



Syllabus

American Sign Language III

ASL 2160 / 85523 / Fall 2026

4.0 Credit Hours/Contact Hours

Pre-requisites/Co-requisites: ASL 1150 with a grade of "C"

Contact Information

Instructor

Name: Keely Foster
Title: Adjunct
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Office Location: Virtual/Zoom
Office Hours:
Tuesdays, 4:45 – 5:15 PM CST
Response Time: 24-48 hours

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Course Information

Catalog Description:

American Sign Language III is an intermediate-level course designed to further develop students' proficiency in expressive and receptive American Sign Language (ASL) skills. Building upon the foundational knowledge acquired in ASL I/ASL1140 and ASL II/ASL1150, this course focuses on enhancing linguistic and communicative skills through interactive and immersive learning experiences.

Student Learning Outcomes:

Communication

Students will:

- Engage in spontaneous conversations using intermediate-level American Sign Language on a variety of familiar and emerging topics.
- Demonstrate increased receptive skills
- Produce clear and coherent signed presentations using appropriate vocabulary, grammar, and non-manual markers.
- Participate in interactive communicative activities that require negotiation of meaning, clarification, and elaboration in ASL.

Cultures

Students will:

- Analyze and discuss perspectives, practices, and products of Deaf culture as they relate to language use and community values.
- Demonstrate culturally appropriate behaviors and communication strategies when interacting in Deaf and ASL environments.
- Examine the role of ASL in shaping Deaf identity and cultural experiences.

Connections

Students will:

- Use ASL to explore topics and content related to other academic disciplines, current events, and real-world issues.
- Access and interpret information presented in ASL through authentic sources, including videos, presentations, and community interactions.
- Apply ASL skills to broaden understanding of language, communication, and diverse human experiences.

Comparisons

Students will:

- Compare and contrast linguistic features of ASL and English, including grammar, syntax, discourse structures, and visual-spatial elements.
- Analyze similarities and differences between Deaf culture and their own cultural experiences.
- Reflect on how language and culture influence communication styles and perspectives.

Communities

Students will:

- Participate in ASL interactions beyond the classroom through engagement with Deaf community events, organizations, or virtual experiences.
- Use ASL to communicate with a variety of signers in authentic settings.
- Demonstrate lifelong learning habits by seeking opportunities to expand ASL proficiency and involvement in Deaf communities.

Course Materials & Resources:

Signing Naturally Units 13, 14 and The Ball Story: Interactive Online Student Materials. DawnSignPress.

Delivery Method:

This is a web-based course. All online courses at GCSC utilize the Canvas Learning System. Students should read all information presented in the Canvas course site and should periodically check for updates—at least every 48 hours.

Remember: This course is not one in which students may work at their own pace. Each week there are learning modules, assignments, online lectures, online discussions, and/or online exams with due dates. Refer to the schedule within this syllabus and within Canvas for more information.

Student Expectations

In this course, communication and feedback will occur through various channels, including GCSC email, Canvas Inbox, Canvas Announcements, Canvas Discussions, Microsoft Teams or Zoom, assignment feedback, and instructor office hours. Review the statements below so that you understand the expectations for communication.

As a student at Gulf Coast State College, you are expected to:

- **Adhere to Course Guidelines:** Follow the guidelines detailed in the course syllabus, along with any additional instructions provided by the instructor. This includes understanding and complying with the course objectives, grading criteria, and academic policies.
- **Maintain Regular Contact:** Keep in touch with your instructor and classmates via your GCSC email or other designated communication channels. Regular contact helps clarify doubts, share ideas, and foster a collaborative learning environment.
- **Active Participation:** Engage actively in class discussions and submit assignments on time. Your active participation is crucial for your academic success and contributes to a vibrant learning community.

As your instructor, my commitment to you is to:

- **Provide Timely Feedback:** I will review and provide feedback on your assignments and submissions promptly. My goal is to help you understand your strengths and areas for improvement, which is crucial for your academic growth.
- **Respond Via Canvas Inbox:** I will respond to your emails or messages within 24-48 hours (excluding weekends and holidays), unless otherwise noted. I understand the importance of clear and timely communication in addressing your questions and concerns.

- **Post Regular Announcements:** To keep you updated and help you manage your time effectively, I will send out weekly reminders via announcements and/or . These reminders will include important dates, upcoming assignments, and any changes to the course schedule.
- **Maintain Weekly Office Hours:** I will maintain regular weekly office hours, but I can also be available by appointment. This is to ensure I'm available for any questions or concerns that may come up during the week.

Course Schedule

Dates	Module	Description
August 17-21	1	Course Introduction/Expectations Course navigation, syllabus and expectations and classifier blueprints Reading: A Loss for Words Chapter 1 - 2 Assignment: SN IOSM, Unit 13, Lesson 1 and Classifier Blueprint draft Assessments: Syllabus Quiz
August 24-28	2	Classifier Blueprint Video Production Reading: A Loss for Words Chapter 3-5 Assignment: SN IOSM, Unit 13, Lesson 2 and Classifier Blueprint video Peer ASL Interaction Recorded Assessment: Comprehension Check: A Loss for Words Chapter 1-2
August 31-September 4	3	Cochlear Implant Articles Analyze the different perspectives of use of cochlear implants on both young children vs. adults. Reading: A Loss for Words Chapter 6 Assignment: SN IOSM, Unit 13, Lesson 3 Discussion Board #1: Share findings of cochlear implant reviews
September 7-11 *Subject to change to observer Sept. 11th	4	Mouth Morphemes and ASL Idioms/ Receptive Practice Peer Reading: A Loss for Words Chapter 7-9 Assignment: Peer ASL Interaction Recorded SN IOSM, Unit 13, Lesson 4 Assessment:

		Comprehension Check: A Loss for Words Chapter 3-6
September 14-18	5	Current Events Retell Reading: A Loss for Words Chapter 10-11 Assignment: SN IOSM, Unit 13, Lesson 5 Assessment: Comprehension Check: A Loss for Words Chapter 7-9
September 21-25	6	Peer Conversations & Midterm Review Reading: A Loss for Words Chapter 12-13 Assignment: Peer ASL Interaction Recorded SN IOSM, Unit 14, Lesson 1 Assessment: Comprehension Check: A Loss for Words Chapter 7-9 Quiz: Unit 13
September 28-October 2	7	ASL Science Signs Science Experiment Video Reading: A Loss for Words Chapter 14-15 SN IOSM, Unit 14, Lesson 2 Assessment: Comprehension Check: A Loss for Words Chapter 12-13
October 5-9	8	Midterm Exam
October 12-16	9	ASL Geography & Sightseeing Signs Assignment: Deaf Event / Interaction Dream Vacation Video SN IOSM, Unit 14, Lesson 3 Assessment: Comprehension Check, A Loss for Words Chapter 14-15
October 19-23	10	ASL History/Social Studies Signs Reading: A Loss for Words Chapter 16 & Epilogue Assignment: SN IOSM, Unit 14, Lesson 4 Historical Event Video

October 26-30	11	Transliterating vs. Interpreting Articles Peer Conversations Assignment: Peer ASL Interaction Recorded Video Example: Transliterating vs. Interpreting (any topic) Assessment: Comprehension Check, Chapter 16 & Epilogue
November 2-6	12	Simultaneous vs. Consecutive Interpreting Articles Peer Conversations Assignment: SN IOSM, Unit 14, Lesson 5 Interpreting: Video Examples
November 9-13	13	ASL Project Develop ASL project, meet individually with instructor. SN IOSM, Unit 14, Lesson 6
November 16-20	14	Deaf Event Attend a deaf event. Contact instructor for alternate assignment if unable to attend a deaf event. Assignment: ASL Project Assessment: Quiz: Unit 14
November 23-27 *Subject to change to observe Thanksgiving	15	ASLPI and SLPI Assignment: Peer ASL Interaction Recorded ASL Project
November 30-December 4	16	Final Exam Review Assignment: ASL Project
December 7-11	Final Exams	Assessment: ASL Project Due

*Course calendar subject to change at instructor's discretion. Students will be notified of any changes via email and/or course announcements.

Grading

GCSC Grading Scale

All grades will be posted in the student grade book in Canvas and will be assigned according to the following scale:

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% and below

Calculation of Grades

Discussion Boards 15% of grade
Peer Video Recordings 25% of grade
Midterm Exam 30% of grade
Final Exam 30% of grade

Incomplete Grades

An “Incomplete” (“I”) will be considered by the instructor if a student has completed seventy-five percent of the class. This will be determined based on attendance and assignment completion. The instructor may require that the student submit a schedule for completion of the missing work. The “Incomplete” provides 30 days from the ending date of the course to make up any missing work. If work is not submitted during this time period, the grade will automatically change to an “F.”

Course Policies

Accessibility Statement

Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. Please visit [GCSC's Student Accessibility Resource \(SAR\) webpage](#) to learn more. For information regarding the registration process, email sar@gulfcoast.edu or call 850-747-3243.

Attendance Policy

Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered.

You are expected to know the instructor's specific attendance policy, as stated in the syllabus for each course. In the event of absence, you should contact your instructor as soon as possible to indicate the reason and to inquire whether make-up work is possible. (Make-up work is offered solely at the discretion of your professor.)

If your absences in a class become excessive, as stated in the course syllabus, your professor may contact you, indicating that further absence may result in your withdrawal from the course. Your professor can withdraw you from a course for excessive absences without your permission.

Instructors will monitor attendance at the beginning of each semester. If you are not in attendance during this period, you may be withdrawn from the course. You will be financially responsible for the course and a "W or NS" will appear on your transcript. Withdrawal from a course may also have implications for financial aid.

Make-Up Work Policy

Students are provided with two opportunities for a total of (2) assignment extensions with written approval from the course instructor. Students must state in writing the reason for requesting an assignment extension. Assignment extensions will not apply to quizzes or exams.

Withdrawal Policy

Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.).

There are two kinds of withdrawals---student and administrative.

- *Student Withdrawal (W1)* - Students wishing to withdraw must complete the online Student Withdrawal Form before the scheduled withdrawal deadline as published in the College catalog. Student withdrawals initiated prior to the scheduled withdrawal deadline will be recorded as a grade of "W." The withdrawal deadline for an off-term or condensed term is one week after midterm.
- *Administrative Withdrawal (W2)* – A faculty member may withdraw a student up to the published withdrawal deadline for violation of the class attendance policy in which case

the student will receive a grade of "W." The withdrawal deadline for an off-term or condensed term is one week after midterm.

Students cannot withdraw from developmental studies courses (college-preparatory classes) after the drop/add period without written permission from their instructor and/or their academic advisor.

Academic Integrity

Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college's mission. Academic misconduct, including cheating or plagiarism, is destructive to the spirit of an educational environment. GCSC professors report every instance of student academic misconduct to the college for inclusion on the student's records.

Most course syllabi include an academic honesty policy and the consequences for violating this policy. Familiarize yourself with course policies regarding authorized or unauthorized use of AI to avoid the pitfalls of academic dishonesty.

The following definitions will apply:

"Cheating"

includes but is not limited to use of any unauthorized assistance in taking quizzes, tests, or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition without permission of tests or other academic materials belonging to a member of the College's faculty.

"Plagiarism"

includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment as well as the purchase of papers or projects. It can also include overuse of an editing program like Grammarly or submitting work written by an Artificial Intelligence (AI) generator like ChatGPT. Make certain to consult your course syllabi for your instructor's guidelines of AI material.

"Self-plagiarism"

occurs when a student submits the same or considerably similar document to fulfill requirements in different classes. For example, if a student submits a term paper in Religion they originally wrote for an English class, this is self-plagiarism. Once a paper receives a grade in one class, it cannot be submitted again for another class.

"Generative Artificial Intelligence (AI)"

is technology that uses machine learning to create new content, such as text, images or code, based on user input. These systems are trained on vast amounts of data, including large

language models and image or code generators. Common examples include ChatGPT, GitHub, Copilot, Google Gemini, Perplexity, and the Grammarly AI function.

Sanctions for incidences of academic misconduct, depending on the severity of the incidence and/or its repetition, may range from receiving an F grade (or 0) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the college.

Classroom Recording

In accordance with federal and state privacy laws, students may record class lectures for their own personal educational use, in connection with a complaint to the college, or as evidence in internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member. Failure to obtain permission to publish could lead to the students' having to pay damages, attorney fees, and court costs. For more information about what can be recorded, please see the guidelines in the GCSC Student Handbook.

Generative Artificial Intelligence (AI) Policy

The use of generative AI tools in academic work requires clear guidelines to maintain academic integrity. Please review the policy selected for this course regarding the use of AI tools such as ChatGPT, Copilot, Grammarly's AI features, and similar platforms for assignments, research, and other coursework.

See the student handbook for further information. Students with questions about acceptable use should consult their instructor.

Limited Assistive Use Only

Students may use basic assistive technologies for spelling, grammar, and formatting (e.g., PaperRater or SpellCheckPLUS); however, the use of AI tools (e.g., ChatGPT, Copilot, Grammarly's AI function, etc.) for generating, rewriting, or enhancing content is not permitted. All work must reflect the student's original ideas and writing. Representing work created by AI as one's own is a violation of academic integrity and may result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.

Anti-Discrimination Policy

Gulf Coast State College does not discriminate against any person in its programs, activities, policies or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status. All questions or inquiries regarding compliance with laws relating

to non-discrimination and all complaints regarding sexual misconduct or discrimination may be directed to Amanda Reed, Executive Director of Human Resources/Title II/504/Title IX Coordinator and Employment Equity Officer, Gulf Coast State College, 5230 W. US Highway 98, Panama City, FL 32401; 850-769-1551, ext. 3516. Rules, policies, fees, and courses described in this catalog are subject to change without notice.

Syllabus Policy

For any syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students via e-mail or Canvas announcement when changes are made in the requirements and/or grading of the course.

Student Support Resources

Gulf Coast State College is committed to providing you with the resources you need for success as a student and beyond. View all the academic and student support resources provided at GCSC on the [Student Services web page](#).

Course Technology & Support

To successfully participate in this online course, students must have basic computer and digital information literacy skills and meet the following technology requirements:

- **Computer:** Up-to-date web browser that supports the Canvas learning management system; please refer to the system requirements for compatibility and information on using the Canvas app on mobile devices.
- **Internet Speed:** Minimum bandwidth of 8 Mbps upload/download speed to effectively engage in online activities and access multimedia.
- **Office 365 software:** Available for free download through GCSC Information Technology Services (ITS).

If you need technical support, contact the ITS Help Desk, available 24/7 at (850) 913-3303.

American Sign Language I (ASL 1140) Syllabus Agreement Form

I, _____ (print first name, last name), have access to the ASL 2160 Course Syllabus via Canvas. By signing below, I am agreeing to the following statements below:

- I have purchased and have access to all required materials listed in the course syllabus for ASL 2160 (American Sign Language III).
- I have purchased the Signing Naturally Online student materials.
- I have an access key to access the Signing Naturally Online student materials and know how to access the Signing Naturally online student materials without assistance.
- I understand the interactive online Signing Naturally materials can ***not*** be shared with another student as it is connected with my grades.
- I understand I must use a laptop or similar recording device and cannot use a cell phone to record or submit assignments for the ASL 2160 (American Sign Language III) course.
- I agree to only use the approved course materials as listed in the course syllabus, within Canvas, or provided by the instructor.
- I have read, understand, and agree to adhere to all classroom attendance/participation policies, and assignment expectations.
- I understand my attendance, class participation, and completion of course assignments will impact my overall course grade.
- In the event of any misunderstanding/concerns regarding the ASL 2160 course, I agree to schedule a meeting with the course instructor to provide an opportunity to share my concerns and discuss what/if any alternate options are available regarding my concerns.

Student Signature: _____

Date: _____