



**Course Syllabus**  
**Structure of American Sign Language 1300 (3 Credits)**  
**Study Abroad Costa Rica**  
**Course dates: January 20, 2026 – May 29, 2026**  
**Travel dates: May 16, 2026 – May 24, 2026**

## **Welcome**

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Welcome to the Structure of American Sign Language course. I am excited to have you in this course.

We will explore the rich linguistic features that make ASL a unique and dynamic language. Throughout the semester, we will deepen our understanding of ASL grammar, syntax, and structure as we build a strong foundation for both analysis and communication.

Looking forward to a great semester together.

Happy Signing!  
Professor Negrón

## **Instructor Contact Information**

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Arlenne Negrón

**Email** [Negrón.Arlenne@SPCollege.edu](mailto:Negrón.Arlenne@SPCollege.edu)

**Phone:** 352-540-3201

**Office and Online Chat Hours:** Per request

**Office Location:** Clearwater Campus - LA 161

**Instructor Web Page:** <https://web.spcollege.edu/instructors/id/negrón.arlenne>

**Zoom Link for Class:** <https://spcollege.zoom.us/j/99256435228>

## Departmental Contact Information

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Joseph Leoppold

**Title:** Dean

**Email:** Leopold.Joseph@SPCollege.edu

**Phone Number:** (727) 341-3719

**Appointment Information:** Call or Email contacts above to schedule an appointment

Ian Wilson

**Title:** Assistant Dean

**Email:** Wilson.Ian@SPCollege.edu

**Phone Number:** 727.398.8201

**Appointment Information:** Call or Email contacts above to schedule an appointment.

## Course Information

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**Prerequisite(s):** Prerequisites: ASL 1510 and ASL 1160C with a minimum grade of C.

**Credit Hours:** 3

**Modality:** SPC Live Online

**Meeting Times and Location:** TBA

**Course Description:** This course is for the intermediate or advanced signer with limited exposure to American Sign Language (ASL). American Sign Language, as used by deaf adults, is studied with an emphasis on the phonological, morphological, semantic, syntactical, idiomatic, and metaphorical aspects of ASL. Current research in the field is examined and discussed.

## Course Objectives

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1. The student will demonstrate knowledge of the historical development and changes in American Sign Language (ASL) by:
  - a. describing the origin of American Sign Language.
  - b. explaining the systematic changes in sign position, hand-shape, movement and symmetry in American Sign Language.
  - c. explaining the coinage of new signs in ASL.
2. The student will demonstrate general information related to linguistic research and the various types of research, including case studies, comparative group studies, and experimental design by:
  - a. describing the various types of linguistic research.
  - b. interpreting current research for trends and issues.
  - c. designing research studies for the study of ASL.
3. The student will demonstrate knowledge of linguistic publications which serve as resources in the study of American Sign Language by:
  - a. listing the various publications on linguistic research.
  - b. discussing current research for trends and issues.
  - c. interpreting and discussing ASL research studies.
  - d. reporting on ASL research articles in class.
4. The student will demonstrate an understanding of the phonological features of American Sign Language by:
  - a. defining the purpose of phoneme units in spoken and signed languages.
  - b. describing phonemes and classifiers hand-shapes in ASL.
  - c. describing the change and use of sign placement, hand-shape, and orientation in changes in phonological meaning (minimal pairs) in American Sign Language.

## Important Dates

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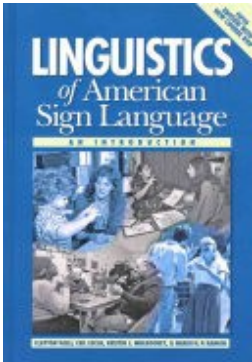
**Class Dates:** 20-JAN-2026 to 29-MAY-2026

**Withdrawal Date:** Please reference the Academic Calendar below

<https://www.spcollege.edu/academic-calendar>

## Required Textbook and Other Resources

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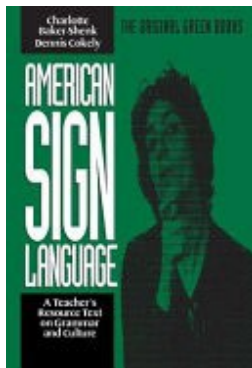
**Linguistics of American Sign Language**

**ISBN:** 9781563685071

**Authors:** Clayton Valli, Kristin J. Mulrooney

**Publisher:** Anchor Books

**Publication Date:** 2011-01-01



**American Sign Language**

**Subtitle:** A Teacher's Resource Text on Grammar and Culture

(American Sign Language Series)

**Required or Optional:** Required

**ISBN:** 9780930323844

**Authors:** Charlotte Lee Baker-Shenk, Dennis Cokely

**Publisher:** Gallaudet University Press

**Publication Date:** 1991-01-01

## Performance Assessment and Grading

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**Presentation:** The project is worth 100 points. Students will develop a researched perspective of their topic as approved by the instructor. Students will present their approved topic to the class in ASL in class. PowerPoint must follow a 5/5/5 rule, and the rule will be discussed later in the semester. An outline of the presentation must be given to the instructor before the presentation. Include appropriate handouts, audio-visual aids, or other supplemental materials. The presentation will be evaluated on presentation and delivery, content accuracy, support materials, development of theory, and application of the research.

**Assignments:** There are a total of 13 assignments, and each assignment is worth 100 points. Each student will be responsible for the weekly assignment provided in Canvas, and the assignments must be turned in on time to receive full credit. Before doing an assignment, students are encouraged to read first.

**Participation:** Students will perform a variety of in-class activities, such as discussing the assigned reading chapters, grammar, etc.

**Journal:** Students will respond to the linguistically related questions and will document their findings on the differences and similarities between ASL and Costa Rica.

## Grading Scale

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Grades will be determined by the equally weighted average of presentation, assignments, and participation.

A: at least 90%

B: at least 80%

C: at least 70%

D: at least 60%

F: at least 0%

Grade schema does not round grades up, which results in 89.97% being reported as a B to MySPC. Historical data indicate 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.

Categories	Points
PRESENTATION	100
(13) ASSIGNMENTS	1300
IN-CLASS ACTIVITIES (PARTICIPATION)	100

JOURNAL	100
TOTAL	1600

## Late Work Policy

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Late submissions are unacceptable 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 are considered valid justifications for the submission of an assignment after the established deadline:

1. If a severe family emergency occurs, such as you or a family member being hospitalized, please email the professor as soon as possible and provide documentation.
2. If a natural disaster occurs, such as a hurricane, please let the professor know as soon as possible and provide documentation.

## Availability of Course Content

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Students must register for the class to gain access to the course materials/modules. All materials are in MyCourses. Students must purchase textbooks to complete the assignments.

## Course Assignment Schedule

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**Assignments are due on Sundays by 11:59 PM. For participation purposes, students are strongly encouraged to complete the readings before each class.**

WEEK	TOPICS	ASSIGNMENTS
1	Syllabus	<ol style="list-style-type: none"> <li>1. Post an introduction in ASL in Canvas.</li> <li>2. Purchase the required textbooks</li> <li>3. Become familiar with Canvas, etc.</li> </ol> <p>DUE: 1/25</p>

2	What is a Language?	<p><b><u>IMPORTANT NOTE: You are required to read the assigned chapters before each class to engage in discussions, which also impacts your participation grade.</u></b></p> <ol style="list-style-type: none"> <li>1. Readings:(Green) Transcription Symbols (pp. 1-29)</li> <li>2. Readings: (Green) Ch: 1 - What is a Language? (pp. 31-45)</li> <li>3. Assignment #1</li> <li>4. In-Class Activity #1</li> </ol> <p>DUE: 2/1</p>
3	What is American Sign Language? What is LESCO?	<ol style="list-style-type: none"> <li>1. Readings: (Green) Ch: 2 - What is American Sign Language? (pp. 47-61)</li> <li>2. Readings: (Article) What is LESCO?</li> <li>3. Assignment #1</li> <li>4. In-Class Activity #1</li> </ol> <p>DUE: 2/8</p> <p>DUE: SUNDAY, MAY 25TH BY 11:59 PM</p>
4	English in the Deaf Community Spanish in the Deaf Community in Costa Rica	<ol style="list-style-type: none"> <li>1. Readings: (Green) Ch. 3 - English in the Deaf Community (pp. 63-78)</li> <li>2. Readings: (Article) Spanish in the Deaf Community in Costa Rica</li> <li>3. Assignment #2</li> <li>4. In-Class Activity #2</li> </ol>



		DUE: 2/15
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5	Bilingualism and Language Contact	<ol style="list-style-type: none"> <li>1. Readings: (Blue) Unit 25 - Bilingualism and Language Contact (pp. 187-194)</li> <li>2. Videos: Bilingualism in all Deaf children</li> <li>3. Assignments #3</li> <li>4. In-Class Activity #3</li> </ol> <p>DUE: 2/22</p>
6	Sign Formation and Variation Variation and Historical Change	<ol style="list-style-type: none"> <li>1. Readings: (Green) Ch. 4 - Sign Formation and Variation (pp. 79-101)</li> <li>2. Readings: (Blue) Unit 23 - Variation and Historical Change (pp. 171-194)</li> <li>3. Assignments #4</li> <li>4. In-Class Activity</li> </ol> <p>DUE: 3/1</p>

7	Selected Sign Types	1. Readings: (Green) Ch. 5 - Selected Sign Types (pp. 103-120) 2. Assignment #5 3. In-Class Activity #5  DUE: 3/8
8	Sentence Types	1. Readings: (Green) Ch. 6 - Sentence Types 2. Assignment #6 3. In-Class Activity #6  DUE: 3/13
9	Spring Break	No assignments are due.
10	Time Pronominalization	1. Readings: (Green) Ch. 7 - Time (pp. 175-204) 2. Readings: (Green) Ch. 8 - Pronominalization (pp. 205-237) 3. Assignment #7 and #8

		<p>4. In-Class Activity #7 and #8</p> <p>DUE: 3/29</p>
11	Subjects and Objects	<p>1. Readings: (Green) Ch. 9 - Subjects and Objects (pp.247-277)</p> <p>2. Assignments #9</p> <p>3. In-Class Activity #9</p> <p>DUE: 4/5</p>
12	Classifiers Locatives	<p>1. Readings: (Green) Ch. 10 - Classifiers (pp. 287-323)</p> <p>2. Readings: (Green) Ch. 11 - Locatives (pp. 333-351)</p> <p>3. Assignments #10</p> <p>4. In-Class Activity #10</p> <p>DUE: 4/12</p>
13	Pluralization	<p>1. Readings: (Green) Ch. 12 - Pluralization (pp. 361-389)</p> <p>2. Assignment #11</p> <p>3. In-Class Activity #11</p> <p>DUE: 4/19</p>
14	Temporal Aspect	<p>1. Readings: (Green) Ch. 13 - Temporal Aspect (401-417)</p> <p>DUE: 4/26</p>
15	Distributional Aspect	<p>1. Readings: (Green) Ch. 14 - Distributional Aspect (pp. 427-435)</p> <p>2. Assignment # 13</p> <p>3. In-Class Activity #13</p> <p>DUE: 5/3</p>

16	Presentation	Students will present their selected topic presentation -- DUE: 5/13
17	Study Abroad Costa Rica	Students will document their findings in their journal based on the research questions related to linguistics between Costa Rica and ASL -- DUE MAY 29
18	Study Abroad Costa Rica	Students will document their findings in their journal based on the research questions related to linguistics between Costa Rica and ASL -- DUE MAY 29

## Communication Plan

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In this course, the designated communication channels will be utilized for effective correspondence: announcements and emails in Canvas, and the email address provided in the syllabus.

Monday - Thursday, I will respond to emails within 24 hours. During Fridays and weekends, I will be away from the computer.

I will grade assignments and provide feedback within seven days after the due date.

I will send out weekly announcements and email notifications with assignment deadlines and details about upcoming content.

## Expectations

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### Recording Guidelines

Students are expected to be professional while recording. Students will be required to record their answers to the questions in the quizzes on the chapters to get full credit. Students must adhere to the guidelines provided to ensure a suitable recording environment for grading. Failure to comply may result in the

professor requesting a redo of the quizzes. Detailed instructions can be found in Canvas. Additionally, 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 on 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**

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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**

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College policy requires the instructor to report to 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.

## **SPC Policy: Attendance/Participation/Withdrawal**

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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 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 parttime).

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 to discuss completing any missed work with the instructor.

### **Participation**

College policy require 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**

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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**

- [Canvas Accessibility](#)
- [Microsoft Accessibility](#)
- [Google \(YouTube\) Accessibility](#)
- [Panopto Accessibility](#)
- [Copyleaks Accessibility](#)
- [Cengage Accessibility](#)
- [McGraw-Hill Accessibility](#)
- [Pearson Accessibility](#)

### **Privacy**

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

## **SPC Policy: Academic Honesty**

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St. Petersburg College expects students to be honest in all of their academic work. By enrolling at the College, students agree to adhere to the College's standards of academic honesty and integrity. Failure to comply may result in

academic and disciplinary action, up to and including expulsion from the College. As members of the College community, students also have an ethical obligation to report violations of the SPC academic honesty policies they may witness.

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
- Plagiarism
- Bribery
- Misrepresentation
- Conspiracy
- Fabrication
- Collusion
- Duplicate submissions
- Academic misconduct
- Improper Use of Any Electronic Device

Cheating - The improper taking or tendering of any information or material submitted for a course.

Examples of cheating, improper use of electronic devices, and improper online course use include, but are not limited to:

- Using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes or crib sheets, including information accessed through a calculator or other electronic devices.
- Unauthorized access, modification, use, creation or destruction of calculator-stored or computer-stored data and programs.
- Selling or giving away all or part of the information on an electronic device, which will be used as course work.
- Sharing an electronic device while leaving answers on display or in memory.
- Submitting a duplicate homework or test with only the student's name changed.

Unauthorized use of an electronic device to search for solutions during an exam.

Having or providing unauthorized outside help when completing online quizzes or assignments.

- Obtaining access to confidential test materials or questions before quizzes or assignments.

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

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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**

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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

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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

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### Proctored Testing Requirement

This course requires one or more of your quizzes/exams in MyCourses 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 in MyCourses.

Need help? Contact

[Lockdown Browser/Respondus Monitor Support](#)

## **Copyleaks**

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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

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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

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## 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
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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

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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

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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**

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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](mailto:SPCTitleIX@spcollege.edu) or by phone at 727-341-3261. Remember, these resources are here for your support and well-being.

## **Equal Access**

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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 [eaao\\_director@spcollege.edu](mailto:eaao_director@spcollege.edu).

## **Accessibility Statement**

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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](http://www.spcollege.edu/accessibility).

## **Safety and Security**

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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](http://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](http://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)

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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**

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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](http://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**

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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**

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The St. Petersburg College website at [www.spcollege.edu](http://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 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**

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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 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.