Stephen F. Austin State University  
College of Education  
Department of Human Services  
DHH Program  
American Sign Language I  
SPH 172.001  
SPH 172.007  
Fall 2018

**Instructor:** Scott Whitney  
**Office:** Human Services 315  
**Office Phone:** 936-468-2906 (Leave a message)  
**Credits:** 3 Semester Hours  
**Email:** swhitney@sfasu.edu

**Course Time & Location**

**Course Time:**  
**172.001** 9:30-10:45 am  
**172.007** 8:00-9:15 am  
**Location:** HSTC 320  
HSTC 314

**Office Hours**

M, F 8:00 am – 11:00 am  
W afternoon – by appointment  
T, Th 4:00 pm – 5:00 pm  
F afternoon – by appointment

* I can often be found in the ASL Lab (HSTC 312)  
**DO NOT use the D2L email to contact me.

I. **Course Description**

“ASL” is used throughout the syllabus as an abbreviation for “American Sign Language”

Introduction to ASL and Deaf culture. Includes principles, methods and techniques for communicating with deaf community members in ASL. Emphasizes the development of basic expressive and receptive skills for simple conversation in ASL. Also includes a brief history of signs.

The class will be conducted in ASL, no voice.

Prerequisites:  
none

II. **Intended Learning Outcomes/Goals/Objectives: (Program/ Student Learning Outcomes)**

Through the development of American Sign Language skills and knowledge of the Deaf Culture, this course fosters the SFA Way:  
The SFA Way ... "...striving for personal excellence in everything we do."
At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

**The Principle of Respect** ... Lumberjacks command respect and treat others with respect.

**The Principle of Caring** ... Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

**The Principle of Responsibility** ... Lumberjacks do what is right.

**The Principle of Unity** ... Lumberjacks are loyal to their friends, family, university, state and country.

**The Principle of Integrity** ... Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

**Standards:**

- The program complies with the following standards:
- Texas Higher Education Coordinating Board (THECB)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council of Exceptional Children (CEC)
- Council on Education of the Deaf (CED)
- Interstate Teacher Assessment and Support Consortium (InTASC)
- International Society for Technology in Education (ISTE)

For a detailed list of the program standards please refer to: [SFASU DHH Program Standards](#)

**Program Learning Outcomes:**

1. The program will provide students with the knowledge needed to pass the TExES certification tests.
2. The program will provide students with the knowledge and skills needed to pass the TASC certification tests and to teach deaf students who rely on signed communication.
3. The program will provide students with sufficient practice needed to apply research-based teaching methods to lessons with live audiences and public-school students.

**Student Learning Outcomes:**

1. Candidates will demonstrate content and professional knowledge in each of the four domains measured by TExES #181 certification exam
   - **Domain I.** Understanding Students Who Are Deaf or Hard-of-Hearing
   - **Domain II.** Promoting Student Learning and Development
   - **Domain III.** Promoting Student Achievement in English Language Arts and Reading
   - **Domain IV.** Understanding the Professional Environment
2. Candidates will demonstrate content and professional knowledge in each of the TEA standards for core curriculum.

In this course, candidates will demonstrate at least “Intermediate” expressive proficiency on the following topics:

- **Math**: Money numbers, hours, minutes, age numbers, count numbers 1-100, ordinal numbers
- **English/Language Arts**: Translating English to ASL and ASL to English – grammatical features of both languages,
- **Social studies**: History of significant members of the Deaf Community

3. Candidates will demonstrate the knowledge and skills needed to pass the TASC certification test of sign language proficiency skills needed for entry-level deaf and hard of hearing teachers. Specifically, candidates will demonstrate at least an “Intermediate” level of proficiency on each of the skills measured by the TASC:

- Range of communication
- Comprehension
- Fluency
- Vocabulary/grammar
- Use of space

**In this course, ALL expressive assignments will use the TASC criteria.**

4. Candidates will demonstrate the knowledge and skills required to teach the core content to deaf and hard of hearing students. Specifically, students will demonstrate the knowledge and skills in the following domains measured by the observation rubrics:

- Assessment
- Instructional Planning
- Positive Classroom Environment/Climate
- Responsive Instructional Communication
- Professional Behavior/Advocacy
- Impact on PK-12 Learning

**In this course, students will learn to use communication strategies commonly used in education, including contrastive structures, comparison**

### III. Description of Assignments

#### Receptive Tests

- One for each unit covered – videos of ASL stories and sentences. The sentences include fingerspelling, grammar, vocabulary, and numbers from the unit.
- Each exam will contain old and new material (each test comprehensive).
- 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 one week) for a known conflict, such as university sponsored sports activities, etc.
- Should you miss an exam for an unexcused absence (skipping class, alarm “not going off”, being late for an exam, etc) your grade will BE A ZERO for the missed exam. **NO EXCEPTIONS. Plan ahead and be smart.**
- Should you miss an exam for an EXCUSED absence (death in the immediate family, illness requiring doctor visit and /or hospitalization, etc.) See me the day you return to reschedule.
- EVERY exam is cumulative. You must retain content from previous units in order to do well on each exam
Final Expressive Assignment “Autobiography” (100 points)
- Addresses EEO 2 (See PLO’s)
- Use the examples on page 213 for GUIDANCE
- Sign YOUR story

Final production “Autobiography”, NO LATE WORK WILL BE ACCEPTED

Unit Expressive Assignments (Narratives): (2 @ 40 points each)
- Following each Unit (1-3), students will record their narrative in GoReact.
- Each completed assignment’s due date is the last day the assignment will be accepted for points.
  - Unit 2 pg. 90 (Sign YOUR autobiography) 50 pts.
  - Unit 3 pg. 154 (Copy one of the autobiographies) 50 pts.

Questions to Ask: (4 @ 20 points each)
PAY ATTENTION TO THE INSTRUCTIONS IN THE WORKBOOK!
Watch the videos right before completing this assignment.
Some questions require you to sign the question exactly as the example is signed in the video, others require you to modify the question.
Some require you to perform an action.
For full credit, follow the instructions AND sign the questions correctly.
USE FACIAL EXPRESSIONS!
  - Unit 1 pg. 34
  - Unit 2 pg. 88
  - Unit 3 pg. 153
  - Unit 4 pg. 212

Homework quizzes: (25 points per unit)
Each unit has multiple sections. For MOST sections, you will have homework assignments which require you to use your workbook and DVD.
Answer the questions in the D2L quizzes.
For each unit, the percent of correct answers from all of the sections in the unit will be multiplied by 25 points.

QUizzes for Hearing People Only (3 to 4 @ 50 points each)
- Students will read chapters 1 - 24 of the text For Hearing People Only.
- Students will then be evaluated by three computer-based assessments.
- For Hearing People Only covers common questions hearing people ask about Deaf people and Deafness, a history of sign language and related contexts, an examination of cultural unique characteristics, and perspectives associated with the education of deaf and hard of hearing individuals.
- Additionally, podcast lectures are available on D2L for each exam.
- Grades on the three quizzes will be used as the means of assessment for this assignment.
  - Test 1: Chapter 1-11
  - Test 2: Chapter 12-22
  - Test 3: Chapter 23-33
  - Test 3: Chapter 24-44

Quizzes: Apple is My Sign Book & Through Deaf Eyes Documentary (2 @ 50 points each)
- D2L Quiz
• Must be completed by due date timeline located in this document.
• Questions to check your comprehension over the information covered in “Apple is My Sign”.
• Questions to check your comprehension over the documentary “Through Deaf Eyes”.

20 HOURS OF OUT-OF-CLASS PRACTICE (1 @ 2 points/hour)
• Must go to the sign lab and spend a minimum of two hours working with the “Language Coach”.
• Labs are due roughly every 3 weeks
• Each lab visit is worth 6 points. If you miss the deadline, there will be NO MAKE-UP
• Must have a total of 25 hours total signed off. Hours can be collected by
  o Having a conversation with a Deaf student
  o Going to the lab to practice
  o Studying with a friend
• To earn full credit ALL 25 hours must be completed and signed off on AND 2 of the hours must be
  WITH a sign coach in the lab. In the course calendar and grade book, these are labeled “Labs”.

4 x 30 minutes ASL lab visits (5 points each)
For each unit 2-5, you are required to meet one time in the ASL Lab. During the lab you will practice content related to the units covered up to that point. The lab assistant has a list of suggested activities, but you MAY request focused practice on whatever you need, including your Expressive (Narrative) assignments, fingerspelling, homework (have it completed in advance), sentences, numbers or any area you feel needs work.

COMPREHENSIVE FINAL EXAM: (300)
• The test will follow the same format as previous tests. Fifteen (15) 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 in BrightSpace (D2L)
• You MUST show up on the scheduled final day (refer to timeline).
• The exam will be administered in one of the computer labs in the Ralph W. Steen library.

Unit Fingerspelling Assignments: (25 points each)
For each unit, you will fingerspell 20 words selected from the letters emphasized in the unit. BrightSpace has embedded assignments with links in the course calendar. In order to complete the assignments, you MUST purchase a GoReact code from Barnes & Noble bookstore or from GoReact.

In the assignment, you will find a video. The video displays the word to fingerspell. After the word appears, you have a time limit to fingerspell the word. Words are scored correct or incorrect, no partial credit.
PRACTICE IN ADVANCE!
Make sure you fingerspell the way the unit DVD instructs you to, including hand shapes, hand positions, hand orientation and movements.
WATCH THE FINGERSPELLING section in the Signing Naturally DVD right before attempting the assignment.

Class Participation: Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion. Diversions due to personal notes, visiting,
or working on day planners, are not considered appropriate and will be addressed when observed. Cell phones are to be turned off during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. Using phones or other technology during class EXCEPT as directed may result in a 2.5% deduction from your final grade for each instance.

Core Curriculum Assignment (Pending – under discussion with DHH faculty and Core Curriculum Committee)

CULTURAL MEDIA PROJECT ESSAY: (150 points) (SUBMIT TO LIVE TEXT)

LINK TO CORE CURRICULUM

- Addresses CRITICAL THINKING, WRITTEN COMMUNICATION, PERSONAL RESPONSIBILITY components. (Assessed using Critical Thinking Rubric, Written Communication Rubric, and Personal Responsibility Rubric.)

- Purpose of Critical Thinking Assessment - Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students who benefit from a university education and possess and hone critical thinking skills are more marketable in the job market and better able to function in and contribute to society as a whole.

- Purpose of Written Communication Assessment - Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Writing skills are critical to overall student success in the classroom and in the workforce.

- Purpose of Personal Responsibility Assessment - Students who benefit from a university education should be able to reexamine, and defend their ethical beliefs and apply them to a variety of issues arising in different personal, professional, and social contexts.

CONTEXT OF ASSIGNMENT

The documentary Through Deaf Eyes, the novel Apple Is My Sign and the textbook For Hearing People Only, and the textbook Signing Naturally all illustrate the interaction, conflict, and cooperation between Hearing and Deaf cultures. These resources explain many of the cultural issues, differences, and conflicts between these two cultures, as well as expose the audience to Deaf values and how the Deaf community lives, copes with stigma and discrimination, and interacts with both hearing and Deaf people. The Deaf Community and Hearing Community are often seen as “two worlds colliding”.

DESCRIPTION OF ASSIGNMENT

Throughout the semester, students are assigned the following (not included in core assessment):

- For Hearing People Only Chapters 1 – 24 (Textbook)
- Apple Is My Sign (Novel)
- Through Deaf Eyes (Documentary)
- Signing Naturally Readings (Textbook)

Utilizing the knowledge gleaned from these assignments, students will write a 5 page essay (minimum 1300 words) comparing and contrasting the three pieces of literature. The essay must examine how the characters/people deal with the conflicts of the two cultures (Deaf and Hearing). Students will be guided by class/group discussion and question stems over the course of the semester. The introduction to the essay should include a clear statement of the issues that the paper will explore. Essays should address the questions
The essay must cite sources (minimum of five). Sources must include the three original media plus two additional (scholarly journal articles/Signing Naturally text) and include APA formatted references. Students will use the APA format checklist found on the SPH 172 course D2L page to ensure proper formatting of the essay, citations, and references. Guidelines and examples are listed on D2L for this class:

- Topic Selection
- Data Collection
- Assumptions
- Evaluation of Information
- Conclusion
- Format

CULTURAL MEDIA PROJECT: GROUP PRESENTATION (100 pts) (SUBMIT TO LIVE TEXT)

LINK TO CORE CURRICULUM

- Addresses TEAMWORK, and ORAL AND VISUAL COMMUNICATION components. (Assessed using Teamwork Rubric, Oral and Visual Communication Rubric.)
- **Purpose of Teamwork Assessment** – Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.) Successful students understand that working with others is a natural occurrence in the learning environment and in the workforce and value successful team collaboration.

DESCRIPTION OF ASSIGNMENT

Toward the end of the semester, after students have completed all other assignments related to Deaf Culture (text book readings, documentary viewed, novel read, culture essay completed), students will work in groups of five or six to complete the Group Culture Presentation. Utilizing the information from these assignments, students will collaborate to develop a power point presentation in which they outline impactful and relevant information learned throughout the course. Topics will vary based on student preference and interest. It should be assumed that the audience has no knowledge of Deaf Culture. The goal for students is to ensure the transfer of knowledge into future careers, social interactions and encounters with Deaf people. Students must meet at least three times, but may meet as often as they feel necessary. Meetings may occur via web cam, Face-time, off campus, or instant messaging. If you wish to use other methods, please get written approval from the instructor in advance.

GUIDELINES FOR GROUP PRESENTATION: to be covered in class

- Topic Selection
- Organization
- Visual Aid Requirements
- Delivery
- Group Meetings
- Evaluation

Dispositions
Each student will comply with the dispositions expectations of the College of Education and the Deaf and Hard of Hearing Program. See the rubric for details. Failing the dispositions checklist will result in a failing grade for the course.
IV. EVALUATIONS AND ASSESSMENTS: 20 HOURS OF OUT-OF-CLASS PRACTICE

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Scoring method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams - Receptive</td>
<td>150 pts. each</td>
<td>% correct</td>
</tr>
<tr>
<td>Expressive fingerspelling assignments (1 per unit)</td>
<td>25 pts. Each</td>
<td>% correct</td>
</tr>
<tr>
<td>Unit “Questions to Ask” assignments</td>
<td>20 pts. Each</td>
<td>% correct</td>
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<tr>
<td>Unit Narrative Assignments</td>
<td>40 pts. Each</td>
<td>Checklist and Rubric</td>
</tr>
<tr>
<td>Final Expressive Assignment - Autobiography</td>
<td>100 pts.</td>
<td>Checklist and Rubric</td>
</tr>
<tr>
<td>Quiz – Apple is My Sign</td>
<td>50 pts.</td>
<td>% Correct</td>
</tr>
<tr>
<td>Quiz – Through Deaf Eyes</td>
<td>50 pts.</td>
<td>% Correct</td>
</tr>
<tr>
<td>ASL Interaction – 20 hours</td>
<td>40 pts.</td>
<td>% completed with documentation</td>
</tr>
<tr>
<td>ASL Labs (4) – 5 points each</td>
<td>20 pts.</td>
<td># completed to lab assistant’s satisfaction X 5</td>
</tr>
<tr>
<td>For Hearing People Only Quizzes</td>
<td>50 pts. Each</td>
<td>% correct</td>
</tr>
<tr>
<td>In-Class quizzes – “Pop” quizzes</td>
<td>10 pts. Each</td>
<td>% correct</td>
</tr>
<tr>
<td>Homework quizzes</td>
<td>25 pts./unit</td>
<td>% correct</td>
</tr>
<tr>
<td><strong>Cultural Media Group Presentation</strong></td>
<td>100 Points</td>
<td>Core Curriculum Rubrics</td>
</tr>
<tr>
<td><strong>Cultural Media Essay</strong></td>
<td>150 Points</td>
<td>Core Curriculum Rubrics</td>
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</tbody>
</table>

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

Grading Standard based on Percentages:

**A: 90-100:** Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand.

**B: 80-89:** Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.
C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points. If you make an F on a major assignment, you should make an appointment with me to discuss the matter.

IV. **Tentative Course Outline/Calendar**  

The due dates posted in the D2L course calendar or the **OFFICIAL** due dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>In-class</th>
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</thead>
<tbody>
<tr>
<td>Tue, Aug 28</td>
<td><strong>Syllabus, Introductions, Manual Alphabet</strong></td>
</tr>
<tr>
<td>Thu, Aug 30</td>
<td>Go React, ASL Lab Visit, Manual Alphabet</td>
</tr>
<tr>
<td>Fri, Aug 31</td>
<td>Get your books!</td>
</tr>
<tr>
<td>Tue, Sep 04</td>
<td>Unit 1</td>
</tr>
<tr>
<td>Wed, Sep 05</td>
<td>Quiz 1:2, 1:3 due in D2L by 11:59 PM</td>
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<tr>
<td>Thu, Sep 06</td>
<td>Unit 1, Phone Number game</td>
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<tr>
<td>Fri, Sep 07</td>
<td>Fingerspelling Quiz 1 due 11:59 pm</td>
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<td>Quiz 1:6, 1:7, 1:8 due. Lab 1 due in ASL Lab</td>
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<tr>
<td>Tue, Sep 11</td>
<td>Exam Unit 1</td>
</tr>
<tr>
<td>Thu, Sep 13</td>
<td>Unit 2</td>
</tr>
<tr>
<td>Fri, Sep 14</td>
<td>Questions to Ask Due in GoReact</td>
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<tr>
<td></td>
<td>For Hearing People Only Quiz 1 due in D2L</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Tue, Sep 18</td>
<td>Unit 2</td>
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<tr>
<td>Wed, Sep 19</td>
<td>Quiz 2:1, 2:2, 2:4 Due in D2L</td>
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<tr>
<td>Thu, Sep 20</td>
<td>Unit 2</td>
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<tr>
<td>Fri, Sep 21</td>
<td>Quiz 2:6, 2:7, 2:9 Lab Unit 2 Due in ASL Lab Fingerspelling Quiz 2 due in GoReact</td>
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<tr>
<td>Tue, Sep 25</td>
<td>Unit 2</td>
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<tr>
<td>Wed, Sep 26</td>
<td>Quiz 2:10 Due in D2L</td>
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<tr>
<td>Thu, Sep 27</td>
<td>Exam Unit 2</td>
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<tr>
<td>Fri, Sep 28</td>
<td>Narrative Unit 2 Due in GoReact Questions to Ask Unit 2 Due in GoReact</td>
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<tr>
<td>Tue, Oct 02</td>
<td>Unit 3:1-3:3</td>
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<tr>
<td>Wed, Oct 03</td>
<td>No Quizzes in D2L</td>
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<td>Thu, Oct 04</td>
<td>Unit 3:4-3:6</td>
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<td>Fri, Oct 05</td>
<td>Quiz 3:5 Due in D2L</td>
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<td>Tue, Oct 09</td>
<td>Unit 3:7-3:8</td>
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<td>Wed, Oct 10</td>
<td>Quiz 3:8 Due in D2L</td>
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<td>Thu, Oct 11</td>
<td>Unit 3:9-3:10</td>
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<tr>
<td>Fri, Oct 12</td>
<td>Quiz 3:9, 3:10 Due in D2L For Hearing People Only Quiz 2 due 11:59 pm in D2L</td>
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<tr>
<td>Tue, Oct 16</td>
<td>Unit 3:11-3:13</td>
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<tr>
<td>Wed, Oct 17</td>
<td>3:12 Due in D2L Apple is My Sign Quiz Due in D2L</td>
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<td>Thu, Oct 18</td>
<td>Unit 3:14 - 3:15</td>
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<tr>
<td>Fri, Oct 19</td>
<td>Quiz 3:15 Due in D2L Fingerspelling Unit 3 due 11:59 pm in GoREACT Lab Unit 3 due in ASL lab (HSTC 312)</td>
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<tr>
<td>Tue, Oct 23</td>
<td>Exam Unit 3</td>
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<td>Wed, Oct 24</td>
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<td>Thu, Oct 25</td>
<td>Unit 4:1-4:3</td>
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<td>Fri, Oct 26</td>
<td>Unit 3 Narrative Due in GoReact Unit 3 Questions To Ask Due in GoReact For Hearing People Only Quiz 3 due 11:59 pm in D2L 4:1, 4:3 quiz due in D2L</td>
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<tr>
<td>Tue, Oct 30</td>
<td>Unit 4:4-4:6</td>
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<tr>
<td>Wed, Oct 31</td>
<td>4:5 Quiz Due in D2L</td>
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<tr>
<td>Thu, Nov 01</td>
<td>4:7-4:9</td>
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<tr>
<td>Fri, Nov 02</td>
<td>For Hearing People Only Quiz 4 due 11:59 pm in D2L Fingerspelling Quiz 4 due in GoREACT Quiz 4:7, 4:8, 4:9 Due in D2L</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Tue, Nov 06</td>
<td>Unit 4:10 - 4:12</td>
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<tr>
<td>Wed, Nov 07</td>
<td>Through Deaf Eyes Quiz Due in D2L</td>
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<tr>
<td>Thu, Nov 08</td>
<td>4:13-4:14</td>
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<tr>
<td>Fri, Nov 09</td>
<td>Quiz 4:13, 4:14 due in D2L</td>
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<td></td>
<td>Fingerspelling Unit 4 due in GoReact</td>
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<td></td>
<td>Lab Unit 4 Due in ASL lab (HSTC 312)</td>
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<tr>
<td>Tue, Nov 13</td>
<td>Exam Unit 4</td>
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<tr>
<td>Thu, Nov 15</td>
<td>Unit 5:1, 5:2</td>
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<tr>
<td>Fri, Nov 16</td>
<td>Quiz 5:1 Mini-dialogues, 5:1 Who, What, When, 5:2 due in D2L</td>
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<tr>
<td>Tue, Nov 20</td>
<td>Thanksgiving</td>
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<tr>
<td>Thu, Nov 22</td>
<td>Thanksgiving</td>
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<tr>
<td>Tue, Nov 27</td>
<td>Unit 5:3-5:5</td>
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<tr>
<td>Wed, Nov 28</td>
<td>Quiz 5:3, 5:4, 5:5 Due in D2L</td>
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<tr>
<td>Thu, Nov 29</td>
<td>5:6, 5:7, 5:8</td>
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<tr>
<td>Fri, Nov 30</td>
<td>Lab Unit 5 Due in ASL Lab HSTC 312</td>
</tr>
<tr>
<td></td>
<td>Quiz 5:6-5:7, 5:8 Due in D2L</td>
</tr>
<tr>
<td>Tue, Dec 04</td>
<td>Core Presentations</td>
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<tr>
<td>Wed, Dec 05</td>
<td>Core Presentations</td>
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<tr>
<td>Thu, Dec 06</td>
<td>Core Presentations</td>
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<tr>
<td>Fri, Dec 07</td>
<td>AUTOBIOGRAPHY DUE in GoREACT</td>
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<td></td>
<td>Unit 5 Fingerspelling Due in GoReact</td>
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<tr>
<td>Week of Dec 10</td>
<td>Final Exam On University-posted exam day and time</td>
</tr>
</tbody>
</table>

VI. Readings:


- you can purchase at Barnes and Noble

FEM Statement:

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the
account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

V. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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 and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are
excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
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, 936-468-3004 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/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, Mid-Unit Activities, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin/](http://www.texes.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.**

**IX. Other Relevant Course Information:**

**Self-Plagiarism – Instructor’s Policy**
Submitting the same work to more in more than one course without the express written consent of the professors is considered self-plagiarism and will be treated as academic dishonesty. Similarly, if you are retaking the course, do not submit the same paper you submitted earlier.

**Test Policies – Communication with Peers**
Unless the instructor gives written permission NO form of communication with peers is permitted. To ensure that the instructor does not misinterpret your intentions, do not mouth or sign to yourself during a test.

**Test Policies – Video-based tests**

If your course has any videos which you control that require comprehension of ASL, you may only play the video at normal speed without pausing. You may view the video ONLY the number of times the instructor allows. Any deviations from this policy MUST be in writing.

- **STUDY/PRACTICE REQUIREMENTS:** All students are expected to practice/study outside of class for **1 to 2 hours per week for each credit hour earned.** A three-credit hour course requires three to 6 hours of practice, homework, or study each week. During the summer, the number of hours increases due to the condensed time frame. Summer expectations are approximately one to two hours per day.
- **EMAIL ATTACHMENTS:** Due to problems with viruses no attachments will be accepted without my written permission.
- **RELEASE OF GRADES:** Grades will not be released through e-mail. The Family Privacy Act considers e-mail too public. In order to prevent others from seeing your grades unless you so desire, I will only discuss grades in person or over the phone.
- **TECHNICAL DIFFICULTIES POLICY:** Technical difficulties will not relieve you of the responsibility of submitting assignments or assessments on time. Attempt submissions EARLY so that you may get technical support in a timely fashion if needed. The only exception to this policy is a system-wide outage of D2L or other required resources.
- **APPROPRIATE USE OF TECHNOLOGY:** Put cell phones away and out of sight before class starts. Only use them as directed by your instructor. If meeting in a computer Mid-Unit Activity, use the computers only as directed. Inappropriate use may result in a **2.5% deduction from your final course grade per instance.**
- **NO VOICING POLICY:** All my classes use ASL as the primary means of communication in order to prepare professionals for communicating with their future students or members of the Deaf community. Use your ASL skills at every opportunity. This not only increases your practice and fluency, but also accommodates students and professors who are Deaf. Use of voice may result in a **2.5% deduction from your final grade per instance.**
- **Late work and make-up work** will ONLY be accepted with a DOCUMENTED excused absence and must be completed within 2 weeks of the original due date. Work must also be completed by the last class day.

**Advancing to SPH 272 (ASL II) requires the following:** A grade of “B” or better in ASL I. The course is heavily weighted on the final receptive test and expressive (Narrative) assessments or assignments. Near the end of the semester, your instructor will send a list of students who appear to be meeting this grade requirement so that you may register. However, if your grade changes after the final exam, your permit will be revoked. Grades will not be released through e-mail. The Family Privacy Act considers e-mail too public. In order to prevent others from seeing your grades unless you so desire, I may only discuss grades in person or over the phone.