Department of Human Services
Deaf and Hard of Hearing Program
SPH 172.603 Beginning American Sign Language,
Spring 2020

Instructor: Mandy Seybold, M.Ed, MRT
Office: ECRC 209V
Office Hours: M: 10-1; W: 12-1; F: Virtual 10-11
Office Phone: 468-1317
Email: mseybold@sfasu.edu
Credits: 3

I. Course Description:
This class is an introduction to American Sign Language and Deaf Culture. All of the following are included but not limited to the principles, methods and techniques for communicating with deaf individuals who use ASL. An emphasis will be placed on the development of basic expressive and receptive skills for simple conversation with deaf individuals using ASL. Also a brief history of signs will be included. The class will be conducted predominately in ASL, no voice.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

Time Requirement:
SPH 172 “Beginning American Sign Language” (3 credits) typically meets face to face once each week (Wednesday) in 50-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly receptive and expressive assignments, are expected to take content quizzes, produce individual expressive videos, take receptive exams, and a final examination. Students are required to participate in various class activities, and required to submit a 3 minute signed autobiography. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

Hybrid Explanation: A hybrid/blended course is defined in Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter P, Rule 4.257 as “a course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor are not in the same place.”

Communication:
All emails sent M-F will receive a response within 48 hours. Please use email posted above. Only exception is during Spring Break. Emails will receive a response once the break is complete.

II. Intended Learning Outcomes/Goals/Objectives: (Program/Student Learning Outcomes)
CORE VALUES OF THE COLLEGE OF EDUCATION
This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

Program Learning Outcomes:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:
- Students will demonstrate basic proficiency when using receptive and expressive American Sign Language adequate for basic/simple conversations with the deaf.
- Students will demonstrate a basic knowledge of Deaf culture and the Deaf community.
Students will demonstrate basic knowledge of English grammatical sign order while maintaining signs that are based on the meaning and intent of the original message.

Students will demonstrate proficiency in the vocabulary and grammar introduced in at least 5 units from Signing Naturally Level 1 including: Recognition of words, sentences, numbers, finger-spelling and short narratives.

Students will properly fingerspell their own names.

Students will communicate with each other given a context provided by the instructor.

Students will expand vocabulary and fluency beyond the classroom through practice and projects.

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

By enrolling in SPH 172 you are also enrolling in a Core Curriculum Course that fulfills the teamwork requirement. You will see this course on your D2L list.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively and with others to support a shared purpose or goal.</td>
<td>Autobiography Team Review</td>
<td>Spring 2020 for upload</td>
</tr>
</tbody>
</table>

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
You are expected to participate in class activities, perform on group exercises, and practice individually in ASL communication techniques and in Deaf culture. The units are designed so that students learn language in context, retain language by activities that are meaningful and therefore necessary in order to develop these skills.

- Students are required to sign all communication that happens in the classroom. (except during Q&A)
- Students may not use their voices while in the classroom during “voice off” activities and exams.
- Those students exhibiting bad manners will be asked to leave the classroom for the duration of the class.
TEST GRADES: Signed EXAMS (Receptive):
- Two major exams. (Midterm and Final)
- Each exam will contain fingerspelling, old and new material (each test comprehensive).
- All tests will be signed and students are expected to write the intent and meaning using good English grammar.
- If you do not show up to an exam, a grade of 0 will be recorded, except for a documented emergency. Please see me WELL in advance (at least one week) for a known conflict, such as university sponsored sports activities, etc.
- Should you miss an exam for an unexcused absence (skipping class, alarm "not going off", being late for an exam, etc) your grade will BE A ZERO for the missed exam. NO EXCEPTIONS AT ALL. Plan ahead and be smart.
- Should you miss an exam for an EXCUSED absence (death in the immediate family, illness requiring doctor visit and /or hospitalization, etc.) See me the day you return to reschedule.
- If you show up late to an exam, it is up to the instructor’s discretion to allow you to view the missed questions.

EXAM 1: Midterm: March 4 (100 points)
- Units 1-3
- Finger-spelling
- GLOSS
- Signed sentences incorporating ASL syntax, vocabulary, numbers, and vocabulary from the Signing Naturally DVD.

COMP FINAL EXAM: May 6 @ 10:45 (200 points - Counts TWICE)
- The comprehensive final exam is comprised of signed phrases you will have to write in correct English grammar. Covers Units 1-5.
- You MUST show up on the scheduled final day.
- You must make a B or better in the course and on the final in order to advance to ASL II.

DAILY GRADES
UNIT Homework: (100 points each/Daily grade)
Practicing on your own time is very important to your success in this class. We will be doing different homework exercises from Signing Naturally throughout the semester. You will have homework due from each of the 5 Units. (You can just write the answer on a separate piece of paper for submission, does not have to be written in the book.) These MUST be submitted on the date listed. Meaning, they are due when you come to class.
Unit 1-3- Due March 4- Signing Naturally 1:2, 1:3, 1:6, 1:7, 1:8, 1:11, 2:2, 2:5, 2:7, 2:10, 3:4, 3:8, 3:9, 3:10, 3:12
Unit 4 & 5-Due April 22- Signing Naturally, 4:1, 4:3, 4:7, 4:8, 4:13, 4:14, 5:1, 5:3, 5:5, 5:6, 5:8

Attendance Grade: This is a performance based class. If you are not in class, then you are not learning. Please see below on attendance and grading.
0 Absences-100
1 Absence- 80
2 Absences-50
3 Absences-0
This will count toward your Daily Grade Average.

GLOSS Quiz: Due January 31: You will complete the quiz on D2L pertaining to GLOSS. We will go over this in class, and there is also a review sheet in D2L for you to use as reference.

Elevator Incident Quiz: Due March 2: Using your Signing Naturally homework disc, you will go to 3.10 and watch the "Elevator Incident" story. Make notes, and watch it multiple times, if needed. Then you will complete the Elevator Incident Quiz in D2L by March 2 at 11:59 pm.

For Hearing People Only: March 30 These quizzes will be completed online through D2L. This is a max total of 200 points, and will be counted as a Daily Grade (it is the average of all the quizzes).
PERFORMANCE ASSIGNMENTS (worth 100 points EACH):
Each of the following assignments must be signed and submitted. You can use the sign lab to record the assignment, or use your phones. You MUST upload this to D2L by the due dates listed. Make sure you have reviewed and abide by the recording requirements. If you do not follow these guidelines, you will lose a lot of points towards these assignments.

I Lost It! Due March 6: You will describe a time that you lost something. You will tell what you lost, how long it took to find, where you looked, and where it was finally found (if it was). More instructions to follow.

Autobiography, Due April 22: You will be given a page to answer questions about yourself. These questions will be used for guiding you in creating an Autobiography. You will tell about the story of your life, what happened in the past, what is happening now, and what you want to have happen in the future. This is all about providing variety with your signing, and making it meaningful to you. This will be 3-5 minutes in length.

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

ASL Lab Performance Assignment:
Lab Requirement, Due April 29: You will be required to complete 10 lab sessions in our ASL Lab. You will keep track of this on your Lab Requirement sheet. In these sessions you will be practicing vocabulary, phrases, or getting help on your performance videos. This is worth 100 points. You MUST have ALL 10 in order to get the 100. If you are short, even by one session, you will receive a zero.

Assigned Readings and ASL Requirements: Students will read the book For Hearing People Only, and use resources from Signing Naturally to learn how to GLOSS ASL.

Class Participation: Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion. Diversions due to personal notes, visiting, or working on day planners, are not considered appropriate and will be addressed when observed. Cell phones are to be turned off during class (not on vibrate). Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. You are NOT allowed to record (unless you have prior authorization and documentation) or take pictures during class. Your phone needs to be out of sight when class starts until it is over.

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

<table>
<thead>
<tr>
<th>Daily Grades:</th>
<th>Test Grades:</th>
<th>Performance Grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance 100</td>
<td>Midterm Unit 1-3 100</td>
<td>Sign-Offs 100</td>
</tr>
<tr>
<td>Homework 1-3 100</td>
<td>Final Exam (Unit 1-5) 200</td>
<td>I Lost It 100</td>
</tr>
<tr>
<td>Homework 4-5 100</td>
<td></td>
<td>Lab Requirement 100</td>
</tr>
<tr>
<td>GLOSS Quiz 100</td>
<td></td>
<td>Autobiography 200 <em>Core Assignment</em></td>
</tr>
<tr>
<td>Elevator Incident Quiz 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Hearing People Only 200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Average x 1</td>
<td>Test Average x 2</td>
<td>Performance Average x 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[D+T+A/4=\text{Final Avg}\]

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Wk1 Day 1: No Class</th>
<th>Day 2: Syllabus</th>
<th>Day 3: Alphabet/Fingerspelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 2 Day 1: No Class</td>
<td>Day 2: Unit 1 Vocabulary + Greetings</td>
<td>Day 3: Greeting Practice</td>
</tr>
<tr>
<td>Wk 3 Day 1: Practice Numbers 1-15</td>
<td>Day 2: Unit 1 Vocabulary + Unit 2 Vocabulary</td>
<td>Day 3: GLOSS Quiz on D2L</td>
</tr>
<tr>
<td>Wk 4 Day 1: Fingerspelling Practice Video #1 on D2L</td>
<td>Day 2: Unit 2 Vocabulary + Phrases</td>
<td>Day 3: Practice Phrases 1-5 on D2L</td>
</tr>
<tr>
<td>Wk 5 Day 1: Fingerspelling Practice Video #2 on D2L</td>
<td>Day 2: Unit 2 Vocabulary + Unit 3 Vocabulary</td>
<td>Day 3: Practice Phrases 6-10 on D2L</td>
</tr>
<tr>
<td>Wk 6 Day 1: Fingerspelling Practice Video #3 on D2L</td>
<td>Day 2: Unit 3 Vocabulary</td>
<td>Day 3: Practice Phrases 11-15 on D2L</td>
</tr>
</tbody>
</table>
Wk 7 Day 1: Fingerspelling Practice Video #4 on D2L
Day 2: Unit 3 Vocabulary + Phrases
Day 3: Watch “Elevator Incident” from your Signing Naturally Book 3.10

Wk 8 Day 1: “Elevator Incident” Quiz Due
Day 2: Midterm Exam + HW Unit 1-3 Due
Day 3: I Lost It, Performance Video Due

Wk 9 Day 1: Spring Break
Day 2: Spring Break
Day 3: Spring Break

Wk 10 Day 1: Numbers Practice Video on D2L
Day 2: Unit 4 Vocabulary
Day 3: Practice Phrases 16-20

Wk 11 Day 1: Math Problems Practice Video on D2L
Day 2: Unit 4 Vocabulary
Day 3: Work on For Hearing People Only Quizzes

Wk 12 Day 1: For Hearing People Only Quizzes Due (all 4)
Day 2: Unit 5 Vocabulary + Autobiography Outline
Day 3: Complete Autobiography Outline

Wk 13 Day 1: Complete Autobiography Outline
Day 2: Unit 5 Vocabulary
Day 3: No Class, Easter Holiday

Wk 14 Day 1: Autobiography Teamwork Practice
Day 2: Autobiography Teamwork Practice
Day 3: Individual Autobiography Practice

Wk 15 Day 1: Autobiography Practice
Day 2: Scavenger Hunt/ Autobiography Due/HW 4&5 Due
Day 3: Upload Core Teamwork Survey to Livetext

Wk 16 Day 1: Review D2L Final Phrases
Day 2: Review for final/ Lab Requirement Due

Wk 17, Finals Week
Wednesday, May 6 @ 10:45

**VI. Readings:**


**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 936-468-2395 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 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. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!” In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

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

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation...
as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Documentation will also need to be provided.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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

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

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

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

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

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