James I. Perkins College of Education
Deaf and Hard of Hearing Program
DHH 478.602 Independent Study
Spring 2020

Instructor: Maggie Patterson, MPA, BEI Level I
Course Time and Location: TBD

Office: ECRC 209U
Office Hours: Tuesdays: 10:30-12:30PM
Wednesdays: 3:00-4:00 PM
Thursdays: 10:30-12:30PM

Office Phone: 936.468.1140
Credits: 3
Email: mhpatterson@sfasu.edu DO NOT USE D2L

Every effort is made to respond to student communication within a timely manner. Email response turn-around 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.

I. Course Description:
Continuation of ASL II. Includes the integration of ASL expressive and receptive skills using bilingual techniques. Also includes vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication, and cultural knowledge. This class provides a practice-oriented approach to language acquisition, including the use of multimedia. Class will be conducted in ASL, no voice.

Prerequisites: B or better in both SPH 172 and SPH 172

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 – consistently demonstrated through critical, reflective, and creative thinking which positively impacts the students the candidate will serve
- 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 – applies skill in collaboration and shared decision-making during the academic career and during field experience
- Openness – consistently models openness to new ideas, to culturally diverse people, and to innovation and change.
- Integrity – models integrity, responsibility, diligence, and ethical behavior required for teaching in a deaf and hard of hearing classroom
- Service – actively participates in service that enriches the community, the profession, and the school

Program Learning Outcomes:

ASLTA (American Sign Language Teachers Association) Standards
- Proficiency in ASL (Area I)
  - 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 involves aspects of Deaf culture
Sign narratives and descriptions of a factual nature, drawing from personal experience, readings 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 on ASL)

Texas Assessment of Sign Communication (TASC) Tasks
- Description
- Instruction
- Hypothetical Situation
- Problem Solving
- Supported Opinion

TASC Analytic Categories
- Range of Communication
- Comprehension
- Intelligibility
  - Fluency
  - Vocabulary/Grammar
  - Use of space

Student Learning Outcomes:
- Students will demonstrate an Intermediate level of proficiency when using ASL receptively and expressively
- Students will demonstrate an above average knowledge of Deaf culture and Deaf community.
- Students will demonstrate knowledge of English grammar by basing sign choices on ASL usage while maintaining the meaning and the intent of the original message.
- Students will demonstrate the ability to express and receive local variations of ASL signs.
- Be able to demonstrate the ability to use topicalization as a linguistic tool in ASL
- Be able to identify the linguistic properties using time indicators, pronominalization (After a noun is produced, the signer points to a space to signify that this space will now be used to represent the noun—person, place, or thing--- or location previously assigned to the noun.) classifiers, locatives, and pluralization in ASL
- Given the form parameters of all signs, students will be able to demonstrate competency in understanding the importance of handshape, orientation, movement, location and non-manual signals.
- Using signed ASL dialogues, short narratives, and stories, the students will demonstrate receptive competence.
- Be able to demonstrate receptive ASL abilities by reading information incorporating ASL, finger-spelled loan signs, and non-manual behaviors.
- Given information on ASL expressive signing, the students will demonstrate the ability to sign on video self-generated short stories incorporating ASL principles.
• Students will demonstrate the ability to use accurate signing concepts rather than relying on English coding.
• Contrast ASL sentence type as; basic statements, negative statements, yes/no questions, wh-questions, conditionals and rhetorical questions.

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.

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. 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, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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, 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.
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 a MINIMUM of three hours of practice each week.

Advancing to ASL IV requires the following: A grade of “B” or better in ASL III. The course is heavily weighted on the final receptive test and expressive assessments or assignments. You may only register for ASL IV 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
d. Working laptop that can connect to SFA internet for exams that will be given in D2L.
e. GoReact account: You can purchase it at Barnes and Nobles or Online at www.goreact.com
f. Green Screen- Amazon (hyperlinked)
g. Solid Colored Shirt- Amazon (hyperlinked)

VIII. Assignments and Assessments

Exams: (6 @ 150 Points Each – 3 Receptive and 3 Expressive)

- Six major exams (including final exam)
- Receptive Section Format:
  - Vocabulary embedded sentences
  - Each exam will contain old and new material, fingerspelling, and vocabulary from ASL I and 2 (each test comprehensive)
  - All tests will be signed and students are expected to write the intent and meaning using good English grammar.
  - Grades are based on accuracy of vocabulary recognition and connection of concepts expressed in English.
- Expressive Section Format:
  - You will be given the information that must be included in your video when it is your turn to record
  - Will focus on material from the most recent units, but may contain other vocabulary and grammar
  - Will give a picture of your spontaneous language production
  - 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
  - If you do not show up to an exam, a grade of 0 will be recorded, except for a documented emergency. Please see me WELL in advance (at least one week) for a known conflict, such as university sponsored sports activities, etc.
  - Should you miss an exam for an unexcused absence (skipping class, alarm “not going off”, being late for an exam, etc.) your grade will BE A ZERO for the missed exam. NO EXCEPTIONS AT ALL. Plan ahead and be smart.
  - Should you miss an exam for an EXCUSED absence (death in the immediate family, illness requiring doctor visit and /or hospitalization, etc.)? See me the day you return to reschedule.
- Exams will cover the following:
  - Exam 1: Units 1-11 and 14
  - Exam 2: Units 1-16 (not including 15)
  - Exam 3/Final Exam: Units 1-17
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.

Expressive Labs: (3 @ 100 points)
- Video Recorded Assignments policy must be followed for this assignment.
- Approximately halfway through each module you will sign a narrative and upload it to GoReact.
- These narratives are designed to be a review of the vocabulary and concepts covered up to that point. They are a mid-module check.
- You are expected to practice your narrative prior to recording and record without notes or other assistance.
- Each lab has required time/activities listed in the interaction log that will help you prepare for your lab assignment.
- Submission of notes, outlines, pictures, etc. in which you outlined your narrative are required to be submitted to the appropriate dropbox on d2l by the lab assignment due date listed in the course calendar.
- Submission of areas of improvement are required to be submitted with notes, outlines, etc. by the lab assignment due date.
- Failure to submit any required lab assignment materials by the due date will result in a delay of your lab assignment grade (until all materials are submitted) and a late penalty to be assessed upon submission.

Deaf/ASL Literature Performance: (150 points)
- Video Recorded Assignments policy must be followed for this assignment
- Choose one of the following
  - Single handshape story
  - A-Z story
  - ASL poem
  - ASL song
- Minimum length of 2 minutes
- Description/lyrics must be submitted to d2l to receive grade for this assignment (late submission to d2l will result in entire assignment being considered late)
- Video must be submitted to GoReact by the date and time due

IX: 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>Expressive Exams (3)</td>
<td>150 pts each</td>
<td>450 points</td>
</tr>
<tr>
<td>Receptive Exams (3)</td>
<td>150 pts each</td>
<td>450 points</td>
</tr>
<tr>
<td>Expressive Labs (3)</td>
<td>100 pts each</td>
<td>300 points</td>
</tr>
<tr>
<td>ASL Literature Performance</td>
<td>150 pts</td>
<td>150 points</td>
</tr>
<tr>
<td><strong>Total Points Possible for Semester</strong></td>
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<td><strong>2300 points</strong></td>
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### Spring 2020 Final Exam Schedule

**Monday, May 4, 2020**

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Week Day</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 a.m.</td>
<td>MWF</td>
<td>8 - 10:30 a.m.</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>MWF</td>
<td>10:45 a.m. - 1:15 p.m.</td>
</tr>
<tr>
<td>Noon</td>
<td>MWF or MW</td>
<td>1:30 - 4 p.m.</td>
</tr>
<tr>
<td>4 p.m.</td>
<td>MWF or MW</td>
<td>4:15 - 6:45 p.m.</td>
</tr>
<tr>
<td>5 p.m.</td>
<td>MWF or MW 5:30 p.m.</td>
<td>7 - 9:30 p.m.</td>
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</tbody>
</table>

**Tuesday, May 5, 2020**

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Week Day</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 a.m.</td>
<td>TR</td>
<td>8 - 10:30 a.m.</td>
</tr>
<tr>
<td>11 a.m.</td>
<td>TR</td>
<td>10:45 a.m. - 1:15 p.m.</td>
</tr>
<tr>
<td>2 p.m.</td>
<td>TR</td>
<td>1:30 - 4 p.m.</td>
</tr>
<tr>
<td>5 p.m.</td>
<td>TR</td>
<td>4:15 - 6:45 p.m.</td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>TR</td>
<td>7 - 9:30 p.m.</td>
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**Wednesday, May 6, 2020**

<table>
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<tr>
<th>Class Period</th>
<th>Week Day</th>
<th>Exam Time</th>
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<tbody>
<tr>
<td>9 a.m.</td>
<td>MWF</td>
<td>8 - 10:30 a.m.</td>
</tr>
<tr>
<td>11 a.m.</td>
<td>MWF</td>
<td>10:45 a.m. - 1:15 p.m.</td>
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<tr>
<td>1 p.m.</td>
<td>MWF or MW</td>
<td>1:30 - 4 p.m.</td>
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<td>7 p.m.</td>
<td>MWF or MW</td>
<td>4:15 - 6:45 p.m.</td>
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<tr>
<td>8 p.m.</td>
<td>MWF or MW 8:30 p.m.</td>
<td>7 - 9:30 p.m.</td>
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**Thursday, May 7, 2020**

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<tr>
<th>Class Period</th>
<th>Week Day</th>
<th>Exam Time</th>
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<tbody>
<tr>
<td>9:30 a.m.</td>
<td>TR</td>
<td>8 - 10:30 a.m.</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>TR</td>
<td>10:45 a.m. - 1:15 p.m.</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>TR</td>
<td>1:30 - 4 p.m.</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>TR</td>
<td>4:15 - 6:45 p.m</td>
</tr>
<tr>
<td>8 p.m.</td>
<td>TR</td>
<td>7 - 9:30 p.m.</td>
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**Friday, May 8, 2020**

<table>
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<tr>
<th>Class Period</th>
<th>Week Day</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 p.m.</td>
<td>MWF</td>
<td>8 - 10:30 a.m.</td>
</tr>
<tr>
<td>3 p.m.</td>
<td>MWF or MW 2:30 p.m.</td>
<td>10:45 a.m. - 1:15 p.m.</td>
</tr>
<tr>
<td>Conflicts</td>
<td></td>
<td>1:30 p.m. - 4 p.m.</td>
</tr>
<tr>
<td>Conflicts</td>
<td></td>
<td>4:15 - 6:45 p.m.</td>
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</tbody>
</table>