Deaf and Hard of Hearing Program

SPH 172.002 Beginning American Sign Language,
Fall 2018

Instructor: Mandy Seybold, M.Ed, MRT
Course Time and Location: T/Th 12:30-1:45; 320 Human Services
Office: Human Services 309
Office Hours: M/W 11:30-1; T/Th 10-11
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Credits: 3

I. Course Description:
This class 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: (Program/Student Learning Outcomes)
CORE VALUES OF THE COLLEGE OF EDUCATION
This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

Student Learning Outcomes:
- 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 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 5 units from Signing Naturally Level 1 including: Recognition of words, sentences, number’s, finger-spelling 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.

Program Learning Outcomes:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
You are 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. (except during Q&A)
- Students may not use their voices while in the classroom during “voice off” activities and exams.
Those students exhibiting bad manners will be asked to leave the classroom for the duration of the class.

**Signed EXAMS (Receptive):** (2 @ 100 Points Each)
- Two major exams.
- Each exam will contain fingerspelling, 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 AT ALL. 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.
- If you show up late to an exam, it is up to the instructor’s discretion to allow you to view the missed questions.

**EXAM 1: Sept. 27**
- Units 1-2
- Finger-spelling
- Signed sentences incorporating ASL syntax, vocabulary, numbers, and vocabulary from the Signing Naturally DVD.

**EXAM 2: Oct. 25**
- Units 1-4
- Signed sentences incorporating ASL syntax, vocabulary, numbers, finger-spelling, and vocabulary from the DVD.

**Lab Practice Requirement:** (100 points)
Each student is required to attend 5 sessions practicing in the signing lab. Each session is 30 minutes, which will give you 2.5 extra hours of practice. You must get all 5 sessions complete in order to obtain a grade for this assignment. If you have less than 5 sessions, you will receive a ZERO. These must be done by the dates listed. You need to complete 2 labs prior to each test, and then 1 lab prior to the Final Exam. This is a Performance Grade. You must be actively participating in order to obtain the signature for the lab session. If you miss a session you will lose points on this assignment. You MUST cancel your session 24 hours ahead of time if you are going to miss. **Lab Sheet with signatures due on: November 27.**

*If you earn an A on either of the first two exams, that can take the place of up to 2 lab sessions. (Ex: A on first test, you only need one lab session before second test. You make an A on second test, you do not need to get a lab before the final. **You must make the A without any extra credit added.)

**Extra Credit:** You may attend additional lab sessions for 2 points a session, up to 3 sessions for a total of 6 points added onto your lowest exam. (Excludes Final Exam, and earning an A on an exam does not qualify you for the Extra Credit sessions.)

**UNIT Homework:** (100 points each/Daily grade/Only the average of the 3 submissions will be taken)
Practicing on your own time is very important to your success in this class. We will be doing different homework exercises from *Signing Naturally* throughout the semester. You will have homework due from each of the 5 Units. (You can just write the answer on a separate piece of paper for submission, does not have to be written in the book.) These MUST be submitted on the date listed. Meaning, they are due when you come to class.

Unit 1 & Unit 2- Due Sept. 25- *Signing Naturally* 1:6, 1:7, 1:8, 1:9, 2:2, 2:6, 2:7, 2:10

Unit 3 & Unit 4- Due Oct. 23- *Signing Naturally* 3:7, 3:8, 3:10, 3:12, 4:1, 4:3, 4:7, 4:14

Unit 5: Due Nov. 8- *Signing Naturally* 5:1, 5:3, 5:5, 5:9
**Pop Quizzes:** Student will complete pop quizzes that will be given within the units.

Each pop quiz will be worth 100 points, and will go towards your Daily Average. You MUST be in attendance to take the quiz. Make-up quizzes will not be given for missing class. Only those with a doctor’s excuse or school sponsored event with documentation will be exempt from the quiz. No make-ups are allowed.

**PERFORMANCE ASSIGNMENTS (worth 100 points EACH):**
Each of the following assignments must be signed and submitted. You can use the sign lab to record the assignment, or use your phones. You MUST upload this to D2L by the due dates listed.

- **Picture This:** You will draw a picture on blank paper. You then have to describe the picture by signing. I will attempt to draw what you sign. At the end you have to show the picture you drew. *Rubric to follow. Due by Sept. 25.*
- **My Favorite Trip:** You will tell about a previous vacation. You will tell where you went, how you traveled, who went with you, the many things you did (you must use listing), and what you enjoyed most. Due by Oct. 23.
- **Autobiography:** You will be given a page to answer questions about yourself. These questions will be used for guiding you in creating an Autobiography. You will tell about the story of your life, what happened in the past, what is happening now, and what you want to have happen in the future. This is all about providing variety with your signing, and making it meaningful to you. Due by Nov. 13.

**In Class Performance Assignments:**
Sign Offs- You will have to sign off your alphabet, numbers 1-99, colors, question words, family, people, holidays, sports, places. This will be done before and after class. You will sign these off to me one-on-one. Each sign off will have different due dates, and each Unit will have a new set of vocabulary that will be required for the sign-off. You MUST have each one completed before a new unit is started, you cannot go back and do any previous units that you missed. (Performance Grade) *Due dates will follow with the start of each unit.

Scavenger Hunt: This is an in class activity that will happen towards the end of the semester. You will work as a team to solve riddles and provide the answers in sign language. Nov. 29

Games: We will play a variety of games during this course. These games are designed to allow you to practice your signing skills and interact with others. They also let you have fun while learning!

**Assigned Readings and ASL Requirements:** Students will read the book For Hearing People Only, and use resources from Signing Naturally to learn how to GLOSS ASL.

- For Hearing People Only- This quiz will be completed online through D2L. This is a max total of 100 points, and will be counted as a Test Grade (it is the average of all the quizzes). Due by Dec.11. (Test grade.)
- GLOSS Test- This will be based on how ASL is written. This quiz is available on D2L and must be completed by Oct. 11. (Daily grade.)

**CULTURAL MEDIA PROJECT ESSAY:** (100 points) (SUBMIT TO LIVE TEXT)(TEST GRADE combined with presentation)

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 below. 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 will be averaged with the essay for a test grade) (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.
- Purpose of Oral/Visual Communication Assessment - Oral communication is, most generally, a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. In some disciplines, oral communication is a direct interaction between a “professional” speaker and specific audience (such as nurse to patient, in clinical or therapeutic settings), where the effect of the presentation of ideas is to foster understanding or learning. Visual communication is a prepared, purposeful presentation and delivery of supporting visual aids, typically relative to the oral communication and intended to benefit
or amplify an audience’s understanding of a central message or purpose. Thus, visual communication is facilitated through such media as poster presentations, power point presentations, video presentations, among others available and appropriate to specific disciplines and classroom experiences. Communicating well and adapting communication to purpose and audience is a necessary skill for success in the classroom and beyond.

**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, email, etc.

**GUIDELINES FOR GROUP PRESENTATION**

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

**You MUST submit the Essay and Presentation to LiveText by December 2, or you will NOT get a final grade for this class**

**COMP FINAL EXAM:** (100 points - Counts TWICE) *December 6 during regular class time.

- The comprehensive final exam is comprised of signed phrases you will have to write in correct English grammar.
- You MUST show up on the scheduled final day.
- You must make a B or better in the course and on the final in order to advance to ASL II.

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 (not on vibrate). Texting during class (reading, composing, or sending messages) is NOT accepted** and will be addressed as observed. You are NOT allowed to record (unless you have prior authorization and documentation) or take pictures during class. Your phone needs to be out of sight when class starts until it is over.

**Attendance Grade:** This is a performance based class. If you are not in class, then you are not learning. Please see below on attendance and grading.

<table>
<thead>
<tr>
<th>Absences</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>200</td>
</tr>
<tr>
<td>1</td>
<td>180</td>
</tr>
<tr>
<td>2</td>
<td>160</td>
</tr>
<tr>
<td>3 or more</td>
<td>140</td>
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</tbody>
</table>

This will count toward your Daily Grade Average.

**IV. EVALUATIONS AND ASSESSMENTS:**

**GRADES WILL BE BASED ON THE FOLLOWING:**

<table>
<thead>
<tr>
<th>Daily Grades</th>
<th>Test Grades</th>
<th>Performance Grades</th>
</tr>
</thead>
</table>
V. Tentative Course Outline/Calendar:

**August**
T 28- Syllabus/Alphabet/Introduce Yourself
R 30- Unit 1 Vocabulary

**September**
T 4- Unit 1 Vocabulary and Practice
R 6- Unit 1 Vocabulary and Practice
T 11- Unit 2 Vocabulary
R 13- Unit 2 Vocabulary and Practice
T 18- Unit 2 Vocabulary and Practice
R 20- Practice Day
T 25- Unit 1 & 2 Homework Due/Picture This Assignment Due/Review for Exam #1
R 27- Exam #1 (Covers Units 1 & 2, Only bring a pencil!)

**October**
T 2- Unit 3 Vocabulary
R 4- Unit 3 Vocabulary and Practice
T 9- Unit 3 Vocabulary and Practice
R 11- Unit 4 Vocabulary/ GLOSS Quiz Due
T 16- Unit 4 Vocabulary and Practice
R 18- Unit 4 Vocabulary and Practice
T 23- Unit 3 & 4 Homework Due/Favorite Trip Assignment Due/Review for Exam #2
R 25- Exam #2 (Covers Units 1-4, Only bring a pencil!)
T 30 – Unit 5 Vocabulary

**November**
R 1- Unit 5 Vocabulary and Practice/Three Pigs
T 6- Unit 5 Vocabulary and Practice/Three Pigs
R 8- Cultural Project Group Work/UNIT 5 Homework Due/Autobiography Practice
T 13- Cultural Project Group Work/Autobiography Due
R 15- Cultural Media Project Submission Due (Core Objective: Teamwork & Collaboration)
T 20 & R 22- Thanksgiving Break: No Class
T 27- Lab Requirement Due/Practice Day
R 29- Scavenger Hunt

**December**
T 4- Review for Final Exam
R 6- Final Exam During Regular Class Time (Only bring a pencil!)
T 11- For Hearing People Only Quiz Due

VI. Readings:
VII. Course Evaluations:
Near the conclusion of each semester, students electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
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.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the 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 https://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 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. Documentation will also need to be provided.

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, 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/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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; and/or;
- 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; and/or,
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 (see the Student Conduct Code, policy D-34.1). 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 prohibition applies to all instructional forums, including electronic, classroom, labs, 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 [https://www.sfasu.edu/judicial/earlyalert.asp](https://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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.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 936-468-1740 or snyderke1@sfasu.edu.
IX. Other Relevant Course Information:

Acceptable Student Behavior - 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition applies to all instructional forums, including electronic, classroom, labs, 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.