# Academic Portfolio

## David A. Davenport, M.A.
Instructor
ASL/Interpreting Program
Salt Lake Community College

2013-2014

# Table of Contents

# TEACHING

**Teaching Philosophy**

My teaching philosophy has changed over my many years of teaching American Sign Language (ASL). In the beginning of my teaching career, I believed that students should learn the grammar, rules and structure of a language. I didn't focus on the cultural aspects of a language or the use of various learning approaches, such as natural interaction. However, I now believe that students learn language through interaction and that this approach will increase students' ability to acquire language more fluently. My learning theory is rooted in language interaction with the teacher monitoring progress using natural approach techniques.

The classroom is the main place where students convene to learn together. In a typical classroom, the seats are arranged into rows, all facing the teacher. In Deaf culture and for teaching ASL, this classroom design is not effective. Seats arranged in a c-shape, with all students facing the teacher and each other, is most effective and what I use in my classroom. With this arrangement, I have noted much improvement in my students' learning progress and language development through opportunities for interaction. My teaching philosophy emphasizes communication and interaction in the classroom, which creates a positive impact due to an effective learning environment.

I have three preferred teaching methods and approaches. The first teaching method is the Natural Approach, which focuses on fostering natural language acquisition in a classroom (Richards & Rodgers, 2009). This approach emphasizes communication style instead on focusing solely on grammatical structures. Natural language learning can occur in the classroom through the use of interaction and communication among the students and instructor. The instructor knows the language level of students and is able to challenge and expand their abilities through interactive activities. There is natural ongoing communication happening in the classroom. The instructor is also able to teach new language vocabulary and concepts based on how children learn language, with instruction that is built on their current level of functioning. One part of Krashen's natural approach includes instructional level plus one, aptly described as "I + 1". This theory focuses on the teacher's ability to identify the students' current learning level and to push it further by teaching content that is one level above the students' current ability (Brown, 2007).

The second method I use is called the Total Physical Respons (TPR). This method focuses on the use of language commands to elicit a physical response from the students in the classroom (Richards & Rodgers, 2009). Students are required to follow the instructor physically and visually instead of passively learning and not being involved. The benefit of this method is that as students learn new vocabulary in class, they will do some physical activities to incorporate and apply the new concepts, signs and grammatical structures that they recently learned. Examples of activities are presenting in front of the class, playing games and interacting with other students. TPR focuses on students' response to

3

language commands in the classroom in order to provide a positive and safe learning atmosphere for first year students.

Lastly, the Content-Based Instruction (CBI) method focuses on teaching language using the subject matter, and language is coincidentally learned along with the subject matter (Brown, 2007). This is an effective approach for beginning ASL students and school-aged students.  Students learn content area material and in doing so also develop stronger language skills.  For example, classifiers can be used and taught in a science volcano lesson.  Students learn the science of volcanoes and also the ASL grammatical structures.  In my classes, I use this approach by bringing current events and other content area into my language classes.

The three methods and approaches mentioned earlier have been shown to make a positive impact on students' language development (Brown, 2007; Richards & Rodgers, 2009). Students show improvement in their language acquisition and understanding when the methods and approaches are used together and alternatively.  Flexibility in the teacher's preferred approaches is much needed, as it will help the teacher be able to identify the students' needs in the classroom in order for them to acquire a new language naturally and skillfully.
 In conclusion, these teaching methods and approaches are the basis of my philosophy.

*Reference:*
*Brown, H. D. (2007). Teaching by principles: An interactive approach to language*
*pedagogy. White Plains, NY: Pearson Longman.*
*Richards, J. C. & Rodgers, T. (2009). Approaches and methods in language teaching.*
*Cambridge, NY: Cambridge University Press.*

**Teaching Responsibilities**

My teaching responsibilities focus on American Sign Language (ASL) education along with interpreting training. I teach ASL, interpreting, and Deaf culture courses for ASL and Interpreting programs. As far, I teach ASL courses in general education requirement such as ASL 1010, 1020, 2010, and 2020. I also teach advanced courses for majors in ASL and interpreting such as proficiency development and ASL Literature courses. Courses are framed on a language skills based, and I use blend of lecture, discussion, and interaction in my classes. Students are actively participate in the interaction and learning activities to improve the communication and language skills. I develop ASL and interpreting curricula, assessment of student's ASL competency. I provide support of ASL tutoring with ASL lab coordinator to incorporate with classroom curriculum. I bring innovative teaching to improve the teaching to meet the needs of the new generation and diverse of students, such as incorporate teaching material into high-tech products.

I make frequent use of comprehension and production assessments to measure students' receptive and expressive language skills for most of ASL courses in lower levels. I use language projects for upper levels in which students produce a part through ASL  such as ASL literature and proficiency development courses. I designed the teaching materials heavily with presentation slides with visual aids to reducing the source language such as English to boost

the target language learning environment where students can obtain the direct communication with target language as it is part of my teaching philosophy. Beside the language learning environment, I also teach Deaf culture as I developed various materials to generate the critical thinking on the difference between students' culture and Deaf culture as part of standards of American Council on the Teaching of Foreign Language (ACTFL). My aim is to help students receive the full understanding and respect of different cultures as well as improving their language skills to communicate with Deaf people.

I have taught the following undergraduate courses during 2013-2014 Academic year:
Beginning American Sign Language I (one section each semester)
    5 credits, 16-18 students per semester
Beginning American Sign Language II (two sections each semester)
    5 credits, 14-18 students per semester
American Sign Language Conversation I (one section each semester)
    1 credit, 6-12 students per semester
ASL Proficiency Development (one section each year)
    4 credits, 11-14 students per semester
Introduction to ASL Literature (one section each year)
    3 credits, 11-14 students per semester

**Objectives and Methodologies**
    I developed the comprehensive syllabi and schedule along with course descriptions, course objectives, learning outcomes, assignment descriptions, examinations, as well as a precise outline of how final grades will be awarded. I provide a detailed weekly breakdown of topics and assignments. (see Appendix A)
    My belief on a detail-oriented syllabus is to support the teaching tool for me and students. Students received clear expectations about the course as I follow the expectation for the course objectives that fulfill the course requirement. The clear and comprehensive syllabi supports the program's curriculum to continue the excellence of instruction.
    My teaching methods for ASL courses are interaction as with the natural approach; it helps students to have their opportunity to express themselves in ASL. I always use visual aids such as pictures, clip arts, and other forms of aids to deliver the meaning and concept in class discussion. I always balance out with lecture and class participation. For example, I don't want students to sit and watch the lecture the whole class time. As a language instructor, I always make sure students can have opportunities to share their thoughts through ASL. My syllabi and topics supports my teaching methods. I also require students to complete their out-class assignments before the class time because students can practice and learn new vocabulary on their own time as I see significant results on students' comprehension/production skills when the students work on their assignments before class time.

**Instructional Delivery**

Video Lecture and materials

I developed video lectures and teaching materials into ASL 1020 courses through the learning management system, Canvas, to boost the learning tools for students and to develop language skills. The textbook, Signing Naturally Level II, for ASL 1020 is outdated (published in early 1990s). I have taught the courses for many years and see there is less effective for students to do their assignments through the printed textbook. I decided to use high-tech materials to develop video lectures for new vocabulary and contents, then put it into Canvas. Students can have opportunity to watch me online and practice their language skills. Students verbally mentioned it to me quite often that they loves the video lectures and visual aids in Canvas. They can have the opportunity to control their own time in learning new concepts and vocabulary then they can have more opportunity for practice in the classroom. I have been working on this project since Fall Semester 2013 and expect to make them full fledged courses with video lectures and material after the summer of 2014 (See Appendix B).

'Flipped' Classroom Concept

As video lectures and materials become available in Canvas, my main goal is to create the course into a 'flipped' classroom concept where students can watch my lectures and learn concepts online then they come into the classroom to interact with each other using certain vocabulary and concepts they learned from online lectures. This concept inverts traditional teaching methods, delivering instruction online outside of class and moving 'homework' into the classroom. It is a new concept in the field of American Sign Language instruction as I am sure it will improve the leaning environment for students. Traditionally, ASL teachers would teach vocabulary and concepts during class time. However, the lecture tends to take about 30 to 40 minutes then students practice what they learned for just 10-20 minutes. It is difficult for some students who try to learn new vocabulary and concepts during class time and given less opportunity for practice on language skills. With a 'flipped' classroom concept, they can watch the online video lecture at home at their own pace and communicate with peers and instructor via online discussion. That way they can work on concepts with new vocabulary in class with other students. The concept boosts the learning outcomes for my ASL classes. I have talked with other ASL instructors from other universities and colleges. They mentioned that they were not sure about a 'flipped' classroom concept. My goal is to influence other colleagues to understand and follow the concept for ASL courses. I plan to present a workshop on this at a conference. The example of 'flipped" classroom through online, see Appendix C.

Modules for lesson plans in Canvas

I developed modules to incorporate with lesson plans and assignment in Canvas for students to follow through the course and practice on comprehension/ production skills. I created the details for lesson plans and assignments in order to support the concept of a 'flipped' classroom. The modules helps to organization the objectives and learning outcomes for the course. At first, I just added assignments with due dates along with the syllabus into Canvas. However, I noticed that it was less effective for students to follow through the structure in the course. I decided to use modules to help students complete each lesson and assignment as sequenced. I don't see any problem or objective on new method in Canvas as I feel that my teaching is more effective due to structured and organized lesson plans to abide the learning outcomes. The example of ASL 1010 and ASL 1020 modules in Canvas, see Appendix D.

Using Tablets in the courses

The ASL/Interpreting program has thirty Apple iPads and had not used these very often for almost two years. When I arrived at SLCC as full-time faculty, I saw the huge benefit for using iPads in ASL instruction. I decided to use them for assessments on comprehension and production parts. For the comprehension part, I used Canvas' quiz format to develop all of the exams with videos along with multiple choices, true/false, and fill it out in blank questions. For the production part, I developed the video submission in Canvas for students to submit their video from iPads' camera. I used iPads for all of my exams and in classroom exercises for ASL 1010 and ASL 1020 in Fall Semester 2013.  Using iPad in classroom and exams is effective for ASL instruction because students can create videos for production skills and watch videos for comprehension. In the past, most ASL instructors would sign in the classroom and students write the translation of what the instructor signed on their papers. So I decided to push it beyond from paper into high-tech to develop a more effective learning environment. The example of exams from ASL 1010 and ASL 1020, see Appendix E.

Feedback tools with technology

Feedback is vital to ASL courses as well as other language courses. I developed the technology to combine two videos into one video with constructive feedback for students to improve their language skills, rather than using an English format. It is different than giving a feedback on paper like a research paper. I watch a student's production video and provide feedback on the same video. Students mentioned to me in class that they loved my feedback through video simultaneous with their source video. I changed it into this way because it is difficult to explain in English when I saw something on video. I feel this is an effective way to give feedback and support the learning environment for the students. The example of video comments with student's video, see Appendix F.

I also looked for other tools for feedback and assessment on video. I contacted GoReact under SpeakWorks, Inc. in Orem, Utah. Sam Harris, the representative from SpeakWorks, worked with me to develop the course in GoReact online-based software for video assessment. The software supports video time coded comments for me to add feedback and comments on students' videos. This software is very new to ASL field and I decided to use this for the course, Introduction to ASL Literature during Spring 2014 as testing to see if it is good for ASL course. (See Appendix G).

Create videos for exams

I created high quality videos for exams for ASL 1010 and ASL 1020 to increase validity and reliability. This project is time consuming to create videos as I worked overtime to develop it. I am proud of this work because it is huge change in my teaching to improve reliability. I used to sign in class for exams and have students write down the translation in English. I always signed it twice or triple before students would write down the translation. When I signed it again, it might be different than first one. I feel that ASL instructors should stop  using yjis method. The videos for exams resolve the issue because students can play it again and the content is always the same. I created 154 videos for ASL 1010, 150 videos for ASL 1020, and 95 videos for ASL 2100. The total of high quality videos (high resolution, colors, and lighting) my ASL courses is 477 videos. I used my Digital Single-Lens reflex camera (Canon 60D) with film production lightings and black background for all of my ASL videos. This is big leap and blossom up my teaching materials to improve the assessment tools for my courses. The example of videos exam in ASL 1010 and ASL 1020, see Appendix H.

Evaluation of Teaching

Student evaluations are vital to my efforts to improve courses.  I have regularly pulled up the results of student evaluation from SLCC's website. As a result of my emphasis on evaluation, I have statistical and descriptive data since 2011. All evaluations are consistently at the highest levels in all categories. I got average 4.7 out of 5 for overall evaluation, instructional delivery, instructional design and assessment (see Appendix I). For Spring 2013, I received the average 4.8 out of 5 for overall evaluation. I received the average 4.9 out of 5 for Instructional Delivery. For Fall 2013, I received the average 4.7 out of 5 for overall evaluation for five courses. I received the average 4.6 out of 5 for Instructional Delivery for five courses. The student evaluation for all courses during Spring/Fall 2013, see Appendix J.

I noticed the course with 4.4 out of 5 for instructional delivery under ASL 2100, ASL Proficiency Development course (see Appendix I). The evaluation helps me to see the big picture to improve the instruction. I admitted that I see some issues with ASL 2100 because it does not have better curriculum to support the contents for teaching. After the fall semester, I feel that I need to

revise the curriculum and add something to improve the course then I saw the result as it is right that I need to improve the course to a better evaluation, even if over 4 out of 5 is very good. I always want to make it best out of it as I want make it over 4.8 out of 5.

Anonymous student evaluation narrative reveal significant strengths of my courses and instruction (Appendix J). The following are representative examples from different classes that I have taught since Fall semester 2013:

> *I really enjoyed this class! We always discussed things in details and everyone was involved. I learned a lot in class and feel like my signing skills have improved. It was a great environment for leaning. (ASL 2100)*

> *I learned more than I anticipated. Mr. Davenport was an excellent, enthusiastic teacher. He never made you feel dumb for messing up. (ASL 2100)*

> *The teacher was great at teaching what he needed us to know and his enthusiasm was contagious. (ASL 1300)*

> *The fact that David was so prepared and was able to communicate very effectively was a huge help, even though our first language is different. Also, the amount that he was involved in the class helped very much. (ASL 1020)*

Some students sent e-mails to me with their comments about the class and my teaching. The following are example from ASL 2100 that I have taught last Fall semester 2013:

> *I learned so much from your classes! You have taught me a great deal (Appendix K).*

*Thanks for being such a wonderful teacher this semester! I have learned a lot over the term and have enjoyed participating in class (Appendix K).*

Teaching Excellence Award

I have been nominated for the teaching excellence award 2013-2014 (see Appendix L). I was humbled and feel honored to have my name nominated for the prestigious award during my first year as full-time faculty. The recognition of the excellent teaching have demonstrated daily in classrooms. Unfortunately, I was unable to submit my portfolio to the SLCC foundation due to the criteria that I should have at least three years of consistently excellent performance as a teacher. I spoke with the director, Jude Higgins about the award and she explained to me about how the nomination works and told me that it is a great honor to have my name nominated. I should keep it up consistently for other two more years then I can be qualify for the nomination.

**Instructional Design and Assessment**

Feedback

During Fall semester 2013, I consistently evaluated the teaching materials, exams, video lectures to raise the level for learning in the classroom. Students told me that they have a difficult time understanding some video lectures. I then changed the videos to make it clear for them. As I developed the exams with videos, some videos were not clear and I always replaced with a better one. For teaching materials, like the presentation slides, I always develop it for each lesson plan. The example of old slides and new slides I developed during the semester to improve the learning atmosphere, see appendix M.

Adjust Curriculum

Since my goal is to adjust and develop curriculum, I realized that I can't change everything because the courses, ASL 1010 and ASL 1020 already have the textbooks that sustain the curriculum. I decided to revise my teaching methods to natural approaches and communicative language teaching. Both textbooks under Signing Naturally are based on Notation-Functional Syllabus (NFS) method. I like the textbook and teaching materials contents. However, I changed it to go a different direction. For example, I updated all of the slides into pictures allowing students to express on their own ideas naturally. NFS uses role-shifting and follows the steps in dialogues. Students do not have enough opportunity to express something using their own thoughts. I use all textbooks for vocabulary and cultural information only.

After I teach ASL Proficiency Development, ASL 2100 in Fall semester 2013, I feel that I have to revise the curriculum because I don't feel satisfied with the contents and structure for the learning outcomes. I set up my goal to work on ASL 2100's curriculum before Fall semester 2014.

ACTFL Standards

I added 5 C's under ACTFL standards for most of my lesson plans. The standards are excellent for second language learning; I want to embrace the standards into my teaching. The example of ACTFL in one of my lessons in ASL 1010, see Appendix N.

Learning Outcomes

I developed new course goals and learning outcomes to incorporate with program, department, and college objectives in the syllabi for all of the courses. My old syllabi with learning outcomes were not similar with the program's curriculum's learning outcomes. I updated everything to match the goals. The example of syllabi, see Appendix A.

Developing Final exams

I developed final exams for ASL 1010, ASL 1020, ASL 1300, and ASL 2100 with high quality contents and videos. As I mentioned before, I'm proud of what I did for my classes. My new assessment tools have lifted the courses to new levels. This is part of ASL/Interpreting program's standardization exams for ASL 1010 and 1020. The final exam for ASL 1010 will be used in Spring 2014 and ASL 1020 will be used in Fall 2014 after we develop the final exam (See Appendix O).

Video Lectures

I created video lectures and visual aids and added into Canvas and incorporated with the module structure to improve access for students to learn the language (see Appendix B and D). I continue to work on this, as my goal is to complete the full lesson plans with video lectures before Fall Semester 2014.

Evaluation on Instructional Design and Assessment

In Fall semester 2013, I received the average of 4.6 out of 5 for Instructional Design and Assessment category. In the overall average since 2011, I received the average of 4.7 out of 5 (see Appendix I).

**Field/Discipline Knowledge Applied to Teaching**

ACTFL Standards

As I mentioned previously, I developed 5 C's standards into curriculums, I developed the complete standards for the course, Introduction to ASL Literature (see Appendix P). This is one of example regarding my goals in developing curriculum to incorporate with ACTFL Standards. It will take months to develop curriculum for all of the courses.

Presentation at the conference

I will present at the Deaf Studies Today! Conference at Utah Valley University in April 2014 with co-presenter, Brandon Hill. We will present the topic, "Incorporating Technology in ASL Education". The Editorial Board of the conference accepted our proposal for the presentation (see Appendix Q), along with e-mail correspondences. The abstract of the presentation:

*In the last 20 years, as technology has drastically changed, so has using technology in the classroom. Many ASL instructors find it difficult to catch up and keep up with ever-changing technology, and find it challenging to move beyond the days of overhead projectors and videotapes. Today,*

*most students have laptops, in addition to tablets, smartphones, and digital video cameras. Being technologically-challenged can create barriers between instructors and their 'tech savvy' students. Learning to use the technology and programs available can open up doors in teaching and relating to students. And, as ASL is a visual language, technology can provide a variety of effective ways to teach ASL. Incorporating current technology does not need to be an overwhelming task. There is a simpler way to make use of technology that can transform the way ASL is taught.*

This is my first experience to have the opportunity to present at the national-level professional conference. As I already have provided many workshops and presentations at local conferences and trainings, I decided to share the importance of using high-tech in ASL instruction and it is time for me to push the upper the bar to change the 'world' with new ideas for our field. My co-presenter, Brandon Hill who was my graduate classmate at Gallaudet University, and I share the same vision and ideas about technology. My professor from Gallaudet University, Dr. Raychelle Harris stated in the letter of recommendation about my ability with technology:

> *His skill with technology and media production amazed his classmates and his professors and exhibited evidence of his ability to learn quickly in a short amount of time.* (see Appendix R).

I want share my skills and knowledge with other colleagues to improve our ASL instruction. I always want to continue to work and provide innovations.

**Course Management**

Faculty Training

I provided the training for full-time and adjunct faculty in the ASL program on Canvas and 'flipped' classroom concept (see Appendix S). I taught how to add assignments and homework in Canvas. I also showed them how to develop ASL exams in Canvas. I provided a short workshop on the 'flipped' classroom concept and discussed about parallel with Khan Academy which instructors uses for students to complete their homework at home, then practice in classroom. We will have other training with adjunct in May 2014.

Video Feedback

As I mentioned previously about feedback tools with two videos, the method is very effective for students to enhance their skills because I'm able to give details and constructive feedback at same time frame of a video. In the past, I used only rubrics for the assessment tools on language skills along with a comment section. I feel this is not an effective way to help students to see where they need to improve because they did not know where they needed to do so on

video. I can do it in two videos for a constructive feedback. I always advise my colleagues to do video comments feedback (see Appendix F).

Course Website Design

I used Canvas heavily for the learning management system for all of my courses. I see that this technology is the future for our new generation of students because I witnessed students' language skills improve dramatically if they used Canvas with video lectures and practiced the language in the classroom. I developed contents and added to Canvas as I mentioned previously (see Appendix D).

Evaluation on Course Management

In Fall 2013, I received the average 4.8 out of 5 for all five courses in the course management category (see Appendix I).

# PROFESSIONAL DEVELOPMENT

**Maintaining or developing one's field knowledge, credentials, etc.**

UIP Workshops

      I attended workshops offered by Utah Interpreter Program on November 15-16, 2013 (see Appendix T). I always participate with UIP workshops because I love to learn and improve my knowledge and skills. I can then transfer that learning into my teaching. The workshops I attended:
      *Interpreters as Allies in the Deaf Community by Trenton Marsh*
      *A Practical Guide to Medical Interpreting by Jennifer Storrer*
      *Strong Language Vocabulary in ASL by Clay Anderson*

Utah Chapter ASLTA

      I provided the workshop at Utah Chapter ASLTA about ASLTA Certifications on August 1, 2013 (see Appendix U). The abstract of the workshop:
      *Why should you get your ASLTA certification? What is the purpose of this certification? How can it benefit you and your students?  This workshop will give you the answers to these questions and will also give you an easy step-by-step procedure of how to receive your certification without stressing you out.  Additional tips and advice will be also provided.*
Most ASL instructors do not hold the national certification and membership with ASLTA. I encouraged the attendees to submit their application for membership and certification. I also explained about the process for getting the certification.

Presenter at UIP workshop

      I gave the workshop on ASL pronoun markers for ASL Interpreter at Utah Interpreter Program training session on November 16, 2013 (see Appendix V). UIP asked me to provide a training as least twice each year. I enjoyed working with them to develop a relationship and alliance with the interpreting program.

Professional Conference

      I will attend 6th Biennial Deaf Studies Today! Conference at Utah Valley University on April 10-12, 2014. At same time I will present at the conference. My subject will be about using technology in ASL instruction (see Appendix Q). I plan to attend several workshops and panel discussions to develop my knowledge and skills for my teaching.

**Participation in Professional Organizations**

      I am affiliated with American Sign Language Teacher Association (ASLTA) as a member and have held the national certification since 2003. I attended the ASLTA national conference last July 2013 in Charlotte, North Carolina.

      I plan to participate the Utah Chapter ASTLA organization; however, the officers have not made an announcement for the next board meeting. I will contribute my time to the organization to help the success for all ASL instructors.

# SERVICE

**College Service**

Adjunct Training

I provided the training session for adjunct faculty members about Canvas and the "flipped" classroom concept (see Appendix S) that I mentioned previously.  Providing more than just training sessions, I visited adjunct faculty members' classes as  an observer. I observed Jenn Pluim and Daniel Edwards' ASL 1010 classes on November 21, 2013 (see Appendix W).  I shared my feedback with both instructors after their classes and we discussed their teaching materials to see how they can integrate with the textbooks. I enjoyed attending their classes. I feel that it shows support for them as adjunct instructors.  I was an adjunct instructor for over twelve years and I always appreciated the support given me from the program at SLCC. I will observe other three new adjunct instructors in the Spring 2014.

Standardization of the Course

Two faculty members in the ASL/Interpreting program and myself worked on assessment tools and developed the standardization for ASL courses. We worked on the ASL 1010 final exam and rubric evaluation. We will use the exam in Spring 2014. We are currently working on ASL 1020's assessment tools and standardization. I have contributed the exam because I already developed assessments for my ASL courses as I mentioned previously using high quality videos for exams.

ASL Lab

I worked with the lab coordinator, Karen Rama, on the issues with ASL lab session sign up. We faced some issues with students who were confused as to where they were to sign up. Karen shared with me her frustration about sign-up as students have to go to the  Technology building on the campus to sign up for a lab session after the first day of ASL classes. We need to have it done before the first day school. I offered the solution for this issue and worked with Karen in developing the Google Drive and creating HTML codes to work with Canvas. In Spring 2014 this proofed very successful with students being able to sign up for sessions through Canvas (see Appendix X).

Worked with Canvas Specialist

I worked with Canvas Specialist, Elvis Ryan, about the issues with Canvas for iPads (see Appendix Y). Since I developed the exams in Canvas and allow students to use iPads in the classroom instead of using paper, there were some

issues with uploading videos into Canvas with the iPads' camera. Ms. Ryan and I discussed some issues in our meeting on January 21, 2014 and we agreed that Canvas needed to improve its platform to work with tablets. She suggested that I do an alternative way to upload the videos for now until Instructure releases a new version sometime in the future. My concern is now resolved as I follow the alternate way. We will continue to work together to make it work with ASL instruction. I will develop a training documentation about using iPads for ASL instruction in Spring 2014.

**Partnerships and Community Service**

Utah Interpreter program

I worked with UIP certification process of Sign Language interpreters. I provided the support and help with the evaluation process. I participate in the meetings two or three times each year to discuss the evaluation process (see Appendix Y).

Gallaudet University Graduate Program

The coordinator of Sign Language Education program, Dr. Raychelle Harris, requested that I become a co-faculty instructor for the course, ASL 709 (Media Production in ASL) along with the lead faculty, Wayne Betts Jr. on June 16-20, 2014 in Washington, D.C. Also, she requested that I provide some workshops during Graduate Student Orientation on June 15-16, 2014 (see Appendix Z). I feel honored to work with my former professors from my graduate studies. This is part of my service and partnership with the university.

Utah Association of the Deaf

I joined the membership of Utah Association of the Deaf last September 2013. I will attend the first board meeting on February 22, 2014. I believe that I should participate in the community so I can contribute to the organization in the state.

# Integration of Professional Work and Goals

Since I was hired as a full-time tenure-track faculty instructor for ASL/ Interpreting Program at Salt Lake Community College, I often reflect on how fortunate I am to have found a profession that provides a multitude of personal and professional rewards. My graduate studies trained me to raise the bar in the field of ASL instruction. There has been much growth in me professionally which helps me achieve my goal of becoming a great instructor, leader, and advocate in ASL instruction.

The three professional accomplishments I am most proud of are:
1. Developing video lectures and full-fledged contents in Canvas for students
2. New assessment tools such as exams with high quality videos and visual aids
3. Video comments feedback with two videos

My new goals for next year are:
1. Creating full online video lectures with visual aids using Canvas for ASL 1010 and ASL 1020
2. Revising the curriculum for ASL Proficiency Development course (ASL 2100)
3. Developing high quality videos for exams for ASL 1020, 2010, and 2020

As an instructor, I always view my students as my first priority so my responsibility as an instructor is profound. I want to give my best utilizing my talents for the college, the department, the program, and the classes. Teaching ASL is my passion.

# Appendices

# Appendix A

**Syllabi and Schedule:**

Sample of new syllabi for Spring 2014 (only first page):

## BEGINNING AMERICAN SIGN LANGUAGE I
### Salt Lake Community College
**Humanities, Language and Culture Department**
**ASL 1010.002 - Spring 2014**

**Instructor Details:** David Davenport, M.A.

| | |
|---|---|
| Email: | david.davenport@slcc.edu |
| Office Phone: | (801) 590-6554 |
| Mobile Phone: | (801) 613-2130 (text) |
| Office: | IAB 237 AT |
| Office Hour: | Monday-Friday: 10:00 AM-11:00 AM & by appointment |

**Class Meetings:**

| | |
|---|---|
| Monday-Friday: | 11:00 AM - 11:50 AM (5 credits) |
| Date: | January 13, 2014 - May 1, 2014 |
| Room: | IAB 222 |

### COURSE DESCRIPTION

First in series of four courses which focus on expressive and receptive skills in American Sign Language and an introduction to American Deaf culture. Major objective of the first year is to develop functional language ability in the Deaf community.

### COURSE OBJECTIVES

Students will be able to introduce themselves and exchange information about themselves in American Sign Language (ASL). They will be able to talk about surroundings, where people live, families and activities in ASL, and to give directions, describe others and make requests in ASL. Also they will learn social conversation etiquette required when using ASL and obtain a basic understanding of the Deaf culture and issues.

### LEARNING OUTCOMES

Upon the completion of the course, the students will be able to:

1. Incorporate basic ASL grammar and vocabulary for rudimentary communications, including:
   A. Introducing oneself
   B. exchanging personal information and discussing living situations
   C. discussing physical surroundings and giving directions
   D. telling about where you live, attend school and/or work
   E. make requests
   F. taking about family and occupations
   G. Describing basic daily activities and preferences
   H. Introducing basic aspect of ASL storytelling
2. Participate in community language learning and identify general characteristics of Deaf culture
3. Compare and contrast Deaf culture with their own culture.
4. Compare and contrast ASL with their own language.

### COURSE MATERIAL

Smith, D., Lentz, E. & Mikos, K. (2008). Signing Naturally: Student Workbook, Units 1-6. San Diego, CA: Dawn Sign Press.

Padden, C. & Humphries, T. (1990). Deaf In America: Voices from a Culture. Cambridge, MA: Harvard University Press.

1                    ASL 1010.002 - Spring 2014

Sample of old syllabi from Summer 2011 for ASL 1010 (only first page):

# AMERICAN SIGN LANGUAGE - BEGINNING I
## Salt Lake Community College
### ASL 1010.002 - Summer 2011

**Instructor Details**     David Davenport
                Phone#:          801-613-2130
                Email:           asldavid8@gmail.com

**Class Meetings**        Monday-Thursday 8:00-9:30 AM, Room: AD 301
                        May 16-August 3, 2011

**Course Objective**

Upon the completion of the course, student will:
1) Be able to introduce themselves and exchange information about themselves in American Sign Language (ASL).
2) Be able to talk about surroundings, where people live, families and activities in ASL.
3) Be able to give directions, describe others and make requests in ASL.
4) Learn grammatical features of ASL, including questions, pronouns, numbers, sentence structures, spatial relationships, and other features unique to ASL.
5) Learn social conversation etiquette required when using ASL.
6) Obtain a basic understanding of the Deaf Culture and issues.

**Course Material**
1) Signing Naturally Level I Unit 1-6. Student Workbook and Student DVD. Smith, Mikos, and Lentz. San Diego: Dawn Sign Press, 2008.
2) Deaf in America: Voice from a Culture. Padden and Humphries. Cambridge: Harvard University Press, 1990.

**Voice Policy**

There is a "No-Voice" policy for this class. When you step into the classroom you are required to NOT use your voice. That sound difficult to some of you but it is the best way to learn ASL. It is similar with other foreign classes that do not allow spoken English. If any students still use their voice, it will affect with the grade. Please respect this policy and use ASL to communicate with everyone even with your classmate sitting next to you. You will response and ask questions in ASL whenever possible and use other manual means (pantomime, gestures, etc.) when necessary.

**Attendance**

Consistent attendance and participation is essential to the learning of any language. That will greatly influence your comprehension and speed in learning the language because ASL is a visual language; it is not possible to take notes from your classmates. Remember, you are responsible for all information distributed during class, including any changes in the class schedule regardless of whether you are in attendance when the changes are made. You will be graded for the attendance.

ASL 1010 - SUMMER 2011

# ASL 1020 Syllabi for Spring 2014 with detailed information:

## BEGINNING AMERICAN SIGN LANGUAGE II
### Salt Lake Community College
Humanities, Language and Culture Department
### ASL 1020.002 - Spring 2014

**Instructor Details:** David Davenport, M.A.
Email: david.davenport@slcc.edu
Office Phone: (801) 590-6554
Mobile Phone: (801) 613-2130 (text)
Office: IAB 237 AT
Office Hour: Monday-Friday: 10:00 AM-11:00 AM & by appointment

**Class Meetings:** Monday-Friday: 9:00 AM - 9:50 AM (5 credits)
Date: January 13, 2014 - May 1, 2014
Room: IAB 121

**Prerequisites:** ASL 1010

### COURSE DESCRIPTION

Second in a series of four courses which focus on expressive and receptive skills in American Sign Language and an introduction to American Deaf Culture. Major objective of the first year is to develop functional language ability in the Deaf community.

### LEARNING OUTCOMES

Upon the completion of the course, the students will be able to:

1. Incorporate basic ASL grammar and vocabulary for rudimentary communications, including:
   A. Describing, identifying and Locating things around the house
   B. Complaining and Making requests
   C. Inflections for temporal aspects
   D. Spatial agreement
   E. Incorporating numbering systems, telling time and monetary values
   F. Exchanging personal information, sharing life events and talking about weekend events
   G. Poetry & storytelling
2. Participate in Deaf Community Events.
3. Compare and contrast Deaf culture with their own culture.
4. Compare and contrast ASL with their own language.

### COURSE MATERIAL

Smith, D., Lentz, E. & Mikos, K. (1992). Signing Naturally: Student Workbook, Level 2. San Diego, CA: Dawn Sign Press.

Padden, C. & Humphries, T. (2006). Inside Deaf Culture. Cambridge, MA: Harvard University Press.

### ASSIGNMENT DESCRIPTIONS

* **ASL Lab Sessions:**
Student is required to attend a 50 minutes lab session at ASL Lab (TB 418) for each week. it is located in the Technology Building (TB) room 418 on the Taylorsville campus. The ASL coordinator/tutor will give a student assignments to work on. These lab sessions are mandatory for final grade. Sign up for an ASL 1020 session as scheduled in Canvas. For full credit, student is required to complete 12 out of 15 labs (total of 15 weeks in the semester).

* **Community Language Learning:**
Student is required to attend three Deaf activities sponsored by the Deaf Community, either on or off campus. Attending an activity by the ASL Club can be counted as one of his/her three activities. The purpose of the Deaf activity is to interact with Deaf people and to learn more about Deaf culture and their language. To find more information about the Deaf activities, student can look up the activities listed on the bulletin board near to IAB 237 AT, in the ASL Lab and at the Robert G. Sanderson Community Center for the Deaf and Hard of Hearing located at 5709 South 1500 West Taylorsville, UT 84123. Look at the website at www.uad.org for any announcements they may have posted. The instructor would post an announcement in Canvas. Student must submit a video that summarizes his/her experience through ASL. Student can include what s/he learned from each activity, either positive or negative, and any comments s/he would like to add on his/her report. The video must be a least two minutes and less than 5 minutes with misé en scene (video quality, proper lighting, plain background). Student is required to submit three videos in Canvas under assignment section (one video = one activity, not combine three activities into one video). Don't procrastinate to submit the assignments. A report must include:
   - which event you attended        - your feelings about the event
   - what you did at the event        - what did you learn from this experience
   - some cultural observations

* **Inside Deaf Culture Reading Assignments:**
Student is required to complete a quiz for each chapter (total of eight chapters) from the book. Inside Deaf Culture (IDC). The quiz is due every other week. Student is required to read the assigned chapter and completing the quiz in Canvas before coming to class. All quizzes will be open book, so student's responses are expected to be thoughtful. There is no limit for the quizzes; however, student may only take them once. Quizzes may not be take late. The content from the reading will have a discussion/activity in classroom.

* **Quizzes:**
Quizzes will be given periodically. Quizzes will be from classroom discussions, Units 13-17 or vocabulary students learned in class. The purpose for quizzes to help instructor to see the progress and help student to prepare for an unit exam. Some quizzes may be announced and some not announced. Missed quizzes may not be made up under any circumstances.

* **Language Exercises:**
Exercises will provide through Canvas with instruction and workbook as your homework. Student is required to post exercise assignments in ASL or English and participate in group discussion in Canvas. The exercises help student to enhance your language skills and the instructor may give student a feedback. Each exercises will be under module section in Canvas.

* **Unit Exams:**
There will be five exams during the semester in two formats, receptive (comprehension) and expressive (production). For receptive skills, the instructor will sign or show video clips of vocabulary, sentences, shapes, and/or stories in ASL. The student will answer comprehension questions. For expressive skills, students will sign fluently and grammatically correct in ASL. Each student will prescribe or self-generate sentence utilizing vocabulary and grammar points taught in previous units through videos. The exams will indicate student's receptive/expressive skills and knowledge from what s/he have learned in class. The videos will be viewed and critiqued by the instructor along with rubric evaluation. Each exam is come from each unit (Unit 13-17). Exams date are on the schedule. Exam will be taken in classroom through Canvas as the Instructor will provide iPads.

---

* **Problem Resolution:**
Problems or concerns should be addressed to the instructor first (in most situations). The instructor want to work with student so please feel free to discuss concerns with the instructor. The instructor is always happy to help student become success in the course.

* **Academic Integrity:**
Cheating in any form will not be tolerated. Students caught cheating will be rewarded with a failing grade. There will be no warning.

* **Intellectual Property Rights:**
Student may not record or publish information from the class without written authorized use from the instructor. If used without authorization you have violated privacy/intellectual property rights.

* **Student Code of Conduct:**
The student is expected to follow the SLCC Student Code of Conduct found at http://www.slcc.edu/policies/docs/stdtcode.pdf.

* **ADA Statement:**
Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 South Redwood Road, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957-4947 or by email: linda.bennett@slcc.edu. ADA Statement: http://www.slcc.edu/drc/index.aspx

* **General Education Statement:**
This course fulfills the language requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

* **ASL and Interpreter Training Program (ITP) Majors:**
To meet foreign language requirements for an Associate in Arts degree, Student's ASL course grade needs to be a C or better BUT for the ITP, s/he must earn a B- or better in ASL classes to be eligible to apply for the Interpreter Training Program. For information regarding additional requirements and prerequisites for the ITP check out the ASL/Interpreting Department website (www.slcc.edu/asl).

* **Student Responsibilities and Behavior:**

**Complete** all homework/reading assignments

**Take responsibility** as a learner. Study outside of class each day even when no specific assignment is given.

**Participate.** Everyone must participate with class discussion, questions, and conversations with classmates and instructor in ASL. Everyone will make mistakes (it is common with learning a new language). Use what student have got to the best s/he can. Using gadgets such as smartphones, cellphones, iPads, or iPods are not allowed in class. If there is an emergency, please step outside of classroom to use phone.

**Respect others.** Unruly, disruptive, disrespectful, or uncooperative behavior will result in his/her being administratively withdrawn from the class. Respect the ASL zone policy.

**Contact the instructor.** If student can't come to class on the day of a test or other assignment, please contact the instructor. This should occur BEFORE the starting time of the class period. If student is unable to contact the instructor prior to class, do it as soon as possible.

### COURSE OUTLINE

All are Tentative

| Week#/Dates | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|---|
| **1** 1/13-1/17 | In-Class discussion | Introduction Syllabus | Class activity | Introduction to depictions | Unit 16 - Shapes | Unit 16 - patterns, surfaces, textures |
| | Assign. due before class | | Homework 16:1 (via canvas) | Homework 16:2 (via canvas) | Hw 16:3 | Hw 16:4 |
| **2** 1/20-1/24 | In-Class discussion | MLK Jr Day | Unit 16 - combination shapes, ICLs | Unit 16 - Objects | Unit 16 - Appearance | Unit 16 - Describe motions |
| | Assign. due before class | No class | Hw 16:5 | Hw 16:6 (last add day) | Hw 16:7 | Hw 16:8 IDC quiz#1 (canvas) |
| **3** 1/27-1/31 | In-Class discussion | Unit 16 - Money | Unit 16 - how it looks and works | Unit 16 - How it is made | Unit 16 - How it is made (part 2) | Unit 16 - Favorite food |
| | Assign. due before class | Hw 16:9 | Hw 16:10 | Hw 16:11 (Tuition due) | Hw 16:12 | Hw 16:13 |
| **4** 2/3-2/7 | In-Class discussion | Unit 16 - Classifiers in action (part 1) | Unit 16 - Classifiers in action (part 2) | Unit 16 - Review | **Unit 16 Exam** | Unit 13 - Around the house |
| | Assign. due before class | Hw 16:14 (last drop day) | Hw 16:15 | Hw 16:16 | | Hw 13:1 IDC quiz#2 (canvas) |
| **5** 2/10-2/14 | In-Class discussion | Unit 13 - Your house | Unit 13 - Survey, numbers | Unit 13 - Location | Unit 13 - location surrounding | Unit 13 - depictions |
| | Assign. due before class | Hw 13:2 | Hw 13:3 | Hw 13:4 | Hw: 13:5 | Hw: 13:6 |
| **6** 2/17-2/21 | In-Class discussion | Presidents Day | Unit 13 - Arrangement#1 | Unit 13 - Arrangement#2 | Unit 13 - Where objects | Unit 13 - Fingerspelling |
| | Assign. due before class | No class | Hw: 13:7 | Hw: 13:8 | Hw 13:9 | Hw 13:10 IDC quiz#3 (canvas) |
| **7** 2/24-2/28 | In-Class discussion | Unit 13 - Directions | Unit 13 - Directions surrounding | Unit 13 - Design | Unit 13 - Design II, review | **Unit 13 Exam** |
| | Assign. due before class | Hw 13:11 | Hw 13:12 | Hw 13:13 | Hw 13:14, review | |
| **8** 3/3-3/7 | In-Class discussion | Unit 14 - Ailment | Unit 14 - Ailment II | Unit 14 - Verbs | Unit 14 - Verbs II | Unit 14 - Conditions |
| | Assign. due before class | Hw 14:1 | Hw 14:2 | Hw 14:3 | Hw 14:4 | Hw 14:5 IDC quiz#4 (canvas) |
| **9** 3/10-3/14 | In-Class discussion | | Spring Break | | | |
| | Assign. due before class | | No classes | | | |

Other example of the detailed schedule of ASL 2900 (Introduction to ASL Literature):

| Week# Dates | | Tuesday | Thursday |
|---|---|---|---|
| **1** 1/13-1/17 | In-Class discussion | Introduction/Syllabus Introducing ASL Literature Literacy works and performers | - Storytelling Elements - Analysis of ASL Storytellers' control of their tales, performance and audience - Phonocentrism |
| | Assign. due before class | | Autobiography (Canvas' discussion board) - Reading: Introduction by Bauman, Nelson, & Rose (SBP) |
| **2** 1/20-1/24 | In-Class discussion | - Overview of ASL Genres - Incorporating Storytelling elements - Discussion on different story from SBP chapter 2 | - Discussion/analysis/identify on different ASL Genres - Discussion on reading by Spaulding |
| | Assign. due before class | - Reading: "Face-to-Face Tradition in the American Deaf Community" by Ben Bahan, p.21-50 (SBP) | - Reading: "Story as Way of Making Meaning and Building Community" by Spaulding, chapter 2 (handout in Canvas) - Reading: "Techniques to identify Themes" by Ryan & Bernard (handout in canvas) |
| **3** 1/27-1/31 | In-Class discussion | - Introduction to folklore/fairytales (part 1) - Discussion/Analysis of styles, themes, & culture - Discussion of annotation for folklore | - Folklore (part 2) - Discussion/Analysis of styles, themes, & culture - Folklore Stories incorporating (retell stories) |
| | Assign. due before class | - Reading: "Folklore as Mirror of Culture" by Rutherford (chapter 2) - complete 2 folklore annotations (watch/note) | - Reading: "Folklore and Identity" by Rutherford (chapter 5) - Complete 2 folklore annotations (watch/note) |
| **4** 2/3-2/7 | In-Class discussion | - Introduction to Narrative of Personal Experience (part 1) - Discussion/Analysis of styles, themes, & culture - Discussion of annotation for folklore and NPE | - Narrative of Personal Experience (part 2) - Discussion/Analysis of styles, themes, & culture |
| | Assign. due before class | - Reading: "The Camera as Printing Press: How Film Has Influenced ASL Literature" by Christopher Krentz, p. 51 (SBP) - **Folklore Annotation due** (5 folklores) - Complete 3 NPE annotations (watch/note) | - **Folklore Project Due** (Canvas) - Complete 3 NPE annotations (watch/note) |
| **5** 2/10-2/14 | In-Class discussion | - Narrative of Personal Experience (part 3) - Discussion/Analysis of styles, themes, & culture | - Narrative of Personal Experience (part 4) - Discussion/Analysis of styles, themes, & culture |
| | Assign. due before class | - Complete 3 NPE annotations (watch/note) | - Complete 3 NPE annotations (watch/note) |
| **6** 2/17-2/21 | In-Class discussion | - Narrative of Personal Experience (part 5) - Discussion/Analysis of styles, themes, & culture - NPE stories incorporating (own story) | - Narrative of Personal Experience (part 6) - Discussion/Analysis of styles, themes, & culture - NPE stories incorporating (own story) |
| | Assign. due before class | - Complete 3 NPE annotations (watch/note) | - Complete 3 NPE annotations (watch/note) - Draft NPE project due in class |
| **7** 2/24-2/28 | In-Class discussion | - Introduction to Visual Vernacular (the kernel, 2 characters) - Short story development | - Visual Vernacular activities - 2 to 3 characters - Short story development |
| | Assign. due before class | - **Narrative of Personal Experience Annotations Due** (18 NPE stories) | - **Narrative of Personal Experience Project Due** (Canvas) |
| **8** 3/3-3/7 | In-Class discussion | - Introduction to Personification - Between a character and inanimate object | - Personification activities - Animating inanimate objects - Short story development |
| | Assign. due before class | - Reading: "Towards a psychological theory of close-up" by Perssons (**Click here to the article**) - Draft Visual Vernacular project due in class | - **Visual Vernacular Project Due** (Canvas) |

# Appendix B

**Video Lectures & materials in Canvas**

I developed videos and added into Canvas for students to view and practice on their language skills. I created videos for all of my courses.

Example of ASL 1020, Unit 16 in Canvas:
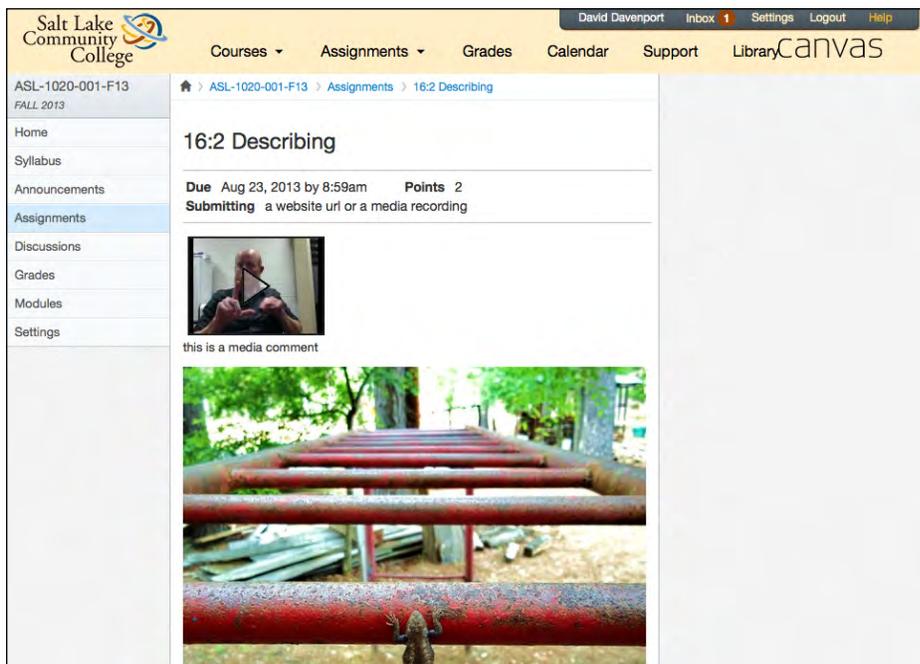


Example of ASL 2100, ASL Phrases videos. I created 86 videos about different phrases in ASL.
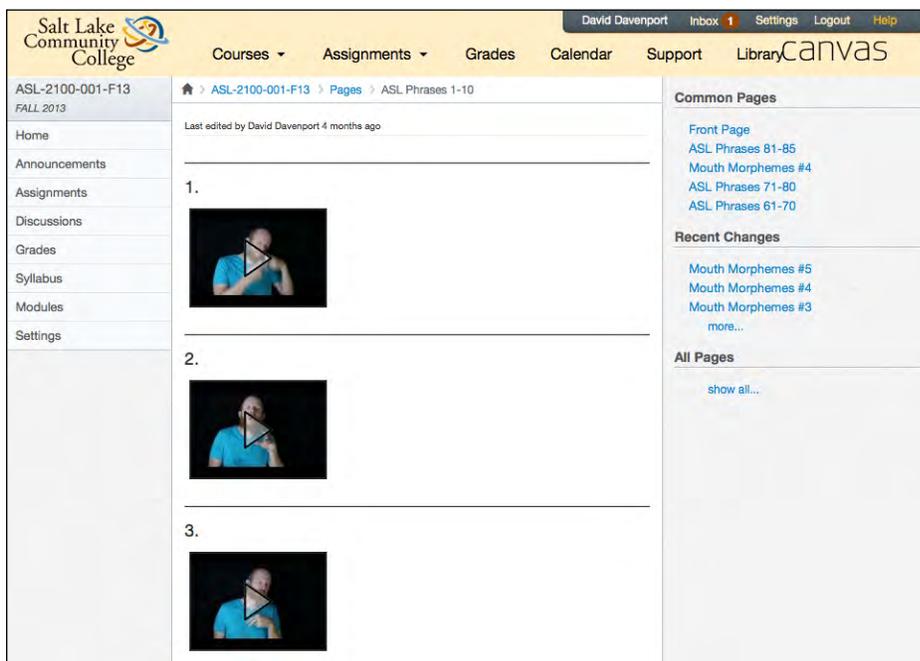
# Appendix C

**Example of 'flipped' classroom concept**

I created videos along with pictures and slides as instruction on new ASL vocabulary and concepts. Students are able to view videos on their own to learn vocabulary and ASL grammars, then they have an opportunity to practice during classroom.

Example of incorporate slides/pictures with video lecture in Canvas.

# Appendix D

**Modules for lesson plans in Canvas**

I created modules with details topics and assignments in Canvas for ASL 1010 and 1020. It supports the 'flipped' classroom concept.  The example of ASL 1010's modules in Canvas:
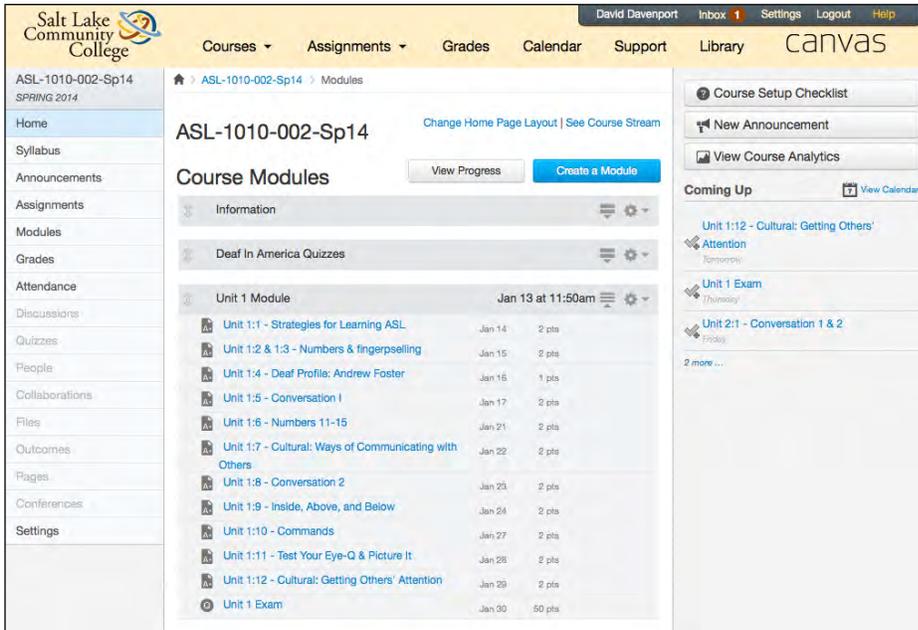
Unit 1

Unit 2
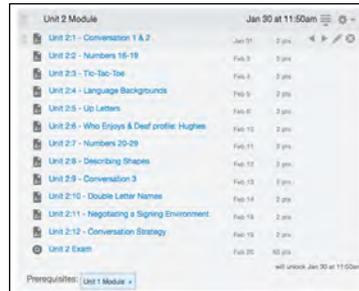
Unit 3
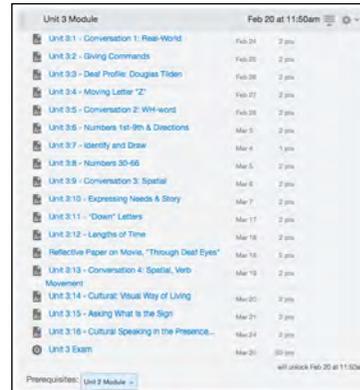
Unit 4
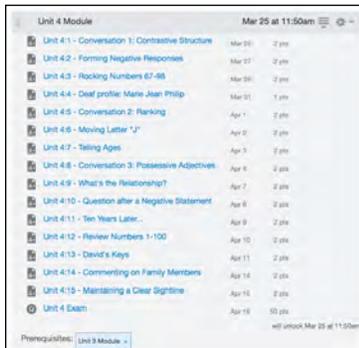
Unit 5

Book quizzes & final
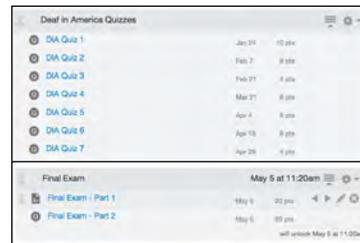
The example of ASL 1020's modules in Canvas:



## Unit 13



## Unit 14



## Unit 15



## Unit 16



## Unit 17



## Book quizzes & final

# Appendix E

## Example of ASL exams in Canvas and work with iPad

I created exams with videos and pictures in Canvas so students can enter their answers in Canvas through ASL program's iPads in classroom. I created 13 exams with 25 questions each for ASL 1010, 1020, and 2100.

Example of ASL exam from ASL 1010 on Unit 2:



Other example of ASL exam on Unit 2 with pictures:

Example of ASL exam on Unit 5 (ASL 1010) and Unit 16 (ASL 1020):
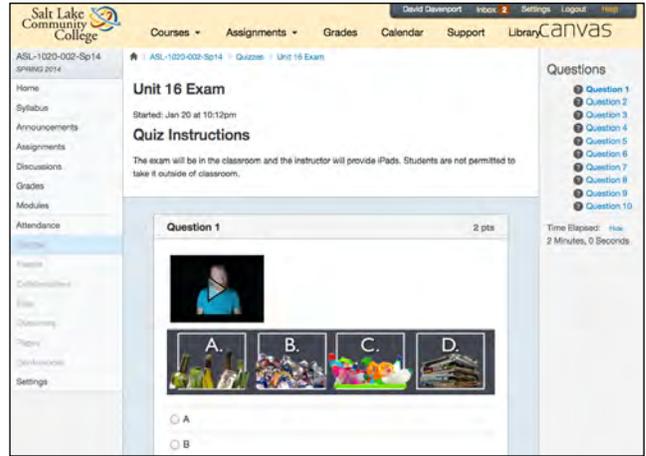


Example of ASL exam on Unit 17 (ASL 1020) and Unit 13 (ASL 1020) with pictures:
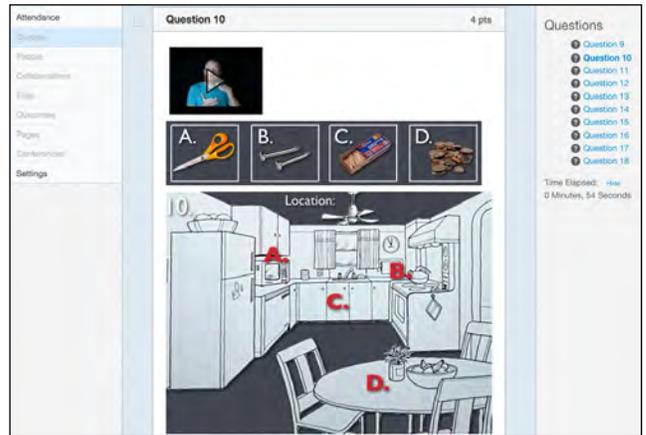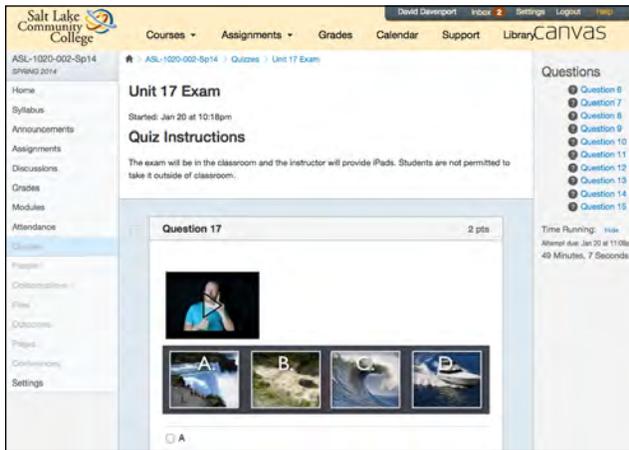
# Appendix F

## Feedback with two videos

I gave the constructive feedback to students by using two-ways videos. When student submit his/her video into Canvas, I will add my feedback in ASL through videos. I obtained highly positive from students about the feedback method.
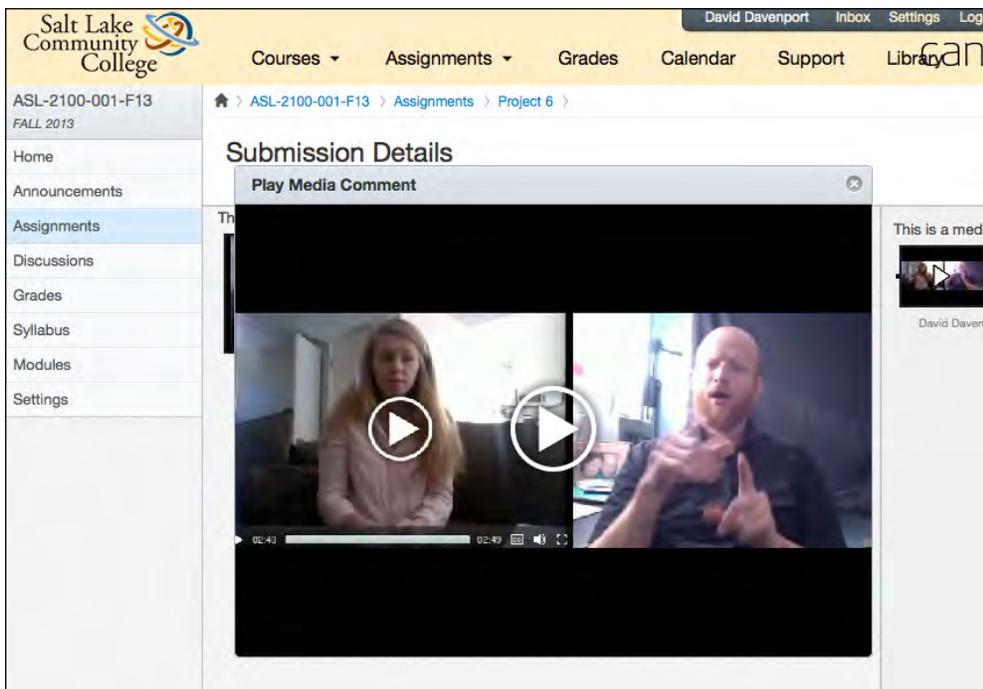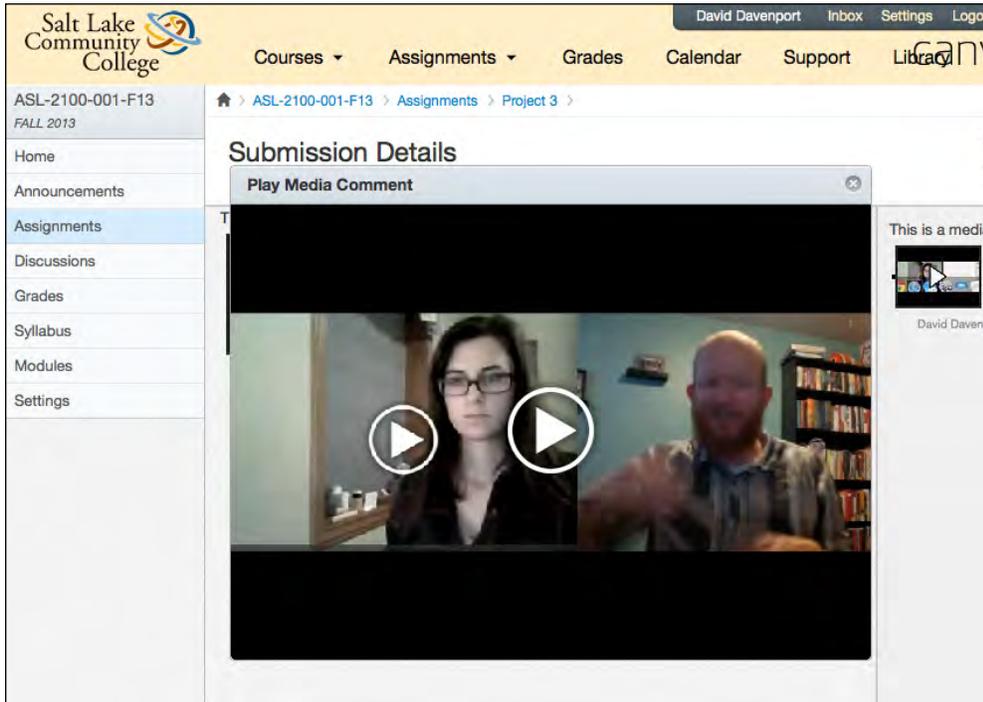
# Appendix G

## Online Video assessment - GoReact.com

I worked with the representative from GoReact (SpeakWorks, Inc.) to develop the system for my course, ASL 2900.001, Introduction to ASL Literature. The software supports video time coded comments for the instructors to add feedback and comments on students' videos.
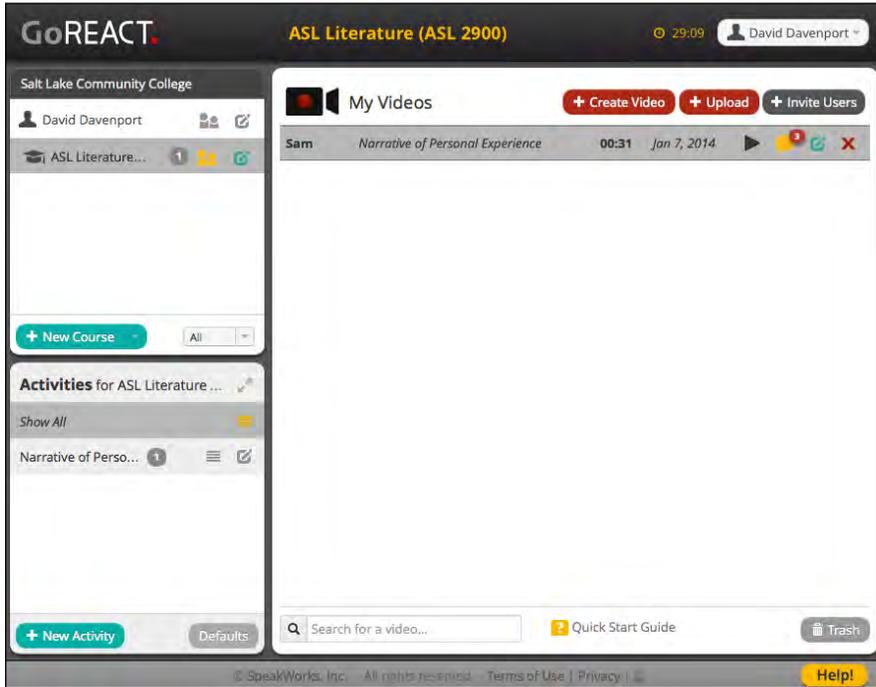


The source video (student's) on left side, the instructor's video comment (feedback) on right:

# Appendix H

**ASL Videos for Exams**

I created 477 high quality videos for all courses. Here are the examples of exams I created (13 exams with 25 questions each)



(Extracted from Unit 2 exam)
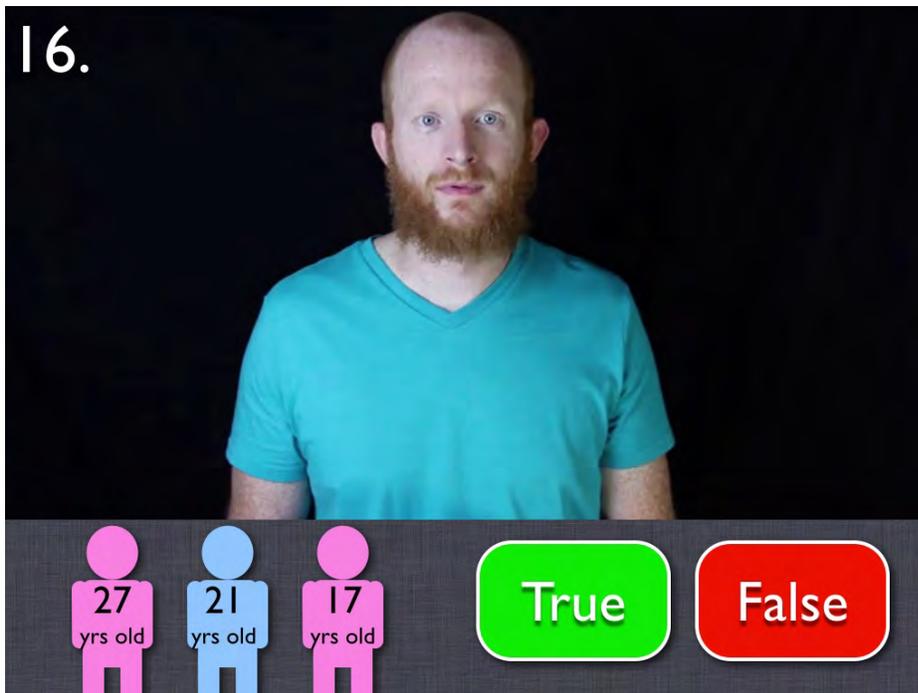


(Extracted from Unit 4 exam)

**Unit 5 Exam**
Signing Naturally 1
Instructor
David Davenport

1.

| A. 62 | B. 72 | C. 27 | D. 82 |

2.

| A. 2 weeks | B. 3 days | C. 2 days | D. 2 months |

**Unit 5 Exam**
Signing Naturally 1
Instructor
David Davenport

1.

| A. 62 | B. 72 | C. 27 | D. 82 |

2.

| A. 2 weeks | B. 3 days | C. 2 days | D. 2 months |

3. Fill in the blank: ____ only fingerspelled word

4. Fill in the blank: ____ only fingerspelled word

5. Fill in the blank: ____ only fingerspelled word

3. 9. Fill in the blank: ____ only fingerspelled word

4. 10. Fill in the blank: ____ only fingerspelled word

5. 11. Fill in the blank: ____ only fingerspelled word

6. 9. Fill in the blank: ____ only fingerspelled word

7. 10. Fill in the blank: ____ only fingerspelled word

8. 11. Fill in the blank: ____ only fingerspelled word

9. 12. "Future Tense" True False

10. 13. (David) Friend True False

11. 14. True False

12. 16. Date: (number) Activity: (letter)

13. 17. Date: (number) Activity: (letter)

14. 18. Date: (number) Activity: (letter)

12. 15. Date: (number) Activity: (letter)

13. For question 16-19
Sun Mon Tues Wed Thur Fri Sat

14. Date: (number) Activity: (letter)

16. 19. Date: (number) Activity: (letter)

17. 20. Sun Mon Tues Wed Thur Fri Sat 1 2 3 4 5 6 7 True False

18. 21. Correct "DO" vocabulary True False

16. 17.

18. 19. Date: (number) Activity: (letter)

20. 1 2 3 4 5 6 7 True False

| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |

21. Correct "DO" vocabulary True False

19. 22.

20. 23.

21. Correct "DO" vocabulary True False

22.

23.

22.

23.

# Appendix I

## Average overall student evaluation from 2011 to present

Each category have more than one criteria, I set up the average for each category. The average scores for overall and Fall 2013 courses in blue columns.

| Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |

| | 2011 Spring | 2011 Summer | 2011 Fall | 2011 Fall | 2011 Fall | 2012 Spring | 2012 Spring | 2012 Fall | 2013 Spring | 2013 Spring | 2013 Fall | 2013 Fall | 2013 Fall | 2013 Fall | AVG in Fall 2013 | AVG Overall |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course: | ASLI 1010.001 | ASLI 1010.002 | ASLI 1020.002 | ASLI 2100.001 | ASLI 2300.001 | ASLI 1020.001 | ASLI 2010.001 | ASLI 2010.002 | ASLI 2010.002 | ASLI 2020.002 | ASLI 1010.003 | ASLI 1020.001 | ASLI 1300.001 | ASL 2100.001 | | |
| Overall Evaluation | 4.2 | 5.0 | 5.0 | 4.5 | 4.6 | 4.9 | 4.6 | 4.9 | 4.8 | 4.8 | 4.7 | 4.9 | 4.7 | 4.6 | 4.7 | 4.7 |
| Instructional Delivery (Teaching) | 4.7 | 5.0 | 4.8 | 4.7 | 4.7 | 4.6 | 4.8 | 4.8 | 5.0 | 4.8 | 4.7 | 4.8 | 4.5 | 4.4 | 4.6 | 4.7 |
| Instructional Design and Assessment | 4.8 | 5.0 | 4.7 | 4.5 | 4.7 | 4.6 | 4.7 | 4.8 | 5.0 | 4.5 | 4.6 | 4.7 | 4.5 | 4.5 | 4.6 | 4.7 |
| Course Management | 4.6 | 4.7 | 4.7 | 4.7 | 4.7 | 4.8 | 4.9 | 4.6 | 4.9 | 4.4 | 4.7 | 4.7 | 4.9 | 4.7 | 4.8 | 4.7 |
| Learning Outcomes | 4.7 | 5.0 | 4.7 | 4.5 | 4.8 | 4.9 | 5.0 | 4.7 | 5.0 | 4.9 | 4.7 | 4.8 | 4.8 | 4.4 | 4.7 | 4.8 |

# Appendix J

**Student Evaluations from Spring and Fall 2013**

ASL 1010.003 - Fall 2013
ASL 1010.002 - Fall 2013
ASL 1300.001 - Fall 2013
ASL 2100.001 - Fall 2013
ASL 2010.002 - Spring 2013
ASL 2020.002 - Spring 2013

Main Menu    Course List

**SLCC Course Evaluation Results**
Term: Fall 2013
CRN: 43599
Course: ASL 1010 003 Beginning ASL I Amer Sign Lang Interpreting
Instructor: David Davenport
Total Evaluations: 3

**SLCC Evaluation Questions**

**Overall Evaluation**
4.7  (EX-VG-G-F-P-VP) Overall, how would you rate this course?

**Instructional Delivery (Teaching)**
4.7  (EX-VG-G-F-P-VP) How would you evaluate the instructor's preparation and organization for each class?
4.7  (EX-VG-G-F-P-VP) How well did the instructor stimulate your interest in the subject matter?
4.7  (EX-VG-G-F-P-VP) Evaluate the instructor's effectiveness in helping you learn the subject matter

**Instructional Design and Assessment**
4.4  (EX-VG-G-F-P-VP) Evaluate how well the instructor stayed focused on course objectives
4.7  (EX-VG-G-F-P-VP) Rate the appropriateness of assigned work, tests and other activities for meeting course objectives
4.7  (EX-VG-G-F-P-VP) How effectively were concepts presented?

**Course Management**
5.0  (EX-VG-G-F-P-VP) How conducive to student learning was the class atmosphere?
4.4  (EX-VG-G-F-P-VP) Rate the feedback from the instructor concerning your completed assignments and grades
4.7  (EX-VG-G-F-P-VP) How would you evaluate the use of class time?

**Learning Outcomes**
4.7  (EX-VG-G-F-P-VP) How clear were you with the intended learning outcomes of the course?
4.7  (EX-VG-G-F-P-VP) How well did this class meet the learning outcomes of the course?

**Open Ended**

Give specific examples of how this class may have been intellectually stimulating
 • (no response)

 • Because it is a visual language you had to pay attention if you were going to understand anything.

 • (no response)

What aspects of this class contributed most to your learning? (Please give specific examples)
 • (no response)

 • Probably when we all were comfortable enough with each other that we could just chat with each other.

 • (no response)

What aspects of this class detracted most from your learning? (Please give specific examples)
 • (no response)

 • Not really sure.

 • (no response)

**Instructor Selected Questions**

(No questions were selected by the instructor this term for this course)

**Student Body Questions**

**Student Questions**
Y: 3 N: 0   I was prepared for each class
5.0  (A-S-U-R-N) How often was the textbook used as part of this course?
1.7  (A-S-U-R-N) How often did the instructor cancel class?

**How often were the following used in this class?**
4.7  (A-S-U-R-N) Lecture
4.3  (A-S-U-R-N) In-Class Exercises
4.3  (A-S-U-R-N) Tests and Quizzes
4.0  (A-S-U-R-N) Video and Guest Speakers
4.7  (A-S-U-R-N) Group Work
5.0  (A-S-U-R-N) Discussions
5.0  (A-S-U-R-N) Assignments and Papers

4.3  (A-S-U-R-N) Reading
2.7  (A-S-U-R-N) Group Projects
4.3  (A-S-U-R-N) Service Learning
3.7  (A-S-U-R-N) Research and Field Study

**How often were the following methods of evaluation used?**
5.0  (A-S-U-R-N) Multiple Choice

3.7  (A-S-U-R-N) Essay
5.0  (A-S-U-R-N) Matching
2.7  (A-S-U-R-N) Short Answer
5.0  (A-S-U-R-N) True/False
3.0  (A-S-U-R-N) Work it out and show your work
2.7  (A-S-U-R-N) Papers and Reports
4.3  (A-S-U-R-N) Demonstration
4.3  (A-S-U-R-N) Presentation

[Main Menu](#)   [Course List](#)

**SLCC Course Evaluation Results**
Term: Fall 2013
CRN: 43601
Course: ASL 1020 001 Beginning ASL II Amer Sign Lang Interpreting
Instructor: David Davenport
Total Evaluations: 6

**SLCC Evaluation Questions**

**Overall Evaluation**
4.9  (EX-VG-G-F-P-VP) Overall, how would you rate this course?

**Instructional Delivery (Teaching)**
4.9  (EX-VG-G-F-P-VP) How would you evaluate the instructor's preparation and organization for each class?
4.7  (EX-VG-G-F-P-VP) How well did the instructor stimulate your interest in the subject matter?
4.8  (EX-VG-G-F-P-VP) Evaluate the instructor's effectiveness in helping you learn the subject matter

**Instructional Design and Assessment**
4.3  (EX-VG-G-F-P-VP) Evaluate how well the instructor stayed focused on course objectives
5.0  (EX-VG-G-F-P-VP) Rate the appropriateness of assigned work, tests and other activities for meeting course objectives
4.7  (EX-VG-G-F-P-VP) How effectively were concepts presented?

**Course Management**
4.7  (EX-VG-G-F-P-VP) How conducive to student learning was the class atmosphere?
4.8  (EX-VG-G-F-P-VP) Rate the feedback from the instructor concerning your completed assignments and grades
4.7  (EX-VG-G-F-P-VP) How would you evaluate the use of class time?

**Learning Outcomes**
4.7  (EX-VG-G-F-P-VP) How clear were you with the intended learning outcomes of the course?
4.8  (EX-VG-G-F-P-VP) How well did this class meet the learning outcomes of the course?

**Open Ended**

Give specific examples of how this class may have been intellectually stimulating
- David did a very well in teaching his class. Several times the class would get distracted by something or someone outside the class room, but he was able to bring the attention of the class back to him and keep our attention with his well prepared le
- I have always had a passion for ASL having Deaf relatives in my immediate family. Though sign was not always needed for communication, I know that David was a very personable teacher, and helped me create a desire to continue on with ASL
- (no response)
- (no response)
- I found that this class really made me think that i could do what i wanted with my life. for the first time i truly think that i could become a interpreter. Or for that matter do anything with ASL and be successful at it.
- (no response)

What aspects of this class contributed most to your learning? (Please give specific examples)
- (no response)
- I think that he was very open and willing to help with my learning having his students he main focus. Yes he did get off topic in class but he had his students as he main focus and he never lost focus of that.
- (no response)
- (no response)
- I appreciated the homework assignments given daily, and the in class discussions. I needed more practice in expressive ASL, and we used ASL daily.
- The fact that David was so prepared and was able to communicate very effectively was a huge help, even though our first language is different. Also the amount that he was involved in the class helped very much. He was very charismatic which held our

What aspects of this class detracted most from your learning? (Please give specific examples)
- There were a couple students in the class that didn't understand ASL as well as they should have to take that class, and did not have very good etiquette, by any standard, hearing or deaf. Also I would really like to emphisize that the new building t
- Despite the amazing learning environment, there were some students that were disrespectful toward David, and the other students. From this disrespect arose tension, and I am aware of a few students dropping the class for that reason.
- (no response)
- (no response)
- This was out of his control... there were two people in there that would always fight and talk behind his back. It seemed as if they did not want any thing to do with the class some times. This made it hard on both the students and the teacher.
- (no response)

**Instructor Selected Questions**

(No questions were selected by the instructor this term for this course)

**Student Body Questions**

**Student Questions**
**Y:** 6 **N:** 0   I was prepared for each class
3.8  (A-S-U-R-N) How often was the textbook used as part of this course?
1.7  (A-S-U-R-N) How often did the instructor cancel class?

**How often were the following used in this class?**
4.4  (A-S-U-R-N) Lecture
4.2  (A-S-U-R-N) In-Class Exercises
3.5  (A-S-U-R-N) Tests and Quizzes
2.5  (A-S-U-R-N) Video and Guest Speakers
3.7  (A-S-U-R-N) Group Work
4.2  (A-S-U-R-N) Discussions
4.7  (A-S-U-R-N) Assignments and Papers
4.2  (A-S-U-R-N) Reading
2.3  (A-S-U-R-N) Group Projects
2.7  (A-S-U-R-N) Service Learning
3.2  (A-S-U-R-N) Research and Field Study

**How often were the following methods of evaluation used?**
4.0  (A-S-U-R-N) Multiple Choice
2.6  (A-S-U-R-N) Essay
2.6  (A-S-U-R-N) Matching
3.4  (A-S-U-R-N) Short Answer
4.4  (A-S-U-R-N) True/False
3.0  (A-S-U-R-N) Work it out and show your work
1.8  (A-S-U-R-N) Papers and Reports
4.2  (A-S-U-R-N) Demonstration
3.2  (A-S-U-R-N) Presentation

**SLCC Course Evaluation Results**
Term: Fall 2013
CRN: 43603
Course: ASL 1300 001 Conversation Amer Sign Lang Interpreting
Instructor: David Davenport
Total Evaluations: 5

**SLCC Evaluation Questions**

**Overall Evaluation**
4.7  (EX-VG-G-F-P-VP) Overall, how would you rate this course?

**Instructional Delivery (Teaching)**
4.3  (EX-VG-G-F-P-VP) How would you evaluate the instructor's preparation and organization for each class?
4.7  (EX-VG-G-F-P-VP) How well did the instructor stimulate your interest in the subject matter?
4.5  (EX-VG-G-F-P-VP) Evaluate the instructor's effectiveness in helping you learn the subject matter

**Instructional Design and Assessment**
4.5  (EX-VG-G-F-P-VP) Evaluate how well the instructor stayed focused on course objectives
4.5  (EX-VG-G-F-P-VP) Rate the appropriateness of assigned work, tests and other activities for meeting course objectives
4.5  (EX-VG-G-F-P-VP) How effectively were concepts presented?

**Course Management**
5.0  (EX-VG-G-F-P-VP) How conducive to student learning was the class atmosphere?
4.7  (EX-VG-G-F-P-VP) Rate the feedback from the instructor concerning your completed assignments and grades
5.0  (EX-VG-G-F-P-VP) How would you evaluate the use of class time?

**Learning Outcomes**
4.8  (EX-VG-G-F-P-VP) How clear were you with the intended learning outcomes of the course?
4.8  (EX-VG-G-F-P-VP) How well did this class meet the learning outcomes of the course?

**Open Ended**

Give specific examples of how this class may have been intellectually stimulating
 • (no response)
 • the teacher was great at teaching what he needed us to know and his enthusiasm was contagious.
 • The class was not stressful. It was a relaxed learning environment which made for an excellent atmosphere.
 • David always picked fun topics to discuss.
 • This class was fantastic. I loved it. The assignments were helpful and class time was a pleasure. I learned about ASL and improved.

What aspects of this class contributed most to your learning? (Please give specific examples)
 • Watching David sign, having conversations with each other, making videos, and watching others' videos to see what works and what does not.
 • Everyone was willing to talk about everything and we helped each other outside of class.
 • It is a language class. We talked about regular matters in the language which helped relate to real life.
 • everything
 • (no response)

What aspects of this class detracted most from your learning? (Please give specific examples)
 • (no response)
 • nothing
 • Nothing
 • Sometimes I felt that he signed a lot faster then what I'm used to so at times it was hard to catch up on what the discussion was.
 • It was a little more difficult when the discussion assignment was posted late.

**Instructor Selected Questions**

(No questions were selected by the instructor this term for this course)

**Student Body Questions**

**Student Questions**
**Y:** 5 **N:** 0   I was prepared for each class
2.6  (A-S-U-R-N) How often was the textbook used as part of this course?
1.8  (A-S-U-R-N) How often did the instructor cancel class?

**How often were the following used in this class?**
4.4  (A-S-U-R-N) Lecture
4.6  (A-S-U-R-N) In-Class Exercises
2.4  (A-S-U-R-N) Tests and Quizzes
3.4  (A-S-U-R-N) Video and Guest Speakers
4.8  (A-S-U-R-N) Group Work

5.0 (A-S-U-R-N) Discussions
3.0 (A-S-U-R-N) Assignments and Papers
2.0 (A-S-U-R-N) Reading
2.4 (A-S-U-R-N) Group Projects
2.2 (A-S-U-R-N) Service Learning
2.4 (A-S-U-R-N) Research and Field Study

**How often were the following methods of evaluation used?**
1.8 (A-S-U-R-N) Multiple Choice
2.6 (A-S-U-R-N) Essay
1.8 (A-S-U-R-N) Matching
3.2 (A-S-U-R-N) Short Answer
2.0 (A-S-U-R-N) True/False
1.8 (A-S-U-R-N) Work it out and show your work
2.2 (A-S-U-R-N) Papers and Reports
3.8 (A-S-U-R-N) Demonstration
3.0 (A-S-U-R-N) Presentation

[Main Menu](#)   [Course List](#)

**SLCC Course Evaluation Results**
Term: Fall 2013
CRN: 43606
Course: ASL 2100 001 Proficiency Development Amer Sign Lang Interpreting
Instructor: David Davenport
Total Evaluations: 4

**SLCC Evaluation Questions**

___

**Overall Evaluation**
4.6  (EX-VG-G-F-P-VP) Overall, how would you rate this course?

**Instructional Delivery (Teaching)**
4.4  (EX-VG-G-F-P-VP) How would you evaluate the instructor's preparation and organization for each class?
4.4  (EX-VG-G-F-P-VP) How well did the instructor stimulate your interest in the subject matter?
4.4  (EX-VG-G-F-P-VP) Evaluate the instructor's effectiveness in helping you learn the subject matter

**Instructional Design and Assessment**
4.4  (EX-VG-G-F-P-VP) Evaluate how well the instructor stayed focused on course objectives
4.6  (EX-VG-G-F-P-VP) Rate the appropriateness of assigned work, tests and other activities for meeting course objectives
4.4  (EX-VG-G-F-P-VP) How effectively were concepts presented?

**Course Management**
4.8  (EX-VG-G-F-P-VP) How conducive to student learning was the class atmosphere?
5.0  (EX-VG-G-F-P-VP) Rate the feedback from the instructor concerning your completed assignments and grades
4.4  (EX-VG-G-F-P-VP) How would you evaluate the use of class time?

**Learning Outcomes**
4.4  (EX-VG-G-F-P-VP) How clear were you with the intended learning outcomes of the course?
4.4  (EX-VG-G-F-P-VP) How well did this class meet the learning outcomes of the course?

**Open Ended**

Give specific examples of how this class may have been intellectually stimulating
• Practicing new concepts and doing videos with those concepts help create interest.
• Loved the examples and chances to use new concepts
• I really enjoyed this class! We always discussed things in detail and everyone was involved. I learned a lot in class and feel like my signing skills have improved. it was a great environment for learning.
• I learned more than I anticipated. Mr. Davenport was an excellent, enthusiastic teacher. He never made you feel dumb for messing up.

What aspects of this class contributed most to your learning? (Please give specific examples)
• The class was always lively and interested in helping each other. There was no competition, just collaboration.
• This class was very open to questions and very patient with the fact that I am still learning to sign. I felt comfortable, even if I wasn't quite sure how to sign what I wanted to get across. The feedback was always very positive, no matter what the
• The teacher
• Practicing the concepts in class

What aspects of this class detracted most from your learning? (Please give specific examples)
• The lecture often became sidetracked so that expetations on assignments were often unclear. The final was very confusing.
• Jennifer
• Nothing
• It was during lunch and we were all hungry much of the time.

**Instructor Selected Questions**

___

(No questions were selected by the instructor this term for this course)

**Student Body Questions**

___

**Student Questions**
Y: 4 **N:** 0   I was prepared for each class
2.3  (A-S-U-R-N) How often was the textbook used as part of this course?
1.5  (A-S-U-R-N) How often did the instructor cancel class?

**How often were the following used in this class?**
5.0  (A-S-U-R-N) Lecture
4.8  (A-S-U-R-N) In-Class Exercises
3.3  (A-S-U-R-N) Tests and Quizzes
2.3  (A-S-U-R-N) Video and Guest Speakers
3.3  (A-S-U-R-N) Group Work
4.5  (A-S-U-R-N) Discussions
3.0  (A-S-U-R-N) Assignments and Papers
2.0  (A-S-U-R-N) Reading

1.5  (A-S-U-R-N) Group Projects
2.0  (A-S-U-R-N) Service Learning
2.5  (A-S-U-R-N) Research and Field Study

**How often were the following methods of evaluation used?**
2.8  (A-S-U-R-N) Multiple Choice
1.8  (A-S-U-R-N) Essay
1.0  (A-S-U-R-N) Matching
3.0  (A-S-U-R-N) Short Answer
2.8  (A-S-U-R-N) True/False
2.0  (A-S-U-R-N) Work it out and show your work
1.5  (A-S-U-R-N) Papers and Reports
5.0  (A-S-U-R-N) Demonstration
3.8  (A-S-U-R-N) Presentation

**SLCC Course Evaluation Results**
Term: Spring 2013
CRN: 24162
Course: ASL 2010 002 Intermediate ASL I Amer Sign Lang Interpreting
Instructor: David Davenport
Total Evaluations: 4

**SLCC Evaluation Questions**

**Overall Evaluation**
4.8  (EX-VG-G-F-P-VP) Overall, how would you rate this course?

**Instructional Delivery (Teaching)**
5.0  (EX-VG-G-F-P-VP) How would you evaluate the instructor's preparation and organization for each class?
5.0  (EX-VG-G-F-P-VP) How well did the instructor stimulate your interest in the subject matter?
5.0  (EX-VG-G-F-P-VP) Evaluate the instructor's effectiveness in helping you learn the subject matter

**Instructional Design and Assessment**
5.0  (EX-VG-G-F-P-VP) Evaluate how well the instructor stayed focused on course objectives
5.0  (EX-VG-G-F-P-VP) Rate the appropriateness of assigned work, tests and other activities for meeting course objectives
5.0  (EX-VG-G-F-P-VP) How effectively were concepts presented?

**Course Management**
4.8  (EX-VG-G-F-P-VP) How conducive to student learning was the class atmosphere?
5.0  (EX-VG-G-F-P-VP) Rate the feedback from the instructor concerning your completed assignments and grades
5.0  (EX-VG-G-F-P-VP) How would you evaluate the use of class time?

**Learning Outcomes**
5.0  (EX-VG-G-F-P-VP) How clear were you with the intended learning outcomes of the course?
5.0  (EX-VG-G-F-P-VP) How well did this class meet the learning outcomes of the course?

**Open Ended**

Give specific examples of how this class may have been intellectually stimulating
 • (no response)

 • (no response)

 • (no response)

 • This is an ASL course so we really have to pay attention. We would talk about things that happened to us in real life and use language to describe those situations. It was fun

What aspects of this class contributed most to your learning? (Please give specific examples)
 • ASL. We would describe events that would happen in real life such as things on Youtube or just in the book. These things help us describe real events

 • The easy communication with everyone in the class. We all became friends and comfortable with each other. I got better at signing because of that.

 • (no response)

 • (no response)

What aspects of this class detracted most from your learning? (Please give specific examples)
 • (no response)

 • (no response)

 • Other activites, such as work, doctors appointments.. etc. They kept me from going from time to time.

 • There were a few people who seemed very fluent in the language. It's a pretty high bar that is being set for someone who is just learning the language

**Instructor Selected Questions**

(No questions were selected by the instructor this term for this course)

**Student Body Questions**

**Student Questions**
Y: 3 **N:** 1   I was prepared for each class
3.8  (A-S-U-R-N) How often was the textbook used as part of this course?
1.0  (A-S-U-R-N) How often did the instructor cancel class?

**How often were the following used in this class?**
4.3  (A-S-U-R-N) Lecture
4.3  (A-S-U-R-N) In-Class Exercises
4.0  (A-S-U-R-N) Tests and Quizzes
3.5  (A-S-U-R-N) Video and Guest Speakers
3.8  (A-S-U-R-N) Group Work
4.8  (A-S-U-R-N) Discussions
3.5  (A-S-U-R-N) Assignments and Papers
3.3  (A-S-U-R-N) Reading
4.0  (A-S-U-R-N) Group Projects

3.8  (A-S-U-R-N) Service Learning
4.0  (A-S-U-R-N) Research and Field Study

**How often were the following methods of evaluation used?**
1.0  (A-S-U-R-N) Multiple Choice
1.5  (A-S-U-R-N) Essay
1.3  (A-S-U-R-N) Matching
3.5  (A-S-U-R-N) Short Answer
1.5  (A-S-U-R-N) True/False
1.8  (A-S-U-R-N) Work it out and show your work
2.3  (A-S-U-R-N) Papers and Reports
3.8  (A-S-U-R-N) Demonstration
4.3  (A-S-U-R-N) Presentation

Salt Lake Community College • 4600 South Redwood Road • Salt Lake City, UT 84123
(801) 957-4298

[Main Menu](#)   [Course List](#)

**SLCC Course Evaluation Results**
Term: Spring 2013
CRN: 24890
Course: ASL 2020 002 Intermediate ASL II Amer Sign Lang Interpreting
Instructor: David Davenport
Total Evaluations: 4

**SLCC Evaluation Questions**

**Overall Evaluation**
4.8  (EX-VG-G-F-P-VP) Overall, how would you rate this course?

**Instructional Delivery (Teaching)**
5.0  (EX-VG-G-F-P-VP) How would you evaluate the instructor's preparation and organization for each class?
4.6  (EX-VG-G-F-P-VP) How well did the instructor stimulate your interest in the subject matter?
4.8  (EX-VG-G-F-P-VP) Evaluate the instructor's effectiveness in helping you learn the subject matter

**Instructional Design and Assessment**
4.4  (EX-VG-G-F-P-VP) Evaluate how well the instructor stayed focused on course objectives
4.4  (EX-VG-G-F-P-VP) Rate the appropriateness of assigned work, tests and other activities for meeting course objectives
4.6  (EX-VG-G-F-P-VP) How effectively were concepts presented?

**Course Management**
4.6  (EX-VG-G-F-P-VP) How conducive to student learning was the class atmosphere?
4.6  (EX-VG-G-F-P-VP) Rate the feedback from the instructor concerning your completed assignments and grades
4.0  (EX-VG-G-F-P-VP) How would you evaluate the use of class time?

**Learning Outcomes**
4.8  (EX-VG-G-F-P-VP) How clear were you with the intended learning outcomes of the course?
5.0  (EX-VG-G-F-P-VP) How well did this class meet the learning outcomes of the course?

**Open Ended**

Give specific examples of how this class may have been intellectually stimulating
 • It's all visual. Not talking, all sign.

 • Sign with other students, asking questions

 • Best ASL class ever. Really good stories and conversation. Perfect amounts of practice and assignments.

 • (no response)

What aspects of this class contributed most to your learning? (Please give specific examples)
 • (no response)
 • David is the Best ASL teacher out of 6 that I have ever had. MOB book was so much better to make a video instead of take in class tests. Not stressful, easy to work with and communicate with. Patient. Felt like my Needs got met. Seriously hope I can
 • Going to deaf activities, meeting new deaf people
 • Same as above. It's visual. I learn by doing and that's what we did.

What aspects of this class detracted most from your learning? (Please give specific examples)
 • The class was too long. Things got VERY repetitive and it got to the point I didn't want to go to class because I knew it was going to be an hour and fifty minutes of watching someone sign to me. It's not interactive. Bored of movies and just watchin
 • One other student
 • keeping the door open.
 • (no response)

**Instructor Selected Questions**

(No questions were selected by the instructor this term for this course)

**Student Body Questions**

**Student Questions**
**Y:** 4 **N:** 0   I was prepared for each class
4.3  (A-S-U-R-N) How often was the textbook used as part of this course?
1.3  (A-S-U-R-N) How often did the instructor cancel class?

**How often were the following used in this class?**
5.0  (A-S-U-R-N) Lecture

4.3  (A-S-U-R-N) In-Class Exercises
4.0  (A-S-U-R-N) Tests and Quizzes
4.0  (A-S-U-R-N) Video and Guest Speakers
3.8  (A-S-U-R-N) Group Work
4.0  (A-S-U-R-N) Discussions
3.3  (A-S-U-R-N) Assignments and Papers
4.3  (A-S-U-R-N) Reading

3.8  (A-S-U-R-N) Group Projects
1.5  (A-S-U-R-N) Service Learning
3.3  (A-S-U-R-N) Research and Field Study

**How often were the following methods of evaluation used?**
1.0  (A-S-U-R-N) Multiple Choice
2.0  (A-S-U-R-N) Essay
1.0  (A-S-U-R-N) Matching
2.5  (A-S-U-R-N) Short Answer
1.0  (A-S-U-R-N) True/False
1.5  (A-S-U-R-N) Work it out and show your work
3.0  (A-S-U-R-N) Papers and Reports
3.5  (A-S-U-R-N) Demonstration
4.5  (A-S-U-R-N) Presentation

Salt Lake Community College • 4600 South Redwood Road • Salt Lake City, UT 84123
(801) 957-4298

# Appendix K

## Students' e-mail on their comments about classes

Salt Lake Community College

David Davenport <ddavenp5@bruinmail.slcc.edu>

---

### Jennifer Gates (ASL-2010-002-F12 and ASL-2100-001-F13) just sent you a message in Canvas.
1 message

---

**SLCC Canvas** <notifications@instructure.com>    Fri, Dec 20, 2013 at 11:44 AM
Reply-To: notifications2+9bc61a4f5c384216ba9851fa04315e718d6e8a96-20000064148577@instructure.com
To: ddavenp5@bruinmail.slcc.edu

> Jennifer Gates (ASL–2010–002–F12 and ASL–2100–001–F13)
> just sent you a message in Canvas:
>
> Dear David,
> Thanks for being such a wonderful teacher this semester! I have
> learned a lot over the term and have enjoyed participating in
> class. (I think it also helped that we moved into a new, fun
> building!)
> Thanks again!
> Merry Christmas and Happy Holidays!
> –Jennifer Gates :)
> ASL 2100 F–2013
>
> To reply to this message, click the link below:
>
> https://slcc.instructure.com/conversations/1061227

Click here to edit your notification preferences    © 2013 Instructure

Salt Lake
Community
College

David Davenport <ddavenp5@bruinmail.slcc.edu>

## project 4
1 message

**Wendy Marie Ormsby** <wormsby1@bruinmail.slcc.edu>        Sun, Nov 10, 2013 at 7:27 PM
To: ddavenp5@bruinmail.slcc.edu

https://www.dropbox.com/s/678zzfffvshb4s0/2013-11-10%2017.42.22.mov

David,

Here is my project 4 video. I couldn't get it to upload in the assignment submission box. You are going to be so happy when I'm not in your class and you don't have to deal with my videos!

Thanks!

Wendy

P.S. BTW, I am learning SO much from your classes! You have taught me a great deal!

# Appendix L

## Teaching Excellent Award Nomination

**On behalf of the Salt Lake Community College Foundation, Congratulations!** You have been nominated for the TEACHING EXCELLENCE AWARD 2013–2014.

In order to complete the process toward selection, please find attached the criteria, and guidelines for 2013–2014. These documents can be found on the FTLC website under *Teaching Excellence*. The Nomination Form will be added to your completed body of evidence for consideration by the SLCC FOUNDATION.

This prestigious award is given each year to recognize true excellence in teaching. Teaching excellence encompasses professionalism both within the classroom and in service to the department, division, College and community.

The following dates are to outline the process:

FACULTY COMPLETED NOMINATION DUE: Friday, January 24, 2014 (5:00 p.m.) FTLC TB 324

FTLC & PGFD REVIEW COMMITTEE: Monday, January 27, 2014–Friday, January 31, 2014

# SLCC FOUNDATION REVIEW/DECISION: Monday, February 3, 2014–Friday February 14, 2014

# AWARDEES NOTIFICATION: Not later than March 3, 2014,

Thank you,
Jude

Jude Higgins
Director Faculty Teaching & Learning Center
*Co-Executive Director, AAWCC Leaders Institute 2014*
Salt Lake Community College
Salt Lake City, Utah
801.957.4129

"Art washes away from the soul the dust of everyday life."
— Pablo Picasso

Teaching Excellence
Award Guid…2014.docx

# Appendix M

**Example of previous and current slides for teaching materials**

I developed some visual aids for ASL 1010, Unit 5 and I got feedback from students in the class that the visual aids is helpful and understandable.

Old slide
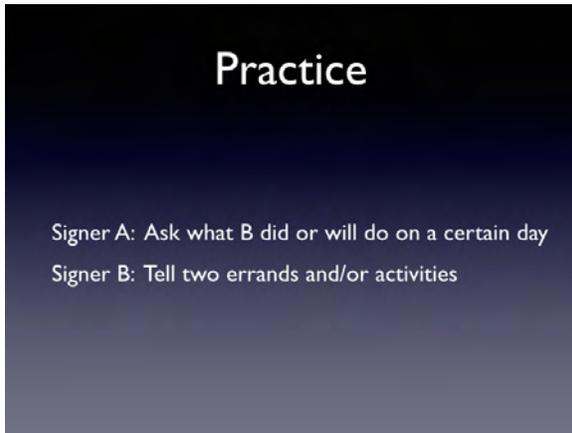
New slide
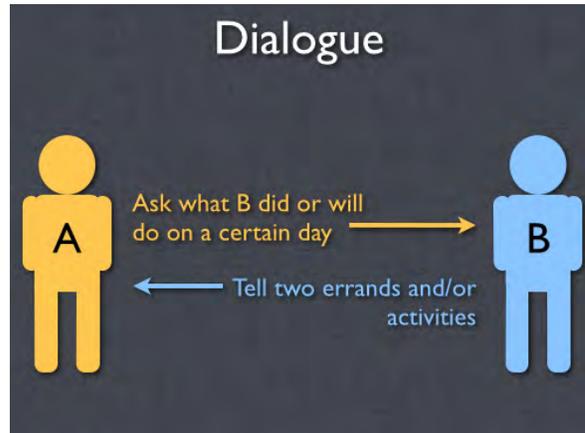


I changed the slides from word to pictures for ASL 1020, Unit 17. The pictures help students to lead out a dialogue and practice in the class. I feel this is very effective for ASL instruction. I added numerous pictures for all of my lessons and update all of my teaching materials. Here's one of many examples I did during the semester.

Old slide (just one)

New slides (many)

# Appendix N

## ACTFL Standards in Lesson Plan

I added ACTFL in Unit 4 lesson plan (ASL 1010)

| Unit:<br> Lesson Topic: | Unit 4: Talking about family<br>  Commenting on Family members |
|---|---|
| **Procedures:** | Opening:  (5 minutes)<br>The instructor will have an exercise with students about their activities yesterday and discuss on homework. After that, the instructor will do a roll call in ASL. |
|  | Information: (40 minutes)<br>1. Introduce vocabulary on family occasions then share a remark about each vocabulary. Have students to participate on their own remark.<br>2. Have students interact with each other to discuss about family occasions.<br>3. Making comments on different family pictures and introduce new vocabulary.<br>4. Introduce about cultural behaviors on a clear sightline during conversation. Show the video on slide and discuss with students. The instructor will provide exercise to make sure students understand about the importance to maintaining clear sightline. |
|  | Closure: (5 minutes)<br>1. Review with students about their stories.<br>2. Review vocabulary (Lexical signs and grammar) |
| **Standards (ACTFL\*)** | Communication: Interpersonal (1.1) - work with partner on family occasions.<br>Cultures: Practice (2.1) - Discuss deaf people's memories about families.<br>Comparisons: Cultures (4.2) - Maintaining clear sightline. |
| **Evaluation/ Assessment** | Students will be assessed during class discussion in the class for participation. The instructor will ensure students using appropriate grammar and vocabulary in their story about school and graduation. The instructor will always assess students' expressive skills in whole class time. The instructor will ask students questions for comprehension check. This part will be on the unit exam. |

\* - American Council on the Teaching of Foreign Language (ACTFL) - National Standards for Foreign Language Education 5Cs (Communication, Culture, Connections, Comparisons, and Communities).  www.actfl.org
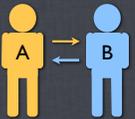
54

# Appendix O

**Developing Final Exams for courses**

Example of ASL 1010 Final Exam (partial questions):



Example of ASL 1020 Final Exam (partial questions):

# Appendix P

## ACTFL Standards for the course

I created ACTFL standards for ASL 2900 course (Introduction to ASL Literature).

### ASL Literature - ACTFL Standards
**David Davenport**

| ACTFL Standards | ASL Literature |
| --- | --- |
| **1.1 Intrapersonal Communication** Students engage in conversations in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions. | Students share a narrative of personal experience with each other as well as with various genres (folklore, Classifier story, visual vernacular, ABC Story, and Poetry) |
| **1.2 Interpretive Communication** Students understand and interpret American Sign Language from recorded material or signed in person on a variety of topics. | Students analyze and understand about each story in different genre (Narrative of personal experience, folklore, and poetry) |
| **1.3 Presentational Communication** Students present information, concepts, and ideas in American Sign Language to an audience in person or via recorded material. | Students present their narrative of personal experience, folklore, classifier story, visual vernacular, personifications, poetry to the audience. |
| **2.1 Traditional Ideas, Behaviors, & Perspectives of Deaf Culture** Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture and the Deaf World. | Discuss on why the genre, Narrative of personal experience occurs often in ASL Literature. Discuss about imagery poems in ASL. |
| **2.2 Tangible & Intangible Products of Deaf Culture & the Deaf World** Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture and the Deaf World. | Show SMI's Bill Ennis, Mary Beth Miller, Elinor Kraft as Narrative of personal experience. Show various videos of ASL literary works in each genre, as ABC Stories, visual vernacular, and poetry. |
| **3.1 Interdisciplinary Reinforcement** Students reinforce and further their knowledge of other disciplines through American Sign Language. | Show different translated poems, like Bernard Bragg's "Flowers and Moonlight on the Spring River" and Joe Velez's Jabberwocky. |
| **3.2 Access Information available only in ASL** Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. | HIstory of ASL poetry and how it evolve over time from 1960s and 1970s to present, as Dorothy Miles to Ella Mae Lentz to Peter Cook. |
| **4.1 Comparing & Contrasting ASL and Other languages** Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their native language. | Comparing ASL poetry with English Poetry through Stylistics (rhymes, rhythm, and repetition). Comparing and contrasting on ABC Story, visual vernacular, classifier story, and folklore |
| **4.2 Comparing & Contrasting Deaf and Hearing Cultures** Students demonstrate understanding of the concept of culture through comparisons of Deaf culture and their own. | Comparing about Deaf folklore and hearing folklore, like hotel story, king kong, and hitchhiker. |
| **5.1 Using ASL in the Deaf World** Students use American Sign Language both within and beyond the school setting. | Attend an ASL performance event and interact with other Deaf people to tell various stories. |
| **5.2 Continual Enrichment Through ASL** Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment. | Create video with different genres through technology, like video editing and special effects to produce literary works. |

# Appendix Q

**Deaf Studies Conference Presentation Acceptance proposal letter**

WAYPOINTS

DEAF STUDIES *TODAY!* • 2014
deafstudies.org
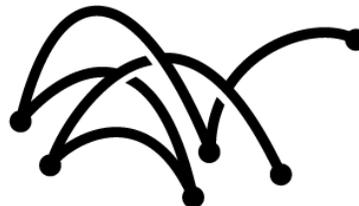
December 3, 2013

Dear David Davenport,

On behalf of the Editorial Board of Deaf Studies *Today!*,  I am pleased to inform you that your presentation has been accepted for our conference in April.

We do not yet have the final schedule for the presentations, but we will post it on our website either by late December or early January.  Your presentation at the conference will generally be given a 50-minute time slot consisting of 40 minutes for your presentation and 10 minutes for questions.  Projectors and screens will be provided for everyone.

To help us have the best possible conference, we ask for a few things:

> 1) A working draft of your presentation **by April 4, 2014** so the interpreters and conference organizers assigned to your presentation can prepare for the job.  Again, please email the draft as a MS Word attachment, PowerPoint, or Keynote format.  Anything you have will be helpful, even if it is just in outline form.  This copy of your presentation does not qualify for the $100 gift card nor as a submission for the conference proceedings.

> 2) All keynote speeches and some presentations at the conference will be included in our printed Conference Proceedings.  This is a *non-exclusive* use of the work, which allows you as a writer to publish the same work elsewhere provided that you mention that it has first appeared in our Proceedings.  All presenters must turn in a completed electronic copy of their papers at registration in order to qualify for the $100 gift card.  Presenters who fail to do so will not qualify for the gift card but will still have the opportunity to submit a publication-ready manuscript **by April 30 2014**.  Presenters who wish to make changes to their submission following the conference will have until April 30th (eighteen days after the conference) to submit a final version.  Otherwise the original submission will be used.

If you have any questions or concerns, please email me at BJarashow@uvu.edu.

Thank you for your interest, and we look forward to seeing you in April!

Sincerely,

Ben Jarashow
Chair, Deaf Studies *Today!*

E-mail from the conference committees about the presentation proposal:

**Gmail** by Google

David Davenport <david.davenport8@gmail.com>

## Deaf Studies Today! Presentation Decision

**Kortney Carter** <ckortney@gmail.com>       Mon, Dec 23, 2013 at 5:54 PM
To: david.davenport8@gmail.com
Cc: Ben Jarashow <BJarashow@uvu.edu>

Dear David Davenport,

My name is Kortney Kern and I am a Utah Valley University Intern working on the Deaf Studies *Today!* Conference.

Thank you for your interest in presenting at the Deaf Studies *Today!* Conference. Our decision is explained below in the attached letter.

We would like to feature your picture on the Deaf Studies *Today!* Conference website. We need your permission to be able to upload and post your picture online. Please, reply to this email and let us know if you are comfortable with us posting your picture on the website.

Also, we just want to clarify a few things with you. We need to make sure you are not planning to promote a specific product during your presentation. Presenters are not permitted to market any products during any presentations during the Deaf Studies *Today!* Conference. Please let us know if that is a guideline you are able to follow.

Some of the abstracts and bios sent to us had formatting issues which changed the original information written. Your abstract and bio are below. Please copy and paste both your abstract and your bio into your reply email, read it over carefully, correct any formatting issues, and make any changes you feel necessary before we use it.

**Abstract:**
In the last 20 years, as technology has drastically changed, so has using technology in the classroom. Many ASL instructors find it difficult to catch up and keep up with ever-changing technology, and find it challenging to move beyond the days of overhead projectors and videotapes. Today, most students have laptops, in addition to tablets, smartphones, and digital video cameras. Being technologically-challenged can create barriers between instructors and their ?tech savvy? students. Learning to use the technology and programs available can open up doors in teaching and relating to students. And, as ASL is a visual language, technology can provide a variety of effective ways to teach ASL. Incorporating current technology does not need to be an overwhelming task. There is a simpler way to make use of technology that can transform the way ASL is taught.

**Bio:**
David Davenport: David Davenport, a native of Washington, earned a Bachelor of Science degree in Sociology from Brigham Young University and a Master of Art degree in Sign Language Education from Gallaudet University. David has been teaching ASL for over fourteen years and mentored many interpreters in various programs. David is a versatile individual with a wide range of talents such as teaching, storytelling, coordinating, training, remodeling, video editing, and other technology-related skills. David has developed ASL curriculum and assessment tools incorporating a new modern style of teaching and technology for his classes to enrich the learning experience for students. David is currently a full time ASL instructor under ASL/Interpreting Program at Salt Lake Community College and is a part time instructor at the University of Utah. He enjoys socializing, cooking, playing sports, biking, and remodeling. He lives in Salt Lake City with his wife, Chrystee, and their

two dogs and three cats. Brandon R. Hill: Brandon R. Hill was the third Deaf child born to a large family. Growing up, he lived in many different places, but ultimately attended and graduated from Minnesota State Academy of the Deaf. Upon graduation, he attended Gallaudet University, in Washington, DC where he earned a bachelor?s degree in graphic design and a master?s degree in Sign Language Education. Brandon works full-time as the ASL Specialist at Jean Massieu School for the Deaf in Salt Lake City. He also teaches ASL classes at two universities and is the Assistant Coordinator of the ASL Program at Brigham Young University. Brandon is happily married and adores his wife and baby boy.

Again, thank you for your interest in presenting at the Deaf Studies *Today!* Conference. We are looking forward to working with you. If you have any questions or concerns you can contact:
me: Kortney Kern (ckortney@gmail.com), or
Ben Jarashow (Bjarashow@uvu.edu)

Kortney Kern
Intern, Deaf Studies *Today!*

---

📄 **PresentationAcceptanceLetter2014(Davenport).pdf**
61K

# Appendix R

## Letter of Recommendation from Dr. Raychelle Harris

**GALLAUDET**
U N I V E R S I T Y

**DEPARTMENT OF ASL & DEAF STUDIES**

To Whom It May Concern:

I am truly pleased and genuinely honored to write a very strong letter of recommendation for Mr. David Davenport.

In the spring of 2012, Mr. Davenport applied for the Masters program in Sign Language Teaching. I had the fortune of getting to know this fine gentleman during the application process. His application was impeccable and stood out of approximately a hundred of applications. The interview committee was all immediately unanimous - which did not happen often- regarding the acceptance status of Mr. Davenport – he was someone we wanted for our program! At that point, we all could see the incredibly untapped potential Mr. Davenport projected- he was, clearly, to us, a future leader, a natural teacher and ambassador for the Deaf and ASL community.

In the summer of 2012 to today, what we did not anticipate when he arrived at the start of our Masters program, was Mr. Davenport's intense energy and steadfast dedication to the field of ASL, Deaf culture, linguistics, Deaf community, curriculum development and technology. Professors in the program have repeatedly mentioned how delighted they were to have Mr. Davenport in their courses, including myself, because of Mr. Davenport's high degree of commitment to unblemished quality and ingenious innovation in his assignments for all of his courses. He consistently demonstrated a "can do!" attitude throughout the intensive graduate program. His questions and comments in class were very insightful and considerate, and his classmates clearly valued his input on their work. His skill with technology and media production amazed his classmates and his professors and exhibited evidence of his ability to learn quickly in a short amount of time.

Mr. Davenport will be graduating from our Masters program by the end of July 2013. He currently has a perfect grade point average of 4.0, receiving top grades in all of his courses in the program. Very few other students in this program have similar stellar grades and similar amount of respect from professors.

I would highly recommend Mr. David Davenport with absolutely no reservations. Please contact me if you feel that I might be of further assistance to you.

Sincerely,

Raychelle Harris, Ph.D.
Coordinator, Masters of Sign Language Teaching program

# Appendix S

## Meeting Minute of August 18, 2014 with Adjuncts

**Gmail** by Google

David Davenport <asldavid8@gmail.com>

### Meeting minute- August 18, 2013

2 messages

**Karen Rama** <Karen.Rama@slcc.edu>        Wed, Aug 28, 2013 at 9:48 AM
To: Connie Spanton-Jex <Connie.Spanton-Jex@slcc.edu>, Duane Kinner <Duane.Kinner@slcc.edu>, David Davenport <asldavid8@gmail.com>, Emily Beech <Emily.Beech@slcc.edu>, "unodan@gmail.com" <unodan@gmail.com>, "greenjinxed@gmail.com" <greenjinxed@gmail.com>, "jenn.pluim@gmail.com" <jenn.pluim@gmail.com>

Attendees: Connie, Duane, David, Emily, Daniel, Stephanie, Jenn, Karen


Agenda topics:

Syllabus-email to Cherie, Karen and Paul-Fall Semester 2013 Syllabus

·    Education, statement, ADA policy, assignments, dates, etc.


Waiting list- Last day is August 29$^{th}$, 2013


ASL Lab-ASL 1010/1020 requirements, ASL 2010/2020 students to be encouraged to use ASL Lab for their tutoring or their homework assignments.


Use of copy machine, try to use it less, use more on canvas. Except for tests/ quizzes


Sick days, out of town vacation, cancellation of classes, email to Connie, Duane, Karen, Paul and Cherie (use our SLCC ITP/ASL faculty for substitute teaching classes)


David-Canvas: Flip classroom-Khanacademy.org


**ASL 1010 Template by the end of Fall Semester 2013**

·    Set up next meeting for ASL 1010 cumulative and exams before the end of Fall Semester 2013.

·    ASL 1010 Signing Natural Book

·    Homework Canvas

·    Class discussion-Deaf in America-Questions/Answers

           -Apply Life-thinking theory

           -Through Deaf Eyes Film

# Appendix T

**UIP Workshops Documentation** - I attended the workshops listed below.



Marilyn Call, Division Director
**DIVISION OF SERVICES TO THE DEAF AND HARD OF HEARING**
5709 South 1500 West
Taylorsville, UT 84123-5217

Phone: 801.263.4860 (Voice)
  801.657.5200 (Videophone)
  801.263.4862 (TTY)
  1.800.860.4860 (Voice/TTY)
Russell J. Thelin    Fax: 801.313.6810
Executive Director   Utah Interpreter Program
Phone: 801.263.4877 (Voice/TTY)
  801.657.5206 (Videophone)

**UTAH STATE OFFICE OF REHABILITATION**

January 24, 2014

To Whom It May Concern:

I am the coordinator of the Interpreter Certification Advancement Network (ICAN) which is a training program that works with ASL interpreter practitioners trying to advance their certification and overall skill ability. The program incorporates language and interpreter mentor sessions, professional development classes, and immersion retreats to enhance language and interpreting development.

As of the date of this letter *David Davenport* has attended the following training sessions as a language mentor in the 2013 ICAN program.

> May 17, 2013, Transliteration by Michelle Draper, 4 Hours
> May 18, 2013, Non Manual Markers in ASL by Duane Kinner, 4 Hours
> August 2, 2013, Advanced Fingerspelling Techniques by Judy Saunders,
> 4 Hours
> August 3, 2013, Working with CDIs by Trenton Marsh, 8 Hours
> November 15, 2013, Interpreters as Allies in the Deaf Community by Trenton
> Marsh, 3 Hours
> November 15, 2013, A Practical Guide to Medical Interpreting by Jennifer Storrer,
> 4 Hours
> November 16, 2013, Strong Language Vocabulary in ASL by Clay Anderson, 3
> Hours

Please let me know if you need any additional information.

Thank you,

Jennifer Harvey Storrer
UIP Interpreter/Trainer

250 East 500 South  P.O. Box 144200  Salt Lake City, UT 84114-4200    Voice: (801) 538-7500  Fax: (801) 538-7769
Martell Menlove, Ph.D., State Superintendent of Public Instruction

# Appendix U

## Utah ASLTA Workshop abstract in e-mail

**Gmail** by Google

<span style="color:gray">David Davenport <livelydavs@gmail.com></span>

### Bio & Abstract
2 messages

**David Davenport** <livelydavs@gmail.com>                    Tue, Jul 23, 2013 at 11:51 AM
To: "s.j.fairytales" <s.j.fairytales@gmail.com>

Sarah,

Here's the biography and abstract for the workshop along with attached picture.

**David Davenport, M.A.**

**Biography**

David Davenport is a native ASL user who was born and raised in Seattle, Washington. He has been teaching ASL for over 14 years and mentored many interpreters in various programs, such as ICAN, SLCC, and UIP. David has also worked as an ASL language mentor, coordinator, supervisor, director, and trainer for programs serving the needs of the Deaf and interpreters. He has developed ASL curriculum and assessment tools incorporating a new modern style of teaching for his classes to enrich the learning experience for students. David is also a natural and talented comedian, one of the reasons why his wife loves him and is always the life of any party and enjoys teaching students. He acquired his B.S. in Sociology from Brigham Young University and his M.A. in Sign Language Education from Gallaudet University. On a personal level, David lives in Salt Lake City, Utah with his wife, Chrystee and their five "children" (two dogs and three cats). He enjoys socializing, working out, biking, remodeling, and watching sports. (And eating cookies)

**Abstract**

Why should you get your ASLTA certification? What is the purpose of this certification? How can it benefit you and your students?  This workshop will give you the answers to these questions and will also give you an easy step-by-step procedure of how to receive your certification without stressing you out.  Additional tips and advice will be also provided.



**DavidD-Folklife-DC.jpg**
144K

**Sarah J.** <sj.fairytales@gmail.com>                    Thu, Jul 25, 2013 at 10:41 AM
To: David Davenport <livelydavs@gmail.com>

Thank you, Thank you!

# Appendix V

**Presenter at UIP workshop on November 16, 2013**

---

USOR

UTAH STATE OFFICE OF REHABILITATION

*Employment & Independence*

Russell J. Thelin
Executive Director

Marilyn Call, Division Director
**DIVISION OF SERVICES TO THE DEAF AND HARD OF HEARING**
5709 South 1500 West
Taylorsville, UT 84123-5217

Phone: 801.263.4860 (Voice)
801.657.5200 (Videophone)
801.263.4862 (TTY)
1.800.860.4860 (Voice/TTY)
Fax: 801.313.6810
Utah Interpreter Program
Phone: 801.263.4877 (Voice/TTY)
801.657.5206 (Videophone)

January 24, 2014

To Whom It May Concern:

I am the coordinator of the Interpreter Certification Advancement Network (ICAN) which is a training program that works with ASL interpreter practitioners trying to advance their certification and overall skill ability. The program incorporates language and interpreter mentor sessions, professional development classes, and immersion retreats to enhance language and interpreting development.

As of the date of this letter ***David Davenport*** has presented the following training sessions in the 2013 ICAN program.

> May 17, 2013, Space and Classifiers in ASL by David Davenport, 4 Hours
> November 16, 2013, Pronouns in ASL by David Davenport, 4 Hours

Please let me know if you need any additional information.

Thank you,

Jennifer Harvey Storrer
UIP Interpreter/Trainer
jstorrer@utah.gov

250 East 500 South   P.O. Box 144200   Salt Lake City, UT 84114-4200   Voice: (801) 538-7500   Fax: (801) 538-7769
*Martell Menlove, Ph.D., State Superintendent of Public Instruction*

# Appendix W

## E-mail Correspondences with Adjunct Instructors for observing their classes

# DAVID

David D <me@david-davenport.com>

### ASL class tonight
6 messages

**David Davenport** <livelydavs@gmail.com>                           Thu, Nov 21, 2013 at 3:09 PM
To: Daniel Edwards <unodan@gmail.com>

Hi Dan,

I was wondering if i can stop by your class to observe tonight. Let me know.

David

**David Davenport** <livelydavs@gmail.com>                           Thu, Nov 21, 2013 at 3:11 PM
To: jenn.pluim@gmail.com

Hi Jenn,  i was wondering if i can stop by at your class to observe tonight around 630 pm. Let me know. :)

David

**Jenn Pluim** <jenn.pluim@gmail.com>                              Thu, Nov 21, 2013 at 3:13 PM
To: David Davenport <livelydavs@gmail.com>

Shouldn't be a problem. What in particular you are looking for?
[Quoted text hidden]

**David Davenport** <livelydavs@gmail.com>                           Thu, Nov 21, 2013 at 3:16 PM
To: Jenn Pluim <jenn.pluim@gmail.com>

Well, i would like to see your teaching methods and resources for class. So i can give you a support for the class, like giving a feedback. Cool? :)

David

[Quoted text hidden]

**Jenn Pluim** <jenn.pluim@gmail.com>                              Thu, Nov 21, 2013 at 3:17 PM
To: David Davenport <livelydavs@gmail.com>

Cool.
[Quoted text hidden]

**Daniel Edwards** <unodan@gmail.com>                              Thu, Nov 21, 2013 at 4:40 PM
To: David Davenport <livelydavs@gmail.com>

Yes, you can come.

Daniel
[Quoted text hidden]

# Appendix X

## ASL Lab Session sign up forms in Canvas

I developed forms under Google Apps and set up into Canvas with HTML codes. It is convenient for students to sign up for ASL Lab sessions instead going up to lab and sign up on first day of class.

Example of ASL 1010 Lab sign up form in Canvas:



Example of ASL 1020 Lab sign up form in Canvas:

I created the training documentation for faculty members to add Google forms into Canvas.

---

**Instruction: Add ASL Lab sign up form**

Three different ways to do this. 1. Webpage along with module (I prefer do this with modules). 2. Announcement. 3. E-mail to students with the link

1. **Add the form into Canvas' webpage:**
   I like this method because I can organize my modules (Introduction, Unit 13 module, Unit 14 module,…)
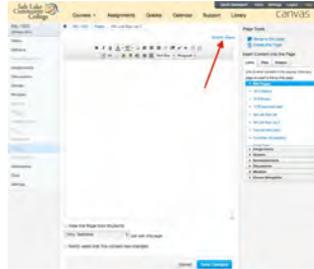
Click 'Pages:
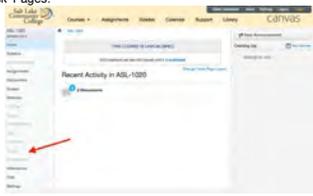


Create a New Page:



Type "ASL Lab Sign-Up, then click create:
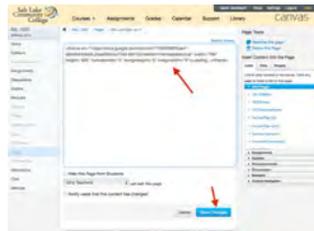


Created by David Davenport

---

Click "Switch Views" (it will go into HTML part instead just text rich entry because the link to the form already created with HTML code):



Copy the code from Karen's email:



Paste the code into the box in Canvas:



Created by David Davenport

---

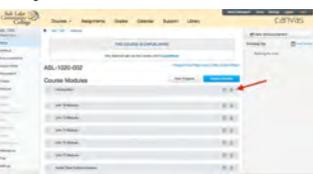The form is viewable in Canvas so it is convenient for Students to sign up:



Change the home page to module section:



Select "The Course Modules/Sections"



Click 'Setting' icon:
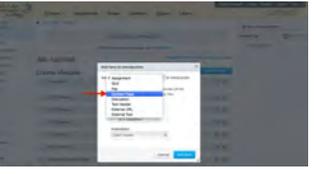


Created by David Davenport

---

Click Add Content:



Change it to Content page and add item:



Select the page then add item:



The page appear in module as well as with other modules (Unit 13-17):



Created by David Davenport

---

67

# Appendix Y

E-mail correspondence with Canvas Specialist, Elvis Ryan about issues with Canvas & iPads

---

**From:** **Elvis Ryan** Elvis.Ryan@slcc.edu
**Subject:** Re: Canvas issue with iPads
**Date:** January 17, 2014 at 3:00 PM
**To:** David Davenport David.Davenport@slcc.edu

Hi David,
I just thought that you might want to check this out as well.
http://guides.instructure.com/s/2204/m/11982/l/130083-how-do-i-submit-assignments-on-the-canvas-app-on-my-ipad
I was able to submit some videos/pictures to Canvas assignment as a student. Let's meet and talk about this.
I look forward working with you on this.
Thanks

**Elvis HsingShu Y. Ryan**
Instructional Technologist, BS, MA
eLearning & Instructional Specialist
Salt Lake Community College
Office: 801-957-3992, Google Voice :(385)985-3992
Make an appointment: http://tinyurl.com/slccelvisryan
www.slcc.edu/elearning
www.slcc.edu/ecampus

---

**From:** **Elvis Ryan** Elvis.Ryan@slcc.edu
**Subject:** Re: Canvas issue with iPads
**Date:** January 16, 2014 at 3:44 PM
**To:** David Davenport David.Davenport@slcc.edu

Hi David,
I would love to work with you, do you want to schedule a face to face meeting with me tomorrow ?
Let's share ideas and exchange knowledge.  You can check out my appointment calendar at Make an appointment: http://tinyurl.com/slccelvisryan and you need to log in to your gmail in order to view my open spots.
Feel free to click on any openings "meet with Elvis Ryan". I look forward working with you on this.
Thanks

**Elvis HsingShu Y. Ryan**
Instructional Technologist, BS, MA
eLearning & Instructional Specialist
Salt Lake Community College
Office: 801-957-3992, Google Voice :(385)985-3992
Make an appointment: http://tinyurl.com/slccelvisryan
www.slcc.edu/elearning
www.slcc.edu/ecampus

---

**From:** **David Davenport** David.Davenport@slcc.edu
**Subject:** Canvas issue with iPads
**Date:** January 16, 2014 at 3:39 PM
**To:** Elvis.Ryan@slcc.edu

Hi Elvis,

I was told that you're the specialist on Canvas, my supervisor asked me to contact you about our issue with Canvas on iPads. We have 30 iPads for ASL/Interpreting program and we're using heavily on Canvas for our language assessment, recording videos, etc… Canvas is great tool for us; unfortunately, iPads don't support any media recording features to submit an assignments or quizzes due to flash plug-in.  I noticed that post a video underCanvas' iOS app's discussion board is only worked. So do you know about this issue? I'd like to work with you to solve our concerns with canvas and iPads.

David Davenport, M.A.
Instructor
ASL/Interpreting Program
Salt Lake Community College
Office: (801) 590-6554
Email: david.davenport@slcc.edu

# Appendix Z

## UIP Director, Mitch Jensen's e-mail about my involvement in the program

**Gmail**
by Google

### Work for UIP
1 message

**Mitchell Jensen** <mfjensen@utah.gov>         Thu, Jan 16, 2014 at 10:29 AM
To: David Davenport <asldavid8@gmail.com>

David asked me to send an email as to the work he does for Utah Interpreter program. We are responsible to the certification of Sign Language interpreter. David work for us to help with the process of evaluation interpreter skills.

--
Mitchell Jensen M.Ed, Professional Level Certified Interpreter
801-263-4874 V
801-657-5214 VP
aslterpsutah.org
No misfortune is so bad that whining about it won't make it worse!
--ASAP--
--PLRR--

# Appendix AA

## Dr. Raychelle Harris' email about my involvement with Gallaudet University

**Gmail** by Google

David Davenport <david.davenport8@gmail.com>

---

### Summer plans!

**Raychelle Harris** <raychelle.harris@gallaudet.edu>       Thu, Jan 23, 2014 at 12:15 PM
To: David Davenport <david.davenport8@gmail.com>, Brandon Hill <brandonrhill@me.com>
Cc: Frank Griffin <frank.griffin@gallaudet.edu>, "Wayne Betts, Jr" <wbjr@me.com>

David and Brandon,

We're really excited about having you both join us this summer. Here's some more details after discussions with each of you via video/email. Please correct me if there's some incorrect information below.

**ASL 709**

**Wayne Betts** - Lead Faculty, ASL 709
**Brandon Hill** - Co-faculty, online portion of ASL 709, from May 19 - June 13 and assisting in class during all class hours, and some tutoring* during evenings and/or weekend.
**David Davenport** - Co-faculty, assisting in class during all class hours, and some tutoring* during evenings and weekend.

*The tutoring hours can be arranged with Frank, summer coordinator. Frank will also be hiring more tutors and everyone would have an opportunity to secure your preferred days/hours.

**ASL 709 schedule:** 9 am to 4 pm (with lunch hour) from M-F June 16 - 20, then Sat 21st/Sun 22nd 2-3 hours (up to Wayne/team to determine hours), then help emcee the showcase on Monday 23rd 1130 - 130 pm during lunch hour, welcoming back second year students, and sharing our talents with departmental staff, faculty & administration.

Thumbs up? We're still dealing with spring semester paperwork, but once that's out of the way, I'll have the letter of hire emailed/mailed to you all. Wayne knows his pay (same as last year and year before that, smile). For Brandon & David, I'll email you both separately about your pay.
---------------------------------------

**Brandon and David**, we also talked about giving some workshops during Graduate Student Orientation: Saturday June 14 - Sunday June 15. I'll email you separately about this too.

Looking forward!
Raychelle

--
Raychelle Harris, Ph.D.
ASL and Deaf Studies Department
Masters in Sign Language Education Coordinator

**GALLAUDET**
U N I V E R S I T Y

Please consider the environment before printing this e-mail.