Department of Human Services  
Deaf and Hard of Hearing Program  
SGNL- 1302-001 Intermediate American Sign Language,  
Fall 2020

Instructor: Kayla Hughes, MEd, BEI Level I  
Course Time/Location: TR 6:30-7:45 p.m.  
Office: via Zoom  
Office Hours: By Appointment Only  
Office Phone: 936.468.5510  
Email: Kayla.Hughes@sfasu.edu  
Credits: 3  
DO NOT USE D2L

I. Course Description:  
Manual communication for the deaf using American Sign Language. Emphasis is placed on fluency. This course shifts emphasis from receptive skills (in ASL 172) to expressive skills, as well as ongoing exploration in Deaf culture. Prerequisite: B or better in SPH 172. The class will be conducted in ASL, no voice.

Course Fee: There is a $5.00 Course fee that is applied to this class to help supply the ASL Lab with necessary needs. You will be required to have a plain shirt with no writing on the front, as well as required books.

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/accredidations/ncate/conceptual):

• Academic excellence through critical, reflective, and creative thinking - All students will master a total of approximately 1200 words when ASL I and ASL II vocabulary is counted. Mastery will be demonstrated by receptive and expressive exams using vocabulary in context as well as lab assignments, DVD activities, and various in class activities. A minimum mastery level of 80% is required for advancement to ASL III.
• Life-long learning – All languages grow and change over time. Throughout this course, we hope to instill a desire in each student to continue to interact with and learn from the Deaf community and to continue their study of ASL.
• Collaboration and shared decision-making – Students participation in the activities done during class as well as outside studying and interaction works toward development of skills necessary for working collaboratively and making decisions as a group.
• Openness to new ideas, to culturally diverse people, and to innovation and change - Deaf Culture components, including quizzes, in class activities/discussions, and certain lab assignments will broaden student exposure to and knowledge of a community with different values, expectations, and beliefs than the mainstream society.
• Integrity, responsibility, diligence, and ethical behavior - All work submitted must be the work of the person earning the grade for the assignment or assessment.
• Service that enriches the community – Through exposure to the language and various cultural activities of the Deaf community, students gain knowledge that will be useful in service of and within the Deaf community as well as the community at-large.

**CEC/CED (Council on Exceptional Children/Council on Education of the Deaf) Standards**

1. From CED standards:
   a. DH4S1 Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.

2. From the Joint CEC/CED standards and indicators (takes DH4S1 and expands upon it):
   a. ’97 e.g., Indicators of language competence in ASL include (seeing and signing) and may be demonstrated by having lived and worked in areas of the U.S. where ASL is used. In all cases, indicators of language competency should include formal study of the language. Indicators of ASL language competence may be demonstrated in one of the following ways: (a) A standardized measure such as the ASLPI may be used b. SFA uses the TASC

**Texas Assessment of Sign Communications™ (TASC™) Competencies**

This course continues to develop students’ abilities needed for successful completion of the TASC which requires students to be able to respond to questions that are designed to elicit language for specific purposes. These questions cover students’ abilities to:

- **Describe:** The purpose of questions and prompts associated with this communication competency is to elicit descriptive conversation from you. Questions and prompts ask you to describe to the interviewer familiar activities, events, etc.
- **Instruct:** This communication competency focuses on “how to” questions and prompts. You are asked to tell the interviewer the procedures or steps involved in various activities.
- **Hypothesize:** For this communication competency, you are asked to project what would happen if a particular event were to occur.
- **Problem Solve:** Questions and prompts associated with this competency require you to imagine a situation and communicate how you might solve the problem posed by that situation.
- **Supported Opinion:** This competency requires you to take a position on one or more of a variety of topics and then support that position. The topics are selected to be general and noncontroversial. The goal is to allow you to express and support your opinion. Use your communication skills to be as persuasive as you can.

While students do not cover all areas in this class, the skills that they learn will be useful in responding to the different types of questions covered on this assessment.

**TASC™ Rating Criteria**

Skills of the students who take the TASC are rated in the following areas:

- Range of Communication
- Comprehension
- Intelligibility
- Fluency
Throughout this class, students work toward developing their communication abilities in one or more of the areas above.

**Diversity Statement:**

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**Student Learning Outcomes:**

Students will demonstrate the following skills through tests (receptive and expressive), lab assignments, cultural quizzes, classroom activities, completion of assignments from their workbooks, and interaction with other ASL users:

- Correctly translate English sentences to ASL using correct word order and spatial agreement.
- Produce vocabulary learned with correct form, movement, palm orientation, and location with increasing fluency.
- Tell, retell, and modify narratives incorporating various language elements which have been covered thus far.
- Use correct sequencing when signing in ASL.
- Use correct/appropriate facial expressions and other non-manual signals to convey various grammatical and emotive elements.
- Use culturally appropriate conversational skills to accomplish various tasks such as comparing, explaining, giving advice, relaying information, and conveying and responding to hypothetical situations.
- Use correct ASL grammar and choose semantically correct sign choices.

**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 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.

IV. General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. 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 LiveText, call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

Live Text Statement: This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Jacks email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail. 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 LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

V. 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.

**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/](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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Students Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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.
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/](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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

VI. Class Policies

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, and 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.

Turning in Assignments:
Assignments must be turned in according to the requirements for each assignment. Leaving an assignment with the secretary, with lab assistants, etc. unless specifically told to do so, will not be accepted. You are responsible for turning in your assignments according to each assignment’s requirements. It is no one else’s responsibility to make sure that I receive your assignment.

Late Work:
Any assignment turned in after the due date will lose an equivalent of a letter grade for each week (week is calculated from the due date) after it is due. The first penalty will be assessed immediately after the assignment is due. For example, if the assignment is due at the beginning of class, any assignment turned in after papers have been collected can score no higher than a B. All other assignments are not eligible for late submission and will be given a zero if not completed or turned in on time. This policy does not apply to exams, quizzes, or chapter review presentations as those will not be accepted late and can only be made up if the conditions for make-up work are met as outlined in the attendance policy.

Technical Difficulties:
Technical difficulties will not relieve you of your responsibility for turning in assignments or completing quizzes on time. Attempt all assignments and quizzes early so you may seek help as needed. I suggest allowing a minimum of 24 hours.

Practice outside of class:
All students are expected to practice outside of class for at least 1 hour per week for each credit hour earned. A three credit hour course requires three hours of practice each week.
Response to Student Emails:
Every effort is made to respond to student communication within a timely manner. Email response turnaround time is typically within 24-48 hours. Please consider replying to your email within the same timeframe. Email is not monitored after 5:00 p.m. on Fridays and throughout weekends. Email is not monitored over university holidays. Emails received via D2L will NOT receive a response.

Advancing to ASL III requires the following:
A grade of “B” or better in ASL II. The course is heavily weighted on the final receptive test and expressive assessments or assignments. You may only register for ASL III AFTER grades are submitted. The prerequisite WILL be enforced: If you manage to enroll in a course without meeting prerequisites, your instructor will check and you will be removed from the course. Grades may 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.

VII. Readings – Required Texts/ Software/ Equipment
c. Working laptop that can connect to SFA internet for exams that will be given in D2L.
d. GoReact account: You can purchase it at Barnes and Nobles or Online at www.goreact.com

VIII. Assignments and Assessments
Quizzes: For Hearing People Only: (5 @ 50 points each)
• Students will read chapters 67-117 of the text For Hearing People Only.
• Students will then be evaluated by five 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.
• Quizzes are graded on accuracy of response.
  o Quiz 1: Chapters 67-77
  o Quiz 2: Chapters 78-88
  o Quiz 3: Chapters 89-99
  o Quiz 4: Chapters 100-110
  o Quiz 5: Chapters 111-117
Exams: (6 @ 150 Points Each – 3 Receptive and 3 Expressive)
- Six major exams (including final exam)
- Receptive Section Format:
  o Vocabulary embedded sentences
  o Each exam will contain old and new material, fingerspelling, and vocabulary from ASL I (each test comprehensive)
  o All tests will be signed and **students are expected to write the intent and meaning using good English grammar.**
  o Grades are based on accuracy of vocabulary recognition and connection of concepts expressed in English.
- Expressive Section Format:
  o You will be given the information that must be included in your video when it is your turn to record
  o Will focus on material from the most recent units, but may contain other vocabulary and grammar
  o Will give a picture of your spontaneous language production
  o Grades are given based on inclusion of information required, accuracy of grammar used, fluency of signing, inclusion of and accuracy of facial expressions, semantically accurate sign choices, accuracy of signs, use of classifiers, complete thoughts, and use of space.
- Missing an exam
  o 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.
  o 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.
  o 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.
- Exams will cover the following:
  o **Exam 1:** Units 1-7
  o **Exam 2:** Units 1-9
  o **Exam 3/Final Exam:** Units 1-10

Lab Assignment Sentences: (4 @ 25 points each)
- Following each Unit (7-10), students will sign a set of sentences for each unit in person on assigned day listed below in the timeline.
- Sentences must be fully memorized and ready to sign fluently.
- Grades will be based on accurate production of vocabulary, correct use of vocabulary, correct non-manual markers (including facial expressions), and correct order.
- **Requirements by Unit:**
Lab Assignments Summaries: (3 @ 50 points each)
- Before each exam, students will sign a summary of a biography of a Deaf individual from the end of the chapter via web cam or cameras in the Sign Language Lab or on your own. Videos will be uploaded to Go-React either by the Lab Assistant (if you recorded in the Lab) or on your own.
- Grades will be based on inclusion of important details, accuracy of grammar used, fluency of signing, inclusion of and accuracy of facial expressions, semantically accurate sign choices, accuracy of signs, use of classifiers, complete thoughts, and use of space.

- **Requirements by Unit:**
  - **Unit 7**
    - Pick Arthur Kruger (pg. 67-68)
    - Summary must be 2-3 minutes
    - Signing should be fluent, include important details, use ASL grammar, and signs should be semantically accurate.
    - See D2L for exact details.
  - **Units 8/9**
    - Pick either Nathie Marbury (pg. 138-9) or Eric Malzkuhn (pg. 235-6)
    - Summary must be 2-3 minutes
    - Signing should be fluent, include important details, use ASL grammar, and signs should be semantically accurate.
    - See D2L for exact details.
  - **Units 10/11**
    - Pick either Alice Taylor Terry (pg. 303-4) or Chuck Baird (pg. 384-5)
    - Summary must be 2-3 minutes
    - Signing should be fluent, include important details, use ASL grammar, and signs should be semantically accurate.
    - See D2L for exact details.

Unit DVD Packets: (4 @ 50pts each)
- Throughout each unit you will watch the DVD and fill out the DVD pack for the unit
- Turn the packet in when you come in for the unit test
  - Exam 1 – turn in units 7
  - Exam 2 – turn in units 8 & 9
  - Exam 3 – turn in units 10
- Grades are based on accuracy of answers.
**Daily Activities:** (150 total pts)
- These points will be used for quizzes (such as vocabulary, numbers, fingerspelling) in class activities, participation, attendance, etc.
- Point value for each assignment used in this category will be announced prior to the activity with the exception of participation.
- Activities under this category may be announced or may not be announced prior to the class during which they will occur.
- There is no make-up allowed for any activity under this category.
- Determination of how a grade is calculated will be based on the activity. Quizzes will be graded for accuracy, participation will be graded on whether student actively participated or sat back and watched, and other class activities will be graded based on the nature of the activity. If it is possible to grade the activity for accuracy, the activity will be graded in that manner.

**Interaction Hours:** (100 total pts)
- You will be required to complete 20 hours of interaction.
- Turn in a hard copy on the date indicated on the syllabus.
- Up to 15 hours can be completed with your classmates or others who know sign language.
- At least 5 hours must be completed with the ASL lab assistant.
- Grades are based upon the successful completion of all 20 hours following the guidelines for this assignment. If all guidelines regarding minimum hours required with the ASL lab assistant are satisfied, signatures obtained for all time logged, and 20 hours are completed the student will receive full credit.
- To earn full credit ALL 20 hours must be completed and signed off on AND 5 of the hours must be WITH a sign coach in the lab. If you do not have 5 hours with a sign coach, you will only earn 75%. 1-19.9 hours signed off equals 50%.

**IX: Evaluations and Assessments:**
*Grades will be based on the following:*

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<tr>
<td>Receptive Exams (3)</td>
<td>150 pts each</td>
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<tr>
<td>Expressive Exams (3)</td>
<td>150 pts each</td>
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<td>Lab Assignments- Sentences (4)</td>
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<td>Lab Assignments- Summaries (3)</td>
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<td>For Hearing People Only Quizzes (5)</td>
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<td>Unit DVD Packets (4)</td>
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<td>Fingerspelling Quizzes (8)</td>
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SGNL 1302 “Intermediate American Sign Language” (3 credits) (formally SPH 272) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks, and meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to take regular reading quizzes, Receptive quizzes, three large exams, as well as several expressive. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

**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.

X. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>In Class</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td>Introductions, Syllabus,</td>
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<tr>
<td></td>
<td>Review</td>
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<tr>
<td>August 27</td>
<td>Review</td>
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</tr>
<tr>
<td>September 1</td>
<td>Review</td>
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</tr>
<tr>
<td>September 3</td>
<td>Units 1-5 Quiz</td>
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<tr>
<td>September 4</td>
<td></td>
<td>For Hearing People Only Quiz 1 due 11:59 p.m.</td>
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<td>Fingerspelling 1 Quiz due 11:59 p.m.</td>
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<tr>
<td>September 8</td>
<td>Unit 7</td>
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<tr>
<td>September 10</td>
<td>Unit 7</td>
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<tr>
<td>September 11</td>
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<td>For Hearing People Only Quiz 2 due 11:59 p.m.</td>
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<td>Fingerspelling 2 Quiz due 11:59 p.m.</td>
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<tr>
<td>September 15</td>
<td>Unit 7 Homework/Assessment</td>
<td>Unit 7 Sentences Lab Assignment Due</td>
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<tr>
<td>September 17</td>
<td>Lab Day</td>
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<tr>
<td>September 18</td>
<td></td>
<td>Culture Summary Lab Assignment for Unit 7 due</td>
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<tr>
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<td>in Go-Reach due 11:59 p.m.</td>
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<td>Fingerspelling Quiz 3 due 11:59 p.m.</td>
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<td>For Hearing People Only Quiz 3 due 11:59 p.m.</td>
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<td>September 22</td>
<td>Review</td>
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<td>September 24</td>
<td>Exam 1 (Receptive &amp; Expressive)</td>
<td>Unit 7 DVD Packet due at beginning of class</td>
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<td>Fingerspelling 4 Quiz due 11:59 p.m.</td>
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<td>September 29</td>
<td>Unit 8</td>
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<td>October 1</td>
<td>Unit 8</td>
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<td>October 6</td>
<td>Unit 8</td>
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<td>October 8</td>
<td>Unit 8 Homework Assessment</td>
<td>Unit 8 Sentences Lab Assignment due</td>
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<td>October 13</td>
<td>Unit 9</td>
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<tr>
<td>October 15</td>
<td>Lab day</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Due Date Details</td>
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<td>October 16</td>
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<td>For Hearing People Only Quiz 4 due 11:59 p.m.</td>
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<td>Fingerspelling 5 Quiz due 11:59 p.m.</td>
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<td>October 20</td>
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<td>October 22</td>
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<td>Unit 9</td>
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<tr>
<td>October 29</td>
<td>Unit 9 Assessment/Review Handout</td>
<td>Unit 9 Sentences Lab Assignment Due</td>
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<td>October 30</td>
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<td>November 3</td>
<td>Exam 2 (Receptive &amp; Expressive)</td>
<td>Units 8 &amp; 9 DVD packets due at beginning of class</td>
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<td>November 5</td>
<td>Unit 10</td>
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<td>November 12</td>
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<td>November 17</td>
<td>Unit 10</td>
<td>Fingerspelling 7 Quiz due 11:59 p.m.</td>
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<td>November 19</td>
<td>Lab Day</td>
<td>Unit 10 Sentences Lab Assignment due in Go-React due 11:59 p.m.</td>
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<td>Culture Summary Lab Assignment for unit 10 or 11 due in Go-React due 11:59 p.m.</td>
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<td>Fingerspelling 8 Quiz due 11:59 p.m.</td>
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<td>December 1</td>
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<td>December 3</td>
<td>Review</td>
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<tr>
<td>December 10</td>
<td>Final Exam: December 10th 7-9:30 p.m.</td>
<td>Interaction Hours due at time of final</td>
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<td></td>
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<td>Units 10 &amp; 11 DVD packets due at beginning of class</td>
</tr>
</tbody>
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*Due dates are tentative and subject to change*