Instructor: Maggie Patterson, MPA, BEI Level I  
Office Phone: 936.468.1140  

Course Time and Location: Virtual- Asynchronous  
Office: LAN 253  

Office Hours:  
- Tuesdays: 10:30-12:30 PM  
- Wednesdays: 12:00-1:00 PM  
- Thursdays: 10:30-12:30 PM  
* Due to COVID, hours are preferably virtual. Meetings by appointments are welcomed!  

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:  
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 in ASL, no voice.  

Time Requirement:  
SGNL 1301 "Beginning American Sign Language" (3 credits) typically meets face to face once a week for 150 minutes for 8 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. Please keep in mind with COVID face to face will be conducted in a virtual format. 

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  

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 4 units from Signing Naturally Level 1 including: Recognition of words, sentences, number’s, 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.

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 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.
• 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.

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 SGNL 1301 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 SGNL 1301 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.
Teamwork | To include the ability to consider different points of view and to work effectively and with others to support a shared purpose or goal. | Autobiography Team Review | Spring 2020 for upload

### Description of Assignments

**Signed EXAMS (Receptive):** (2 @ 200 Points Each)
- There are two major exams NOT including the final exam.
- Each exam will contain fingerspelling, old and new material (each test is comprehensive).
- All tests will be signed and **students are expected to write the intent and meaning using good English grammar.**
- If you do not take the 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. If you show up late, you are welcome to take the remaining part of the exam, but will not be able to see the previous questions of the exam.
- 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.

**EXAM 1**
- Manual Alphabet / Fingerspelling
- Units 1 & 2 Vocabulary
- Signed Sentences & Vocabulary
- Computer Based

**EXAM 2**
- Manual Alphabet / Fingerspelling
- Units 1 - 4 Vocabulary
- Signed Sentences & Vocabulary
- Computer Based

**THROUGH DEAF EYES DOCUMENTARY** (50 points each)
- D2L Quiz
- Must be completed by due date timeline located in this document.
- Questions to check your comprehension over the documentary “Through Deaf Eyes”.

**UNIT REVIEW VIDEO:** (4 @ 50 points each)
- Following each Unit (1-4), students will complete the Unit Review section via web cam and will be uploaded to GoReact.
- Each completed assignment’s due date is the last day the assignment will be accepted for points.
  - **Unit 1** pg. 34-35 (Questions to Ask 1-9, Personal Autobiography Unit 1 segment) **50 pts**
  - **Unit 2** pg. 88-90 (Questions to Ask 1-10, Personal Autobiography Unit 2 segment) **50 pts.**
  - **Unit 3** pg. 153 – 154 (Questions to Ask 1 – 10 Personal Autobiography Unit 3 segment) **50 pts**
  - **Unit 4** pg. 212 – 214 (Questions to Ask 1 – 10 Personal Autobiography Unit 4 segment) **50 pts**
UNIT 1 QUIZ: (1 @ 100 points each)
- At the end of unit 1, students will be given a multiple choice quiz including any of the following:
  - Fingerspelling
  - Vocabulary
  - Numbers
  - Sentences
- Each quiz will be approximately 50 questions and you will have a specified time limit for completion of the assignment. Extra time will only be allowed for those students who have documented extra time through Disability Services. Your quiz will submit when the time is up. Make sure to save as you work.

CULTURE DISCUSSIONS: (4 @ 25 points each)
In order to receive FULL CREDIT for your discussion board posts, there are some guidelines you will need to follow. Failure to do the following will result in a grade less than 100.

DISCUSSION GUIDELINES
- Original post (your response to the prompt) must be made no later than WEDNESDAY at 11 PM. This gives peers enough time to respond to your post. Responses must be thoughtful, insightful, and utilize proper English grammar and structure.
- Responses must make it clear that you have thought about the prompt and planned out a response. Responding to a post with something like, "I like this deaf person. Reading about them was neat and I learned a lot," would be considered non-college level work and you will be asked to modify your post.
- You must NOT repeat any information or thoughts from your peers. I understand some thoughts and ideas will be similar, but it will be obvious if you are copying the ideas of others. NO CREDIT will be given if you repeat.
- IN ADDITION to your original post, you must post on a MINIMUM of FOUR SEPARATE peers’ postings in response.
- Responses must be thoughtful, considerate, and well written. Responding with, "I like what you said," or "I agree," will be considered non-responses.

ETIQUETTE
- You may feel free to disagree with another’s posting, but you are fully expected to do so in a PROFESSIONAL MANNER.
- No vulgar or offensive language will be tolerated.
- No “text language” please. Proper spelling and punctuation are expected.
- Respect for the instructor will be expected at all times.
- Respect for peers will be expected at all times.
- Failure to respond to a post by WEDNESDAY at 11 PM will indicate that you have forfeited your grade on the board for that week. You will receive zero credit, even if you end up posting later and make the required postings on others’ responses.
- BE PROFESSIONAL.
DISPOSITIONS/PARTICIPATION/ATTENDANCE: (varies; total of 200)

- 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.
- These points will include the FINAL submission of your Autobiography assignment.
- There is no make-up allowed for any activity under this category.
- Attendance points will be calculated into 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 FINGERSPELLING: (3 @ 50 points each)

- There will be a total of 6 Expressive Fingerspellings located on GoReact. Only the 2nd, 4th, and 6th will be graded. The others will be solely for YOUR PRACTICE and optional. No grade attached for 1st, 3rd and 5th expressive fingerspellings. ** The 1st fingerspelling quiz will be collected as a grade under the participation category to ensure no future technical difficulties or clear up confusion with instructions/requirements.
- These assignments will be recorded in GoReact where an attached video will prompt you with the words needed for this assignment. Each set of words will be from a specific category ie: animals, states, colors, etc.
- MUST FOLLOW VIDEO RECORDING REQUIREMENTS FOR THE POSSIBILITY OF A PERFECT SCORE. Each requirement not followed will result in a 10% deduction of your final assignment grade.
- Only ONE attempt is allowed for each graded assignment.

IV. EVALUATIONS AND ASSESSMENTS:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Value</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive Unit 1 Quiz (1)</td>
<td>100 pts each</td>
<td>100 Points</td>
</tr>
<tr>
<td>Receptive Unit Exams (2)</td>
<td>200 pts each</td>
<td>400 Points</td>
</tr>
<tr>
<td>Manual Unit Review Video (4)</td>
<td>50 pts each</td>
<td>200 Points</td>
</tr>
<tr>
<td>Manual Expressive Fingerspelling (3)</td>
<td>50 pts each</td>
<td>150 Points</td>
</tr>
<tr>
<td>History Through Deaf Eyes Quiz</td>
<td>50 pts each</td>
<td>50 Points</td>
</tr>
<tr>
<td>History Culture Discussions (4)</td>
<td>25 pts each</td>
<td>100 Points</td>
</tr>
<tr>
<td>Mix Dispositions/Participation/Attendance</td>
<td>VARIES</td>
<td>200 Points</td>
</tr>
</tbody>
</table>

SCALE:
A 90 – 100%
B 80 – 89%
C 70 – 79%
D 60 – 69%
F 59% and Below

A variety of extra credit opportunities MAY arise at times throughout the semester.
- End of unit quiz
- End of Course evaluations
- Perfect attendance
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.
V. Readings:

GoReact Account- you can purchase at Barnes and Noble

Required items: Working Laptop or tablet that can access D2L in the classroom

Green Screen- Amazon (hyperlinked)

Solid Colored Shirt- Amazon (hyperlinked)

VI. 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. 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.

VII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Policy is found at the following link: http://www.sfasu.edu/policies/class-attendance-6.7.pdf

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
Policy is found at the following link: http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

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
VII. Other Relevant Course Information:

**Acceptable Student Behavior** - 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Attendance:** – Attendance is IMPERATIVE for success in this course! Class discussion and participation is critical as well. Excessive absences will adversely affect your ability to perform well on exams. No makeup work will be given for any absence not approved as an excused absence by the university. Additionally, excessive absences cheat you of your education (and money)! More than 4 unexcused absences/3 consecutive absences will result in the automatic drop of a letter grade after FINAL grades have been calculated.

**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. 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.
Zoom/Virtual Etiquette: The above rules still apply in any virtual format related to this class.

- Be ready for class at least 5 minutes before start time.
  - Late log ins are disruptive and will be documented as a tardy in the course.
  - Excessive tardies will affect your disposition grade.
- Fully dressed (If you are unsure what this means, please email for clarification)
- Sitting up (not laying down on any surface)
- Video must be on and sound off unless specified by the instructor.
- No eating while on Zoom
- No talking to other people in the room while in class.
- Present yourself in a respectable manner as you would in any face to face class.

Advancing to ASL II requires the following: A grade of “B” or better in ASL I. The course is heavily weighted on the final receptive test and expressive assessments or assignments. You may only register for ASL II 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.