James I. Perkins College of Education
Deaf and Hard of Hearing Program
SGNL-2302-001 American Sign Language IV (3 credits)
Fall 2020

Instructor: Amy J Wych, M.A, BEI Level III  
Course Time and Location: MW 8:00-9:15 AM
Online via Zoom

Office Hours: By Zoom appointment only.
Immediately after class or TR 8:00-9:00 AM

Email: USE D2L for class-related inquiries.
Use: Amy.Wych@sfasu.edu for all other communications.

Every effort is made to respond to student communication within a timely manner. Email response is typically 24-48 hours. Please reply to email sent to you within 24-48 hours, as well. Email is not monitored between 12:00 PM on Fridays through Monday 8:00 AM.

I. Course Description:

Continuation of ASL III with vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication, and cultural knowledge. At the conclusion of this course, students will be able to fluently communicate with native ASL signers on a variety of topics. **The class will be conducted in ASL, no voice** - (exceptions may occur due to the online format)

Prerequisite: B or better in ASL I, ASL II, ASL III

*The prerequisites WILL be enforced*: If you manage to enroll in this course without meeting prerequisites, your instructor will check and you will be removed from the course. The Family Privacy Act requires me to only discuss your prerequisite grades in person or over the phone.

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 – consistently demonstrated through critical, reflective, and creative thinking which positively impacts the candidates
- Life-long learning – displays commitment to continuing professional development, research, skills development, and staying abreast of the latest literature in the candidates’ chosen field
- Collaboration and shared decision-making – applies skills during the academic career and during field experience
- Openness to new ideas, to culturally diverse people, and to innovation and change - broaden student exposure to and knowledge of a community with different values, expectations, and beliefs than 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. These behaviors will continue to be required as the candidate uses their ASL skills in the community or in their chosen professions.

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.

Program Learning Outcomes:

ASLTA (American Sign Language Teachers Association) Standards

- Proficiency in ASL (Area 1)
  - Expressive Skills – Students will:
    - Satisfy the requirements of a broad variety of everyday, school, and work situations
    - Discuss concrete topics relating to particular interests and special fields of competence
    - Display ability to support opinions, explain in detail and hypothesize
    - Use communicative strategies, such as paraphrasing and circumlocution
    - Use differentiated vocabulary and visual-based intonation to communicate fine shades of meaning
    - Understand parts of signed reproductions which are conceptually abstract and linguistically complex, signed reproductions which treat unfamiliar topics or situations and signed reproductions which involve aspects of Deaf culture
    - Sign narratives and descriptions of a factual nature, drawing from personal experience, reading and other verbal or non-verbal stimuli
  - Receptive Skills – Students will:
    - Follow essential points of signed discourse in areas of special interest and knowledge
    - Understand the main ideas of most signing in ASL
    - Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation
    - Understand culturally implied meanings beyond the surface meanings of the message or statement

- Deaf Culture and Community (Area II)
  - Obtain an overview of the literature of Deaf people with an emphasis on contemporary writers/signers
  - Develop the ability to use the language in a manner considered culturally appropriate by native ASL signers

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

- DHH5S7-- Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing (focus for this course is ASL)

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
- Vocabulary
- Grammar
- Fingerspelling
- Numbers
- Use of Space

Throughout this class, students work toward developing their communication abilities in one or more of the areas above.

### 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.

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. Student Ethics and Other Policy Information: Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7 * applies to this virtual class*

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.

V. Class Policies

Attendance:
I expect you in class. Attendance will be taken. Excessive absences will adversely affect your ability to perform well on assignments, videos and exams. Absence from a class with not change the due date of an assignment. If you do not show for an exam, you will receive a grade of ZERO, except for a documented emergency.

**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. If you have an ongoing emergency, please inform your instructor at the start of class and take your calls outside of the class.

**Turning in Assignments:**
Assignments must be turned in according to the requirements for each assignment. It is no one else’s responsibility to make sure that I receive your assignment.

**Feedback on Assignments:** If you would like feedback on any of your assignments prior to turning the in for a grade, you must notify two days before the assignment is due.

**Late Work:** No late work accepted.

**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.

**Time Requirement:**
ASL cannot be mastered without “hands-on” practice! ASL IV typically meets 3 hours per week for 15 weeks, as well as a 2-hour exam. Students have significant weekly receptive and expressive assignments which often require producing and evaluating videos. These activities average 6 hours of work each week to prepare outside of classroom hours. Time management will be essential!

**VI. Required Texts/ Software/ Equipment**
  a. Working laptop/desktop that can connect to Zoom and SFA internet for assignments and exams that will be given in D2L Brightspace. A large monitor is recommended for optimal participation and comprehension during Zoom meetings.
  b. GoReact account: You can purchase it at Barnes and Nobles or Online at [www.goreact.com](http://www.goreact.com)
  c. Green Screen- Amazon (hyperlinked)
  d. Solid Colored Shirt- Amazon (hyperlinked)
  e. Access to current United States and/or World news

**VII. Assignments and Assessments**
Daily Activities: (points will vary)

- 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.

Expressive and Receptive Fingerspelling: Practice and evaluations will be completed in Go-React and D2L

Assessments: For each topic covered, you will record a video and submit it to Go-React. You will be given specific instructions for the contents of each of these videos.

Response/Peer Feedback: You will work with a peer and provide feedback to each other’s video. Feedback must be meaningful and helpful for encouragement and improvement. Guidelines will be given.

Current Events Project: You will create an Opinion/Editorial Video related to a newsworthy current event. Detailed instructions will be given after specific, related skills have been reviewed and assessed.

VIII: Evaluations and Assessments: Grades will be based on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Activities (may include Pop Quizzes)</td>
<td>vary</td>
<td>Approx.. 200 points</td>
</tr>
<tr>
<td>Expressive Fingerspelling (5 in Go-React)</td>
<td>25 pts each</td>
<td>125 points</td>
</tr>
<tr>
<td>Receptive Fingerspelling (5 in Go-React)</td>
<td>25 pts each</td>
<td>125 points</td>
</tr>
<tr>
<td>Expressive Video Assessments (5)</td>
<td>100 pts each</td>
<td>500 points</td>
</tr>
<tr>
<td>Response/Peer Feedback (4)</td>
<td>50 pts each</td>
<td>200 points</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>vary</td>
<td>50 points</td>
</tr>
<tr>
<td>Current Events Video project</td>
<td>300 pts</td>
<td>300 points</td>
</tr>
<tr>
<td><strong>Total Points Possible for Semester</strong></td>
<td></td>
<td><strong>Approximately 1500</strong></td>
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Because this is a newly developing class, this list of assignments and assessments may change. Sufficient notice will be given.

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.