



Course Syllabus
ASL 2210C - American Sign Language IV with Lab

Study Abroad Costa Rica
Course dates: January 20, 2026 – May 29, 2026
Travel dates: May 16, 2026 – May 24, 2026

Welcome

Hello class,

Welcome to American Sign Language IV with Lab.

I hope you enjoy this class and by the end, not only learn Advanced ASL but also become aware of the Deaf community's needs, recognize and learn to respect cultural and linguistic differences, and become an ally by educating others. Because we are multilingual, we understand the challenges of learning another language, but we also know that immersion is the key to fluency. This class will help you develop an advanced level of conversational competency. Success in this class will require practice, time to complete homework activities (written and through video recordings), and immersion through cultural and linguistic integration. Our job is to help you complete this course, so feel free to reach out anytime! Enjoy your journey into the Deaf World. "Let your Fingers do the Walking and Your Hands do the Talking"

Instructor Contact Information

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Office and Online Chat Hours: Per request

Office Location: LA 161

Departmental Contact Information

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Ian Wilson

Title: Assistant Dean

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Course Information

Prerequisite(s): Prerequisites: ASL 1160C and ASL 1510 with grades of C or better;

(ENC0020, ENC0025, ENC0990, ENC0056 or ENC0055) and (REA0017, REA0002, REA0990 or REA0056); or EAP1695; or appropriate scores on college placement test; and Permission of the Program.

Credit Hours: 4

Modality: SPC Live Online

Meeting Times and Location: MON WED 06:00 PM to 07:40 PM

Course Description: This course is a continuation of Advanced American Sign Language (ASL) designed to focus on the development of mastery and advanced conversational American Sign Language skills. This course will emphasize receptive and expressive discourse with ASL users, focus on non-manual signals, complex grammatical constructions, and idiomatic expressions.

Course Objectives

1. The student will develop receptive and expressive discourse skills for communication with ASL users by:
 - a. using a series of simple sentences and both concise and extensive monologues to describe self, family, academic, work and social experiences.
 - b. implementing turn taking, closing, and error correction rules.
 - c. comprehending meaningful conversation encompassing cultural, regional, and historical signing variations.
2. The student will develop fluency with receptive and expressive non-manual signals for communication with ASL users by:
 - a. utilizing appropriate non- manual signals at fluent conversational rates.
 - b. demonstrating an advanced level of awareness and performance by using three dimensions during signing, including facial expressions, spatial organization and body language.
 - c. extending their mastery of non-manual signals/behaviors and the appropriate use of classifiers beyond the basic structure.
3. The student will develop receptive and expressive skills for use in complex grammatical constructions by:

- a. applying basic inflectional and aspectual features, with their corresponding non-manual features, common in ASL discourse.
 - b. recognizing the meaning of native ASL in the listed sentential areas using interrogative, imperatives, declaratives, conditional, rhetorical, and negative sentence structure.
 - c. enhancing competency in the everyday use of ASL, as well as to take advantage of a small class size by interacting with peers and giving/receiving performance analyses.
4. The student will develop receptive and expressive skills for colloquial and idiomatic language by:
- a. increasing his or her knowledge of advanced level ASL sign vocabulary, including advanced sign modulations, classifier hand shapes, idioms, and metaphorical signs.
 - b. interacting with the Deaf community to learn when and how to use colloquialisms and idioms.
 - c. acquiring a better understanding of the Deaf community and its many variances.

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

ASL DEAFined

Required or Optional: Required

Authors: Fugate, Paul

Publisher:

ASLDEAFINED.com Notes

online access

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 apply**, 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

CLASS WORK / ASSIGNMENTS: Class work and assignments should include the student's name, date, and class title. All work is due on the date specified on the schedule. Most of the assignments are due weekly by the ***end of the day*** on Wednesdays by 11:59pm. In-class expressive assignments may not be made up. Any work turned in after the due date (within a week) will result in an automatic 50% reduction in the grade. If no work is submitted after the 50% reduction time frame, it will be considered as zero automatically with no exceptions. You will have homework after every class, anywhere from 1 to 2 hours of work. It is important that you do the homework because the next class builds on the material covered.

ASL Deafined (online program)

ASL Deafined is an interactive online program (www.asldeafined.com) where the student will complete weekly activities to enhance their signing skills receptively and expressively. The instructor will provide links to the activities on MyCourses newsfeed throughout the semester that will guide the students

directly to the specific assignments. The lessons on ASL Deafined will reinforce the vocabulary learned in the weekly lessons. Multiple attempts are allowed on each activity until mastery is obtained. An 80% or above is expected for each assignment. Students are strongly encouraged to practice multiple times to prepare for the next class. Once the student completes her/his/their activities, the program will automatically send the completed and graded activities to the instructor.

Video Reflection/ASL LAB hours (SIGNED): The student will be required to document **6 Video Reflections and 2 ASL LAB session experiences** during the semester. To make a tutoring appointment go to: [Home - LibCal Calendar System for ASL - LibGuides at St. Petersburg College](#) The hours will be in the form of watching approved lectures/videos by Deaf community members. The purpose of these **Reflections and tutor sessions** will be to expose the students to native signers and to allow the student to develop a broader understanding of the Deaf Community. These activities must result in a student being able to show improved communication skills. Each submission should be recorded in ASL. *Assignments submitted via My Courses > Course Content > Reflections/Lab Hours > Dropboxes.* *For tutor sessions submissions, simply write a brief explanation of the experience including date, tutor name, overall experience rating and what was practiced/learned.*

Expressive Video Projects and Special Video Projects (SIGNED): The student will produce 4 expressive video projects and 4 special video projects. Students will be expected to submit digital assignments ON TIME for grading purposes. Webcams are available in the ASL Lab. Personal webcams are acceptable if the provided media protocol is followed. Not following the protocol below will result in points being deducted from the final grade of the material produced. There will be a rubric for each student to see their grade outcome on each project. *Assignments submitted via My Courses > Course Content > Expressive Videos > Dropboxes.* **Videos MUST be recorded DIRECTLY into the DROPOX**

Videos must be submitted DIRECTLY into MyCourses DROPBOX. Do not UPLOAD prerecorded videos. To find the How to Record – MyCourses: Go to Course Content > click “How to Record Yourself using MyCourses Platform.” Should you make a mistake while recording, just repeat the sentence or word. NO NEED TO RESTART!

Transcripts (WRITTEN/TYPED): The student will watch 4 videos of Deaf & Hard of Hearing native ASL users. Students will need to use a Word Document to type into proper English (transcribe/translate) what the Deaf person is signing. ****Do NOT summarize the video.** *Assignments submitted via My Courses > Course Content > Transcripts > Dropboxes.*

Video Assignments (SIGNED): A webcam is required for this assignment. The instructor will assign 6 activities for students to record responses. Not following protocol below will result in points being deducted from the final grade of the material produced. Activities will require students to submit signed NOT written responses. *Assignments submitted via My Courses > Course Content > Video Assignments > Dropboxes.* **Videos MUST be recorded**

DIRECTLY into the DROPOX

Videos must be submitted DIRECTLY into MyCourses DROPBOX. Do not UPLOAD prerecorded videos. To find the How to Record – MyCourses: Go to Course Content > click “How to Record Yourself using MyCourses Platform.” Should you make a mistake while recording, just repeat the sentence or word. NO NEED TO RESTART!

Final EXAM (WRITTEN/TYPED AND SIGNED): Students will take 1 cumulative exam at the end of the course.



GRADES AND REQUIREMENTS

CATEGORIES	POINTS
(9) Expressive Video Assignments	900
(9) Receptive Video Assignments	900
Storytelling Project	100
(9) ASLDeafined	450
Costa Rica Presentation	100
TOTAL	2,450

Grading Scale

A = 1395 to 1550 points (90 to 100%)

B = 1240 to 1394 points (80 to 89%)

C = 1085 to 1239 points (70 to 79%)

D = 930 to 1084 points (60 to 69%)

F = 0 to 929 points (0% to 59%)

ONLY grades which average $> .5$ will be rounded up to the next whole number.

(i.e.: $73.5 = 74$)

NO EXCEPTIONS!!

Late Work Policy

All work is due on the date specified on the schedule. Most of the assignments are due weekly by the end of the day on Sundays by 11:59pm. Keep in mind, no late submissions are accepted.

Course Assignment Schedule

COURSE CALENDAR

Week:	Topics/Assignments:
Week 1	<p>TOPICS:</p> <ul style="list-style-type: none">• Introduction/ Class Overview and Expectations/Review Syllabus• Review of ASL 1-3 <p>ASSIGNMENTS – DUE: 1/25</p> <ol style="list-style-type: none">1. ASL Assessment2. Be familiar with Canvas and ASLDefined3. Discussion Post: Introduction in Canvas

Week 2	<p>TOPICS: Conceptual accuracy: Multiple Meanings, Phrasal Verbs</p> <p>ASSIGNMENTS – DUE: 2/1</p> <ol style="list-style-type: none"> 1. Video Expressive Assignment #1 2. Video Receptive Assignment #1 3. Start working on ASLDeafined
Week 3	<p>TOPICS:</p> <ul style="list-style-type: none"> • Narrating Unforgettable Moments: Storytelling, Role Shifting Use, Spatial Agreement, and Classifier Use. • Giving Descriptions, Sharing Thoughts, and Giving Reasons
	<p>ASSIGNMENTS – DUE: 2/8</p> <ol style="list-style-type: none"> 1. Video Expressive Assignment #2 2. Video Receptive Assignment #2 3. ASLDeafined Lessons
Week 4	<p>TOPICS:</p> <ul style="list-style-type: none"> • Sharing Interesting Facts: Analyze Meaning, Focus on the grammar structure, Explain, Rephrase, Demonstrate, or Draw conclusions to get the meaning across. <p>ASSIGNMENTS – DUE: 2/15</p> <ol style="list-style-type: none"> 1. Video Expressive Assignment #3 2. Video Receptive Assignment #3

	<p>3. ASLDeafined Lessons</p>
Week 5	<p>TOPICS:</p> <ul style="list-style-type: none"> • EXPLAINING RULES: Give clear instructions/explanations using classifiers, • Conditional sentences • Rhetorical Questions • Relative clauses <p>ASSIGNMENTS – DUE: 2/22</p> <ol style="list-style-type: none"> 1. Video Expressive Assignment #4 2. Video Receptive Assignment #4 3. ASLDeafined Lessons
Week 6	<p>TOPICS:</p> <ol style="list-style-type: none"> 1. NUMBERS: Years, Ages, <p>ASSIGNMENTS – DUE: 3/1</p> <ol style="list-style-type: none"> 2. Video Expressive Assignment #5 3. Video Receptive Assignment #5 4. ASLDeafined Lessons
	<p>TOPICS:</p>

Week 7	<ul style="list-style-type: none"> Talking about accidents: Describe actions, reactions, and different perspectives <p>ASSIGNMENTS – DUE: 3/8</p> <ol style="list-style-type: none"> Video Expressive Assignment #6 Video Receptive Assignment #6 ASLDeafined Lessons
Week 8	<p>TOPICS:</p> <ol style="list-style-type: none"> Conceptual Accuracy: Synonyms and Antonyms <p>ASSIGNMENTS – DUE: 3/15</p> <ol style="list-style-type: none"> Video Expressive Assignment #7 Video Receptive Assignment #7 ASLDeafined Lessons
Week 9	<p>COLLEGE CLOSED – SPRING BREAK</p>
Week 10	<p>TOPICS: Talking about Money</p> <p>ASSIGNMENTS – DUE: 4/5</p> <ol style="list-style-type: none"> Video Expressive Assignment #8 Video Receptive Assignment #8 ASL DEAFINED Lessons

Week 11	<p>Topics: Making major decisions: Pros, Cons, Options: Develop Conversational Skills</p> <p>ASSIGNMENTS – DUE: 4/12</p> <p>1. ASL DEAFINED Lessons</p>
Week 12/13	<p>TOPICS: Discussing HEALTH Conditions</p> <p>ASSIGNMENTS DUE: 4/26</p> <p>1. Video Expressive Assignment #8</p> <p>2. Video Receptive Assignment #8</p> <p>3. ASL DEAFINED Lessons</p>

Week 14/15	<p>TOPICS: Classifiers/Mouth Morphemes</p> <p>ASSIGNMENTS – DUE: 5/10</p> <ol style="list-style-type: none"> 1. Video Expressive Assignment #9 2. Video Receptive Assignment #9 3. ASL DEAFINED Lessons
Week 16	<p>ASSIGNMENT – DUE: 5/15</p> <ol style="list-style-type: none"> 1. Storytelling

Week 17	<p>TOPIC - Study Abroad Costa Rica</p> <p>ASSIGNMENTS – Respond to the research questions for the Presentation – DUE: Friday, May 29</p>
Week 18	<p>Topic - Study Abroad Costa Rica</p> <p>ASSIGNMENTS – Respond to the research questions for the presentation – DUE: Friday, May 29</p>

Communication Plan

The main communication channel in this class will be via announcements and email in Canvas. The instructor will share weekly class updates, reminders, and other important class items via email and announcements in Canvas. Students are encouraged to email to request assistance, discuss concerns, or request a meeting before or after class.

*The instructor will respond to emails M-F within 48 hours.

*Assignments will be graded weekly.

*Remember to check for weekly class announcements/reminders in Canvas

Expectations

Learning American Sign Language (ASL) ONLINE can be a rewarding experience, but it also requires commitment, dedication, and active participation. ASL cannot be “learned” from watching videos alone. Because it is a visual gestural language Video Receptive/Expressive practice and individual feedback are necessary to develop adequate ASL skills. Because of the unique nature of ASL, students will be expected to complete weekly online interactive program activities, and complete class assignments/work.

1. Have an open mind and try to think outside the box: ASL is NOT English. ASL is a visual language. With signing, the brain processes linguistic information through the eyes, and facial expressions and body movements play an important part in conveying information. It is possible to sign without using facial expressions or body movements, but doing so may give a mixed message, be confusing, or be misunderstood. It will also look odd or unnatural to native signers.
2. Speed is not crucial in sign language. It is more important to sign clearly, even if you have to do it at a slower pace. When people often ask you to repeat yourself, it is a signal that you should slow down and try to sign as clearly as possible. Do not feel embarrassed if you sign slowly. It is important to get your message across, to connect with another person, and to be understood. There are no shortcuts to effective communication.
3. Learning a new language, especially a visual and gestural one like ASL, takes time and practice. Just like with any other language, progress in ASL requires consistent effort and practice both inside and outside of the virtual classroom.

It's important to approach the online class with a positive attitude and a willingness to learn and make mistakes.

4. It is essential to have the necessary tools and resources to fully engage in the online ASL class. This includes a reliable internet connection, a computer or device with a webcam, and any required textbooks or materials. It may also be helpful to have access to a quiet and distraction-free environment to optimize your learning experience.
5. You **MUST** actively participate in discussions, activities, and assignments during the online ASL class. This may involve practicing signing with classmates, tutors or instructors, completing assignments on time, and asking questions when clarification is needed. By actively engaging with the course material, you will be able to reinforce your learning and improve your ASL skills more effectively.
6. Communicate openly with your instructors and classmates throughout the online ASL course. If you are struggling with certain concepts or assignments, don't be afraid to reach out for help and clarification. Building a support network within the online classroom can help you stay motivated and on track with your learning goals. The college offers **FREE** virtual and in-person ASL group and individual tutoring.

Active participation in this class will be measured by online activity completion: assignments, unit quizzes and exams, video projects, and outside readings by the due dates listed on the syllabus, courses NEWS and daily class outline/calendar. If students fail to complete any combination of class work, assignments, and tests, they will not be considered an active participant in this class and may be dropped/withdrawn by the instructor.

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 selfstudy.
- 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

Active participation in this class will be measured by online activity completion:

assignments, unit quizzes and exams, video projects, and outside readings by the due dates listed on the syllabus, courses NEWS and daily class outline/calendar. If students fail to complete any combination of class work, assignments, and tests, they will not be considered an active participant in this class and may be dropped/withdrawn by the instructor.

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 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

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

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. I am glad to offer guidance!

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 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
- Do 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 it 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 by the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules, and regulations. The College will not discriminate based on 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.

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 require 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 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 Canvas. 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.

Special Accommodations

Accessibility Services Department St. Petersburg College. Under Section 504 of the

Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, SPC seeks to ensure that admission, academic programs, support services, student activities and campus facilities are accessible to and usable by students who document a qualifying disability with the College. Students with disabilities who desire accommodations need to provide appropriate documentation of a disability and request services from Accessibility

Services. Here's the link to contact Accessibility Services

Department: <https://www.spcollege.edu/current-students/student-affairs/student-supportresources/accessibility-services/accessibility-services-contacts>

***If you have documented evidence of your specific educational needs, you are strongly encouraged to discuss them with the instructor privately.

How To: Signing Naturally Interactive Online Student Materials

In order to access the Signing Naturally Interactive Online Student Materials - you need to go to:

1. Log in to Canvas
2. Click 'Modules'
3. Click 'Signing Naturally Unit 1'
4. Click 'Signing Naturally - Homework 1:1'
5. It will ask you to type in the code. Once it goes through, it should automatically open all other materials for you to access at any time without retyping the code each time.

Additional tips From the Publisher

Here is the first troubleshooting step we would like you to take. Please see below (this works for all desktop/laptops browsers):

SAFARI: Click Safari in upper left then select Preferences. Then pick privacy and uncheck “Prevent cross-site tracking.”

FIREFOX: Click Firefox in upper left then select Preferences. Then pick “Privacy & Security” and make sure “Standard” is picked for Browser Privacy.

CHROME: Click Chrome in upper left then select Preferences. Then pick “Privacy and Security” and then pick Cookies and other site data. Select “Allow all cookies.”

Let us know if you still have issue after trying this. You can reach out to their customer relations department: DawnSignPressContactUs@dawnsign.com

Media Production Protocol

Videos must be submitted DIRECTLY into Canvas. Do not UPLOAD pre-recorded videos. Be sure to sign the TITLE of the assignment on each of your video projects. Should you make a mistake while recording, just repeat the sentence or word. ****NO NEED TO RESTART! ****

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

- Backgrounds should be a solid color that contrasts with a student's skin
- color Color of Clothes should be a solid color that contrasts with a student's skin color.
 1. Light skinned students wear darker solid color tops.
 2. Darker skinned students wear lighter solid color tops.
 3. Tops should have sleeves; no tank tops, low cut or sleeveless tops permitted.
 4. Tops should not have distractions: buttons, emblems, and graphics.
- Distractions
 1. Hair should be out of the face. Do not wear a hat.
 2. Jewelry should not be distracting: dangling earrings, shiny necklace, sparkly pins.
 3. Midriff should not be showing.
 4. Gum chewing is not permitted.

***Not following protocol will result in points being deducted from the final grade of the material produced.*

Course Syllabus

A course syllabus serves as a contract between the professor and you regarding course expectations, classroom conduct, and policies. Please read this syllabus entirety. After you read this, please sign the syllabus agreement to indicate your acknowledgement and pledge to uphold the course expectations and complete the required coursework. You are also required to take the Syllabus Quiz and pass it with 100% before starting any required assignments.