the Similarity Report tutorial.

Learner Support and Other Student Resources

Use the following links to view web sites on SPC's:

- Free Tutoring
- Accessibility Services
- Academic Support
- On-Campus and Online Support
- Student Services

Additional Resources:

- Academic Calendar
- Learning Resources
- Career Services
- International Student Services

- [Veterans Services](#)

Code of Conduct

Code of Conduct
The behavior of all students in class should reflect a professional, respectful, and compassionate environment. Inappropriate or inconsiderate behavior will result in consequences. Students must be thoughtful of their comments, actions, and decisions, considering how these impact classmates and instructors.

Online Student Participation and Conduct Guidelines
The practices of courtesy and respect that apply in the on-campus classroom also apply online. Any discriminatory, derogatory, or inappropriate comments are unacceptable and subject to the same disciplinary action applied in courses offered on campus.

Netiquette
Whether you are in an online class or a physical classroom, certain behaviors are expected when you communicate with your peers and your instructors. You need to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. No one has the right to interfere with the teaching/learning process. Below are the traits of a successful student. These guidelines pertain whether your course is online or in the classroom.
When communicating, you should always:

- Treat everyone with respect in every communication

- Use your professor's proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.

- Use clear and concise language

- Remember that college-level communication should use correct grammar, whether written or spoken. Avoid slang.

- Use correct spelling and avoid texting abbreviations

- Avoid using the caps lock feature as it can be interpreted as yelling online
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be misunderstood

- Be cautious with personal information (both yours and others')

When you send an email to your instructor, department chair, dean, or classmates, you should:

- Use a subject line that describes what you are writing about

- Avoid attachments unless you are sure your recipients can open them

- Be clear, concise, and courteous

- Sign your message with your name

- Use your SPC email account to ensure delivery. Sometime emails from non-SPC accounts are stopped by the spam filter and the recipient may not receive it.

When posting to a discussion board, you should:

- Write posts that are on-topic and within the scope of the course material

- Take your posts seriously; review and edit your posts before sending

- Be as brief as possible while still making a thorough comment

- Always give proper credit when referencing or quoting another source

- Read all messages in a thread before replying

- Avoid repeating someone else's post without adding something of your own to it

- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point

- Always be respectful of others' opinions, even when they differ from your own

- Express any differing opinions in a respectful, non-critical way

- Not make personal or insulting remarks
- Be open-minded

Recordings in the classroom
Students may record lecturers in class for personal use (such as studying or documenting complaints to the institution) without explicit permission. However, students may not record non-lecture portions of class (such as skills labs, student group work, individual student instruction, Q/A sessions, recording studio critiques, group/individual production and computer lab time, practicums/internships, or clinical/simulation rotations) or other students without explicit permission, and may not disrupt class in making such recordings (such as trying to use a device with a calculator or calculator app in a class that does not allow calculators, or blocking the view or aisles for others in the class). Having an approved ADA accommodation is considered explicit permission to record from the college.

Students making such recordings may not share recordings without explicit permission and are personally liable for unauthorized dissemination. If in doubt, please discuss with your professor before class.

The instructor has the authority to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues. This ensures that all students in the class have an opportunity to learn.

For additional information, review the SPC Expectations for Student Conduct, Online Student Participation and Conduct Guidelines, and the SPC Netiquette Policy. Please strive to uphold these standards to ensure a positive and productive learning environment.

Auditing a Class

Auditing a course allows a student to take a class without benefit of a grade or credit for the course. Students do not have to seek special permission to audit a course, but they do need to communicate to their instructor they are auditing. If an auditing student has something specific they are hoping to get from the course, they should discuss that with the faculty member during the first week of classes.

Once registered as an audit student, one may not change from credit to audit or from audit to credit after the drop/add period. However, under certain circumstances, a student may appeal to the appropriate Dean and request a change from audit to credit status after the registration period has expired, but have 60 days into the subsequent term to appeal the status change. The Dean will verify with the instructor that the student completed all of the requirements for credit in the course. The Dean's decision is the final decision.

Audit students are required to meet course prerequisites including appropriate scores on the St. Petersburg College Placement Test unless such requirements are waived by obtaining permission through the Dean.

Please note: Not all courses are eligible for auditing.

Student Survey of Instruction

The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

Title IX

At St. Petersburg College, our faculty are dedicated to fostering a secure and open environment conducive to learning for all students. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you are aware of, has experienced sexual harassment or sexual violence, or any form of sexual misconduct, which includes incidents like sexual assault, relationship violence, or stalking, please know that there are avenues for help and support.

We strongly encourage every member of our college community to be proactive, seek assistance, and report occurrences of sexual misconduct to the Title IX Office. It's important to be aware that under Title IX regulations, faculty members are obligated to report such incidents to the Title IX Office. However, if you prefer to have a conversation with someone who is not required to report, you can consult the [SPC's Counseling](#) [Services](#).

St. Petersburg College urges everyone in our community to step forward, seek support, and report any incidents of sexual harassment or gender-based discrimination to the St.
Petersburg College Title IX Office. They can be reached via email at SPCTitleIX@spcollege.edu or by phone at 727-341-3261. Remember, these resources are here for your support and well-being.

Equal Access

St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The College will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against

any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct. Should you experience such behavior, please contact the Equal Access/Equal Opportunity Office at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at eaeo_director@spcollege.edu.

Accessibility Statement

St. Petersburg College recognizes the importance of equal access for all students.

Accessibility Services (AS) is the campus office that supports students with disabilities to approve and coordinate reasonable accommodations. Students who have, or think they may have, a disability (e.g., learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing) are invited to contact their AS campus coordinator (Accessibility Services Contacts) for a confidential discussion. If an accommodation is deemed to potentially alter the nature of the course, it will require a decision by a committee. Therefore, ample time must be provided to evaluate and process such requests. Students who are currently registered with AS are encouraged to request accommodations early in the semester by logging into their AIMS account. Additional information is available at the college-wide Accessibility Services website www.spcollege.edu/accessibility.

Safety and Security

We want to make sure that you are comfortable on campus and feel secure in your learning environment. The SPC campuses are very safe but you should be aware of your surroundings, just as you are anytime you are in a public space. In each classroom there is an Emergency Response Guide to help you during an emergency. It is also a good idea to be familiar with evacuation routes in buildings that you use frequently. **If you have an emergency, dial 911 immediately**. For information on campus safety and security policies, please

call 727-791-2560. More information is also available on the [Campus Safety website](#).

The college website ([spcollege.edu](#)) is the best source of information in the event of an emergency. It's possible for something like a hurricane to disrupt classes on campus; if this happens there are plans on how to help you continue your education. You should be comfortable using the Learning Management System (LMS), as it will be key in communicating with faculty about course materials and assignments. Make sure you are familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments in the LMS. It is important to be able to use the LMS for learning activities if your campus is closed.

Federal and state law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then required to notify the college if the person attends, or is employed, by a college or university. You can find out more information by calling the FDLE hotline (1-888-FLPREDATOR) or by visiting [offender.fdle.state.fl.us/offender](#). A list of sexual offenders or predators registered for classes at SPC is also available.

Titans Care (Student Assistance Program)

As an SPC student it's vital that you know Titans Care. You can access resources through [SPC's Student Assistance Program (SAP)](#), a collaborative resource for students with mental health or general life issues. SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more. It is SPC's belief that supporting mental wellness is everyone's charge and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-2738255.

Student Concerns

St. Petersburg College wants to make sure that you are able to receive prompt and fair resolutions to any concerns that you might have. If you feel that you have had a bad experience with a college employee or you have a concern about college facilities, please bring it to our attention. Begin by speaking directly to the person responsible for the department; direct conflict resolution is an important skill to develop and usually brings about the best results. If you aren't satisfied with the outcome or are not comfortable approaching the person directly, you may submit the information using an online form: web.spcollege.edu/survey/13002

If you're not able to submit the form online yourself, feel free to ask a college employee to submit the form on your behalf.

SPC Vaccination Policy

SPC is concerned about the health and well-being of all students. We encourage all students to remain current on vaccinations as suggested by appropriate health authorities. SPC does not require vaccinations for general admissions to our degree or certificate programs, with some exceptions for specific programs.

Instructional Continuity During Emergencies

The St. Petersburg College website at www.spcollege.edu is the official source of college information regarding the status of the institution. Other important information will be communicated via SPC Alert, local media outlets, and the college toll-free phone number 866-822-3978. All decisions concerning the discontinuation of college functions, cancellation of classes, or cessation of operations rest with the President or his/her designee. The College realizes that it is possible for a significant natural disaster to compromise SPC campus

facilities sufficiently to disrupt the delivery of classes on campus/campuses for an extended period and is planning ways our operations can continue following such an emergency.

So, if a hurricane or other natural disaster causes significant damage to St. Petersburg College facilities, please visit the college website for an announcement of the College's plan to resume operations.

Further, in the event of such a disaster, the Instructor will continue using the Learning Management System (LMS) for continuation of all required learning and instructional activities in this course, including the issuing of graded online assignments and the expectation of student completion of those graded assignments.

Therefore, to keep up with all activities in this course during and after a natural disaster, please plan to continue this course by maintaining online access to the LMS (possibly through duration of the course's regularly scheduled end date). We will finish this course in the LMS, as directed by your Instructor online, and your Instructor will use all graded assignments to assess and issue your final letter grade for this course, as normally planned, despite occurrence of the natural disaster.

For all current updates on pandemic conditions or other events, please visit SPC Updates at https://www.spcollege.edu/spc-updates

Terms of Instruction

Please note this syllabus is an instructional guide and that the instructor/professor reserves the right to make any changes to it, as needed. This includes changes to the course schedule and assignments, etc., throughout the term. If changes occur, you will be notified as soon as possible via email and/or an announcement in the Learning Management System (LMS). Changes may be necessary for various reasons, including instructor illness, students' progress, weather events, institutional needs, etc. Please approach any changes with flexibility and understanding.