I. Course Description

General Bulletin:
This course is designed to develop skills in expressive interpreting and transliteration; the process of transmitting spoken English into any one of several English-oriented varieties of manual communication between deaf and hearing people. Interpreting ethics and fingerspelling included. Course fee $20.

Prerequisites:
SPH 479 B

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 receptive comprehension of early elementary academic vocabulary related to Math, Science, Social Students and ELA

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

   **This course increases the vocabulary students may use to pass the TASC and provides an additional modality students may use during the TASC test.**

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, especially when working with children whose IEP’s required Signed English.**
James I Perkins College of Education:

Vision
The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

Core Values
In the Perkins College of Education, we value and are committed to:

- 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
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Dispositions

Each teacher candidate 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.

Receptive Tests

You will take receptive tests as follows:
- Chapters 1-4
- Chapter 5-8
- Final exam

Each receptive test is cumulative and will be presented in a video-based format.
You will be required to write or type the exact English translation of the video word-for-word.
Sentences and phrases will be based upon chapter practice sentences and phrases, but may combine vocabulary, phrases, and sentences from previous chapters.

Expressive Practice Sentences and Phrases

Every Chapter will require you to pass a TIMED expressive test.
In GoReact a video with a phrase or sentence will appear and you will be required to sign the phrase or sentence before the next one appears.
If you make a mistake, do not restart, move on to the next one.
Make sure your vocabulary is AUTOMATIC. You should not have to think about it.
Make sure you use the practice phrases and create variations upon them to quiz a partner.
Dress requirement: Dress as you would for a paid educational interpreting assignment

Chapter Receptive Quizzes

The day after we cover each chapter’s vocabulary in class:
You will take a receptive test. The test will include videos based on the Chapter practice sentences and phrases.
The phrases and sentences may be combined with vocabulary, phrases, and sentences from previous chapters.
You will write or type the exact English translation of the phrase or sentence.

Narrative Translation

Your instructor will provide you with a selection of practice narratives and stories related to the education field.
They may require that you use your dictionary to find vocabulary not yet covered.
Practice each until you can sign it error-free at a medium speed.
At the end of the semester, you will be assigned one of the narratives or stories to perform. You will have one week to complete the assignment.

Final Exam

You will have a comprehensive final exam with two types of questions:
1. Knowledge – including the principles, theory, goals, and history of Signed English
2. Receptive skills – the ability to understand Signed English sentences and narratives.
IV. Evaluation and Assessments (Grading)

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Scoring method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive Tests (Every 4 Chapters)</td>
<td>100 pts. Each</td>
<td>% correct</td>
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<tr>
<td>Final Exam Receptive skills and Knowledge</td>
<td>150 pts.</td>
<td>% correct</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Pass or fail</td>
<td>Rubric</td>
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<tr>
<td>Chapter Expressive Practice Sentences and Phrases</td>
<td>50 Points each</td>
<td></td>
</tr>
<tr>
<td>Chapter Receptive Quizzes</td>
<td>20 Points Each</td>
<td></td>
</tr>
<tr>
<td>Narrative Translation</td>
<td>100 points</td>
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V. Tentative Course Outline/Calendar

Official due dates are posted in the D2L course calendar so that we can keep up with changes efficiently (weather, instructor illness, etc.)

The instructor reserves the right to REDUCE the number of Chapters or assignments. Due dates will be adjusted accordingly.

**TENTATIVE dates**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Topics - Approximate dates covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Jan 22, 2019</td>
<td>Syllabus, Introduction</td>
</tr>
<tr>
<td>Thu, Jan 24, 2019</td>
<td>Signed English Markers</td>
</tr>
<tr>
<td>Fri, Jan 25, 2019</td>
<td>Study Chapter 1: People and Pronouns</td>
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<tr>
<td>Tue, Jan 29, 2019</td>
<td>Chapter 1: People and Pronouns, Signed English Principles</td>
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<tr>
<td>Thu, Jan 31, 2019</td>
<td>Expressive 1 practice</td>
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<tr>
<td>Fri, Feb 01, 2019</td>
<td>Chapter 1 Receptive quiz due in BrightSpace</td>
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<td>Chapter 1 Expressive Practice Sentences Due in BrightSpace</td>
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<tr>
<td>Tue, Feb 05, 2019</td>
<td>Chapter 2: Things</td>
</tr>
<tr>
<td>Thu, Feb 07, 2019</td>
<td>Expressive 2 practice</td>
</tr>
<tr>
<td>Fri, Feb 08, 2019</td>
<td>Chapter 2 Receptive quiz due in BrightSpace</td>
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<tr>
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<td>Chapter 2 Expressive Practice Sentences Due in BrightSpace</td>
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<td>Tue, Feb 12, 2019</td>
<td>Chapter 3: Special Verbs and Function Words</td>
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<tr>
<td>Thu, Feb 14, 2019</td>
<td>Expressive 3 practice</td>
</tr>
<tr>
<td>Fri, Feb 15, 2019</td>
<td>Chapter 3 Receptive quiz due in BrightSpace</td>
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<td>Chapter 3 Expressive Practice Sentences Due in BrightSpace</td>
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<td>Tue, Feb 19, 2019</td>
<td>Chapter 4: The Body</td>
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<tr>
<td>Thu, Feb 21, 2019</td>
<td>Expressive 4 practice</td>
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<td>Chapter 4 Receptive quiz due in BrightSpace</td>
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<td>Chapter 4 Expressive Practice Sentences Due in BrightSpace</td>
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<td>Tue, Feb 26, 2019</td>
<td>Receptive Exam 1: Chapters 1-4</td>
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<td>Thu, Feb 28, 2019</td>
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<td>Fri, Mar 01, 2019</td>
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<td>Tue, Mar 05, 2019</td>
<td>Chapter 5: Actions 1</td>
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<tr>
<td>Thu, Mar 07, 2019</td>
<td>Expressive 5 practice</td>
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<td>Fri, Mar 08, 2019</td>
<td>Chapter 5 Receptive quiz due in BrightSpace</td>
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<td>Chapter 5 Expressive Practice Sentences Due in BrightSpace</td>
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<td>Tue, Mar 12, 2019</td>
<td>Chapter 6: Actions 2</td>
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<td>Thu, Mar 14, 2019</td>
<td>Expressive 6 practice</td>
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<td>Fri, Mar 15, 2019</td>
<td>Chapter 6 Receptive quiz due in BrightSpace</td>
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<td>Chapter 6 Expressive Practice Sentences Due in BrightSpace</td>
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<td>Tue, Mar 19, 2019</td>
<td>Spring Break</td>
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<td>Tue, Mar 26, 2019</td>
<td>Chapter 7: Leisure Time</td>
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<td>Thu, Mar 28, 2019</td>
<td>Expressive 7 practice</td>
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<td>Fri, Mar 29, 2019</td>
<td>Chapter 7 Receptive quiz due in BrightSpace</td>
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<td>Tue, Apr 02, 2019</td>
<td>Chapter 8: Nature and Animals</td>
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<td>Thu, Apr 04, 2019</td>
<td>Expressive 8 practice</td>
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<td>Fri, Apr 05, 2019</td>
<td>Chapter 8 Receptive quiz due in BrightSpace</td>
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<td>Chapter 8 Expressive Practice Sentences Due in BrightSpace</td>
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<td>Tue, Apr 09, 2019</td>
<td>Receptive Exam 2: Chapters 5-8</td>
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<tr>
<td>Thu, Apr 11, 2019</td>
<td>Chapter 9: Descriptions</td>
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<td>Fri, Apr 12, 2019</td>
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<tr>
<td>Tue, Apr 16, 2019</td>
<td>Chapter 9: Expressive Practice</td>
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<tr>
<td>Thu, Apr 18, 2019</td>
<td>Easter Break</td>
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</table>
VI. Readings (Required):

1. Signed English Titles on reserve in the library (or kept in the ASL Lab): For expressive practice and assignments

Recommended:


FEM Statement:

In this course you must purchase and activate the LiveText/Watermark 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/Watermark.com for a fee of $18.00 for a multiple year subscription.

LiveText/Watermark Statement:

This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. 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/

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, 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Time requirements and credit hours awarded for a face-to-face lecture course:
This course typically meets twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly assignments, are expected to take regular homework quizzes and a final examination, are required to submit expressive assignments and meet with peers for practice and assignments. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.
NEVER PAUSE a video during expressive and receptive tests. Pausing will result in an automatic grade of zero for the exam and may result in an academic dishonesty report to the dean.

• 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-Chapter 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.