Department of Human Services  
Deaf and Hard of Hearing Program  
SPH 172.602 Beginning American Sign Language, 
Fall 2019

Instructor: Mandy Seybold, M.Ed, MRT  
Course Time and Location: M/W/F 9-9:50 ECRC 205 HYBRID  
Office: ECRC 209V  
Office Hours: M/W 11:50-1, 3:45-5:15  
Office Phone: 468-1317  
Email: mseybold@sfasu.edu  
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 predominately in ASL, no voice.**

Time Requirement:
SPH 172 “Beginning American Sign Language” (3 credits) is a hybrid course where the majority of the planned instruction occurs when the students and instructor are not in the same place. This class has scheduled meeting times that vary, but meet at least 40% of the time, for 50-minute segments (Monday/Wednesday/Friday) for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly receptive and expressive assignments, are expected to take content quizzes, produce individual expressive videos, take receptive exams, and a final examination. Students are required to participate in various class activities, and required to submit a 3 minute signed autobiography. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

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

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.

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.

**General Education Core Curriculum**
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in SPH 172 you are also enrolling in a Core Curriculum Course that fulfills the teamwork requirement. You will see this course on your D2L list.
At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course Dropbox determined by your Instructor and the “Core Curriculum” Dropbox. The Core Curriculum Dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations.

When you complete the assignment mentioned above, you will upload the assignment to both the SPH 172 Dropbox and the Teamwork Dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor, or contact the at Office of Student Learning and Institutional Assessment at (936) 468-1130.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the D2L Teamwork Dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Teamwork Dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L Teamwork Dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
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<tbody>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively and with others to support a shared purpose or goal.</td>
<td>Autobiography Team Review</td>
<td>Not Due until Spring 2020 for upload</td>
</tr>
</tbody>
</table>

**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.

**TEST GRADES: Signed EXAMS (Receptive):**
- Two major exams. (Midterm and Final)
• 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: Midterm: October 16** (100 points)
- Units 1-3
- Finger-spelling
- GLOSS
- Signed sentences incorporating ASL syntax, vocabulary, numbers, and vocabulary from the Signing Naturally DVD.

**COMP FINAL EXAM: December 9 at 8:00** (200 points)
- The comprehensive final exam is comprised of signed phrases you will have to write in correct English grammar. Covers Units 1-5.
- 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.

**For Hearing People Only: October 18 by 11:59 pm.** These quizzes 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).

**DAILY GRADES**
**UNIT Homework:** (100 points each/Daily grade/)
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 1-3- **Due October 9-** **Signing Naturally** 1:6, 1:7, 1:8, 1:9, 2:2, 2:6, 2:7, 2:10, 3:7, 3:8, 3:10, 3:12
- Unit 4 & 5-**Due November 13-** **Signing Naturally** 3:7, 3:8, 3:10, 3:12, 4:1, 4:3, 4:7, 4:14, 5:1, 5:3, 5:5, 5:9

**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.
0 Absences-200
1 Absence- 180
2 Absences-160
3 Absences-0
This will count toward your Daily Grade Average.

**Pop Quizzes:**
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 11:59 pm on the due dates listed.

**I Lost It! Due Oct 2:** You will describe a time that you lost something. You will tell what you lost, how long it took to find, where you looked, and where it was finally found (if it was). More instructions to follow.

**Autobiography, Due Nov 22:** 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.

In Class Performance Assignments:
**Sign Offs**- You will have to sign off your alphabet, numbers 1-29, colors, question words. (Performance Grade) *Due date will follow with the start of Unit 1.

**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! You also never know when certain games will count towards daily grades!

**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.

**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.

**IV. EVALUATIONS AND ASSESSMENTS:**
GRADERS WILL BE BASED ON THE FOLLOWING:

<table>
<thead>
<tr>
<th>Daily Grades:</th>
<th>Test Grades:</th>
<th>Performance Grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop Quiz AVG</td>
<td>Exam 1-Unit 1-3</td>
<td>Sign-Offs</td>
</tr>
<tr>
<td>Homework AVG</td>
<td>Final Exam (Unit 1-5) x 2</td>
<td>I Lost It</td>
</tr>
<tr>
<td>Attendance</td>
<td>For Hearing People Only Quizzes</td>
<td>Team Work Accountability (CORE)</td>
</tr>
<tr>
<td></td>
<td>Autobiography X 2</td>
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<tr>
<td>Daily Average x 1</td>
<td>Test Average x 2</td>
<td>Performance Average x 1</td>
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<td></td>
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<td>D+T+A/4=Final Avg</td>
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**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Wk 1 Day 1: Syllabus Review</th>
<th>Day 2: Fingerspelling Practice &amp; Unit 1 Vocabulary</th>
<th>Day 3: *Mastery: First &amp; Last Name/Alphabet Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 2 Day 1: *Mastery: All Covered Unit 1 Vocabulary</td>
<td>Day 2: Unit 1 Vocabulary &amp; Application</td>
<td>Day 3: *Mastery: Counting 1-10/Intros</td>
</tr>
<tr>
<td>Wk 3 Day 1: Unit 1 Wrap-Up/U1 Sign-Offs Due</td>
<td>Day 2: Unit 2 Vocabulary</td>
<td>Day 3: *Mastery: Colors/Questions</td>
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<tr>
<td>Wk 5 Day 1: *Mastery: All Unit 2 Vocabulary &amp; Look ahead to Unit 3 Vocabulary</td>
<td>Day 2: Unit 3 Vocabulary</td>
<td>Day 3: *Mastery: Phrases 6-10</td>
</tr>
<tr>
<td>Wk 7 Day 1: *Mastery: All Unit 3 Vocabulary</td>
<td>Day 2: Application/HW Due Unit 1-3</td>
<td>Day 3: *Mastery: Phrases 16-20</td>
</tr>
<tr>
<td>Wk 8 Day 1: Review for Midterm</td>
<td>Day 2: Midterm Exam</td>
<td>Day 3: *Mastery: FHPO Quizzes Due</td>
</tr>
<tr>
<td>Wk 14 Day 1: No Class</td>
<td>Day 2: No Class</td>
<td>Day 3: No Class</td>
</tr>
<tr>
<td>Wk 16: Final: Dec 9 at 8:00</td>
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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 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.