SPH 172.001 : Beginning American Sign Language (ASL I)
Spring 2011

INSTRUCTOR
Lindsey Kennon, M.Ed.

COURSE TIME/LOCATION
SPH 172 Section 001
T/Th 9:30 – 10:45
Human Services 320
Credits: 3

CONTACT INFORMATION
Office  468-5510
Dept  468-2906
Cell      645-0807*
EMAIL
jlkennon@sfasu.edu

OFFICE
Human Services 310

OFFICE HOURS
M/W 8:00 – 12:00 p.m.
T/H 11:00 – 2:00 p.m.
Other Times by Appointment**

*DO NOT CALL BEFORE 9:00 a.m. or AFTER 6:00 p.m.
**Appointments must be made at least one week in advance.

I. COURSE DESCRIPTION
This course is an introduction to American Sign Language and Deaf Culture. All of the following are included but not limited to the principles, methods and techniques for communicating with deaf individuals who use ASL. An emphasis will be placed on the development of basic expressive and receptive skills for simple conversation with deaf individuals using ASL. Also, a brief history of signs will be included. The class will be conducted in ASL, no voice.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES
Through the activities and objectives in SPH 172, students will become prepared, informed, successful and ENTHUSIASTIC novice sign language communicators. They will develop cultural respect, a sense of deaf community and a willingness to support the deaf through the use of sign language. Through regular class attendance, expressive sign language work samples and practice, exams, cultural involvement and observation, students will gain academic excellence in the subject area with an emphasis that signing proficiency is a quest to share knowledge. Ethics, professionalism and service within interpreting, rehabilitation, and education professions along with certification requirements from the Department of Assistive and Rehabilitative Services, Division for Deaf and Hard of Hearing Services/Texas Education Agency will be covered. As described in this syllabus, SPH 172 follows the mission, vision and core values of the college of education and Stephen F. Austin State University.

• Students will demonstrate basic proficiency when using receptive and expressive American Sign Language adequate for basic/simple conversations with the deaf.
• Students will demonstrate a basic knowledge of Deaf culture and the Deaf community.
• Students will demonstrate a basic knowledge of the Ethics related to the Interpreting profession.
• Students will demonstrate basic knowledge of English grammatical sign order while maintaining signs that are based on the meaning and intent of the original message.
• Students will demonstrate proficiency in the vocabulary and grammar introduced in at least six (6) units from Signing Naturally Level 1 including: recognition of words, sentences, numbers, fingerspelling and short narratives.
• Students will properly fingerspell their own names.
• Students will communicate with each other given a context provided by the instructor.
• Students will expand vocabulary and fluency beyond the classroom through practice and projects.
You will be expected to participate in class activities, perform on group exercises, and practice individually in ASL communication techniques and in Deaf culture. The units are designed so that students learn language in context, retain language by activities that are meaningful and therefore necessary in order to develop these skills.

- Students are required to sign all communication that happens in the classroom.
- Students may not use their voices while in the classroom during “voice off” activities and exams. I AM a hearing person and I CAN hear you!
- Those students exhibiting bad manners will be asked to leave the classroom for the duration of the class.

SIGNED EXAMS (Receptive) (3 @ 100 pts each)
- There will be three major exams.
- Each exam will contain old and new material (naturally cumulative).
- All tests will be signed and students are expected to write the intent and meaning using good English grammar.
- If you do not show up to an exam, a grade of 0 will be recorded, except for a documented emergency. Please see me WELL in advance (at least two weeks) for a known conflict, such as university sponsored sports activities, etc.

EXAM 1
- Manual Alphabet / Fingerspelling
- Units Vocabulary
- Signed Sentences (Incorporating Vocabulary in ASL Syntax, and Vocabulary Covered on the Signing Naturally DVD)
- Additionally, a Possible Ten (10) Multiple Choice Questions (Covering Information on Grammar and Culture Notes from the Book)

EXAM 2
- Units 1-2 Signed Sentences (Using Vocabulary, Numbers, Fingerspelling and Vocabulary from the Signing Naturally DVD)
- Possible Ten (10) Multiple Choice Questions (Covering Grammar and Deaf Culture Notes from the Workbook)

EXAM 3
- Units 1-3 Signed Sentences (Using Vocabulary, Numbers, Fingerspelling, and Additional Vocabulary from the DVD)

FOR HEARING PEOPLE ONLY EXAMS (3 @ 100 pts each)
- There will be three short answer tests covering the first 24 chapters of the book For Hearing People Only.
- The tests will be opened and due on the same days signed tests are scheduled.
- Questions are taken from the book and answers may be short, but you must support your response.

- Exam 1 Chapters 1-8
- Exam 2 Chapters 9-16
- Exam 3 Chapters 17-24

Replaced with Video: Through Deaf Eyes
(Related Activity TBA – 100 Points)
**COMP FINAL EXAM** (200 points)

- Students **are required to score an 80% or better to enroll in SPH 272 (ASL II)**
- The comprehensive final exam is divided into two parts.
- The first part is the video based vocabulary portion in which students will see fifty (50) different vocabulary signs, one after the other, with a limited amount of time between the signs to see and write down the meaning. The vocabulary will be shown twice with a warning beep to prepare students to look up.
- The second half of the test will follow the same format. Ten (10) sentences are signed in ASL. Students will write the meaning in proper English. The instructor will provide the exam response sheet. Students are encouraged to use resources provided by the instructor for preparation for this exam. Resources can be found on Blackboard.
- You MUST show up on the scheduled final day (refer to timeline). You may NOT take the test ahead of time or after the test date.
- The exam will be administered in the library’s LINC Lab.

**THE THREE PIGS PROJECT** (100 points)

- Students will sign onto tape the story *The Three Little Pigs* and turn in a DVD video of their story.
- Instructor evaluates facial expression, fluency, articulation/clarity, and use of body classifiers.
- Performing a story is not unlike an artistic dance performance or gymnastics performance.
- **The scoring necessarily is subjective.** If you feel the score you receive is not accurate, you may watch your project with the instructor. If still not satisfied, you may request that another instructor evaluate your project. Your grade is based on how much work the instructor must invest in order to understand your story and how closely you follow the model. Deviations are allowed only if they do not sacrifice the quality of the modeled story.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ease of Comprehension</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>High</td>
<td>Very few</td>
</tr>
<tr>
<td>B</td>
<td>Medium to High</td>
<td>Medium to Few</td>
</tr>
<tr>
<td>C</td>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>D</td>
<td>Low</td>
<td>Many</td>
</tr>
<tr>
<td>F</td>
<td>Extremely Low</td>
<td>Excessive</td>
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**DEAF CULTURE CURRENT EVENT** (100 points)

- Find an article about a CURRENT event related to Deaf Culture, the Deaf Community or Deaf Life (Resources Provided by Instructor)
- Your article must be CURRENT (Jan 2009 or Later)
- A Copy of the Article to Be Provided for the Instructor on the Due Date
- **GROUP DISCUSSION**
  - Be PREPARED with at Least Two Points/Questions to Discuss About YOUR Article
  - Groups Will Share Their Articles & Engage in Academic Discussion
  - Evaluation in Large Group Discussion
DEAF VISITOR REACTION PAPER (100 points)

- Mandatory attendance is required the day we have a Deaf presenter come to our class.
- Students are required to turn in a one-page paper, typed, (1 inch margins and 12 pt font, double-spaced) describing their own thoughts, feelings, insights, and additional information that was learned from the presenter.

IV. EVALUATION /ASSESSMENT (GRADING)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed Exams</td>
<td>100 Pts Each (x3)</td>
<td>% Correct</td>
</tr>
<tr>
<td>Through Deaf Eyes</td>
<td>100 Pts</td>
<td>% Correct</td>
</tr>
<tr>
<td>The Three Little Pigs</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Deaf Culture Current Event</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Deaf Visitor Reaction Paper</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>200 Pts</td>
<td>Rubric</td>
</tr>
</tbody>
</table>

TOTAL POINTS POSSIBLE 900 Pts

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

ALL ASSIGNMENTS MUST BE TURNED IN TO RECEIVE ANY GRADE BUT AN F.

Extra credit opportunities may arise at times throughout the semester. Each extra credit assignment/activity will earn you ONE POINT added to your final grade OR the elimination of ONE absence.

Completion of the course evaluation at the end of the semester will earn you ONE POINT added to your final grade.
## V. TENTATIVE COURSE OUTLINE/CALENDAR

<table>
<thead>
<tr>
<th>DATE</th>
<th>IN CLASS</th>
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<tbody>
<tr>
<td>H 1/20</td>
<td>Syllabus &amp; Introductions</td>
</tr>
<tr>
<td>T 1/25</td>
<td>Blackboard Tour &amp; Balloon Activity</td>
</tr>
<tr>
<td></td>
<td>Manual Alphabet</td>
</tr>
<tr>
<td>H 1/27</td>
<td>SN Unit 1</td>
</tr>
<tr>
<td>T 2/1</td>
<td>SN Unit 1</td>
</tr>
<tr>
<td>H 2/3</td>
<td>SN Unit 1</td>
</tr>
<tr>
<td>T 2/8</td>
<td>SN Unit 1</td>
</tr>
<tr>
<td>H 2/10</td>
<td>Review &amp; Game Day</td>
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<tr>
<td>T 2/15</td>
<td>EXAM #1</td>
</tr>
<tr>
<td>H 2/17</td>
<td>SN Unit 2</td>
</tr>
<tr>
<td>T 2/22</td>
<td>SN Unit 2</td>
</tr>
<tr>
<td>H 2/24</td>
<td>SN Unit 2</td>
</tr>
<tr>
<td>T 3/1</td>
<td>SN Unit 2</td>
</tr>
<tr>
<td>H 3/3</td>
<td>Review &amp; Game Day</td>
</tr>
<tr>
<td>T 3/8</td>
<td>EXAM #2</td>
</tr>
<tr>
<td>H 3/10</td>
<td>SN Unit 3</td>
</tr>
<tr>
<td>T 3/15</td>
<td>SN Unit 3</td>
</tr>
<tr>
<td>H 3/17</td>
<td>SN Unit 3</td>
</tr>
<tr>
<td>T 3/22</td>
<td>SN Unit 4</td>
</tr>
<tr>
<td>H 3/24</td>
<td>SN Unit 4</td>
</tr>
<tr>
<td>T 3/29</td>
<td>Review &amp; Game Day</td>
</tr>
<tr>
<td>H 3/31</td>
<td>EXAM #3</td>
</tr>
<tr>
<td>T 4/5</td>
<td>THREE PIGS VIDEO DAY (Sign Up Required)</td>
</tr>
<tr>
<td>H 4/7</td>
<td>THREE PIGS VIDEO DAY (Sign Up Required)</td>
</tr>
<tr>
<td>T 4/12</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>H 4/14</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>T 4/19</td>
<td>Begin Units 5 &amp; 6 (Preview)</td>
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<tr>
<td>H 4/21</td>
<td>Begin Units 5 &amp; 6 (Preview)</td>
</tr>
<tr>
<td>T 4/26</td>
<td>Begin Units 5 &amp; 6 (Preview)</td>
</tr>
<tr>
<td>H 4/28</td>
<td>REVIEW FOR FINAL</td>
</tr>
<tr>
<td>T 5/3</td>
<td>REVIEW FOR FINAL</td>
</tr>
<tr>
<td>H 5/5</td>
<td>TBA</td>
</tr>
<tr>
<td>T 5/10</td>
<td>FINAL EXAM</td>
</tr>
<tr>
<td></td>
<td>Library LINC Lab</td>
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<tr>
<td></td>
<td>9:30 a.m.</td>
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<tr>
<td>H 5/12</td>
<td>Special Speaker - Mandatory Attendance</td>
</tr>
</tbody>
</table>
VI. REQUIRED TEXTS

VII. COURSE EVALUATIONS
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

In the college of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS & POLICY INFORMATION

Students with Disabilities - To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices.

Academic Honesty - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
Withheld Grades Semester Grades Policy (A-54) - Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IX. ADDITIONAL INSTRUCTOR POLICY INFORMATION

Grammar - Please be mindful of what you turn in to me. As a future professional in whatever field you are entering, you are to exemplify excellence. This may mean, for some of you, honing your grammatical skills. Proofread your work! I will be deducting points for grammatical and spelling errors (1 point per error). Please be professional.

Quality Work – I will demand quality work from my students. Please extend me the courtesy of your hard work and time. All work should be submitted in a timely manner and should be of the best quality possible. No handwritten work, please (aside from exams & “Putting it All Together”).

Attendance – Attendance is IMPERATIVE for success in this course! Class discussion and participation is critical as well. Excessive absences will adversely affect your ability to perform well on exams. No make up work will be given for any absence not approved as an excused absence by the university. Additionally, excessive absences cheat you of your education (and money!)

I understand you are busy and “things come up”. However, I expect you in class. Students with no more than two absences will receive two (2) extra points on their final course grade. Students with more than two absences will be deducted two (2) points from the final grade for each additional absence.

A sign-in sheet will be utilized at each class period. No name, no credit. Students who are more than 15 minutes late will not be allowed to sign the roster.

Late Work – I am flexible and understanding. However, do not take advantage of my flexibility. I understand that circumstances arise beyond our control. However, I will not accept ANY work any later than one class period and only for legitimate reason (as determined by ME, not you). Excessive late assignments will result in a deduction of points in your overall grade. One point will be deducted from your FINAL GRADE for each late assignment.

THREE PIGS PROJECT WILL NOT BE ACCEPTED LATE FOR ANY REASON WHATSOEVER. PERIOD.