James I Perkins College of Education  
Education Studies  
Deaf and Hard of Hearing Program  
DFHH 3390.640: Manual Communication Interpreting  
FALL II 2023

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Office Hours: TBD  

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Credits: 3

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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 course is an introduction to the basic skills needed in the profession of American Sign Language interpreting. Includes the roles and responsibilities of the interpreter, working conditions, professional behavior (including code of ethics), production and comprehension of American Sign Language (ASL) and related issues. The logistics and planning involved in working in various environments are covered. Applies the evaluation system used by the Registry of Interpreters for the Deaf.

Time Requirement:
DFHH 3390 “Manual Communication Interpreting” (3 Credits) is a hybrid mix of online instruction and face-to-face instruction and has a duration of 8 weeks. The course contains significant written and online content that includes the same information students in a face-to-face lecture course receive, requiring students to engage in a combination of online modules and face-to-face meetings for at least three hours per week. In addition, students are required to complete significant daily reading assignments, complete daily discussions over the course content, and complete multiple writing assignments that evaluate their ability to apply and synthesize information gleaned in the course regarding individuals who are deaf or hard-of-hearing. These activities average 6 hours minimum of work each week to prepare outside of classroom hours. This is a minimum requirement. Students are encouraged to spend more than the minimum outside of class working on this course.

There are NO CRITICAL ASSESSMENTS related to CAEP accreditation in this course.

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

DFHH 3390 MANUAL COMMUNICATION INTERPRETING

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<table>
<thead>
<tr>
<th>PLOs ADDRESSED</th>
<th>SLOs ADDRESSED</th>
<th>ASSESSMENT OF THE LOs</th>
<th>UNIT/PROGRAM ASSESSMENT</th>
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</thead>
</table>
| **PLO I** - The teacher of deaf and hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education. | SLO 1.2S – The beginning TOD is able to articulate pros and cons of issues and trends in education for students who are deaf or hard of hearing. | • Quizzes & Exams from Course Content Topics  
- Introduction to Interpreting  
- History of Interpreting  
- Foundations of Interpreting  
- Code of Ethics for the Interpreter  
- Types/Settings of Interpreting  
- Specialized Sign Groups (Sex, Drugs)  
- Sign Language Certifications  
- Sign Systems/Modes Overview | **NONE** |
| **PLO IV** - The teacher of deaf and hard of hearing students understands and applies knowledge of instructional content and practice. | SLO 4.1K – The beginning TOD knows and understands sources of materials and support for students who are deaf or hard of hearing. | • Receptive and Expressive Fingerspelling Quizzes  
- Sentence Translation Videos  
- Paragraph Interpretation Videos  
- Music Interpretation Assignment  
- Expressive Packet (Star Spangled Banner, Pledges)  
- Vocabulary Notebook  
- Fairview Learning Program Competency | |
| **PLO VI** - The teacher of deaf and hard of hearing students understands and applies knowledge of how to manage student behavior and social interaction skills. | SLO 6.1S - The beginning TOD is able to prepare students who are deaf or hard of hearing in the appropriate use of interpreters, including oral interpreters, if needed. | | |
| **PLO VII** - The teacher of deaf and hard of hearing students knows how to communicate and develop collaborative partnerships. | SLO 7.2K – The beginning TOD knows and understands roles and responsibilities of teachers, interpreters, related service providers, and other support personnel (e.g., tutors, note takers) in the educational setting for students who are deaf or hard of hearing. | | |
| **PLO VIII** - The teacher of deaf and hard of hearing students understands and demonstrates professionalism and ethical practice. | SLO 8.1K – The beginning TOD knows and understands issues of professional ethics and professional responsibilities in working with deaf or hard of hearing students, their families, and other professionals.  
SLO 8.1S – The beginning TOD is able to actively seek interaction with adults in the Deaf community to maintain/improve ASL, English signs, or cues. | | |

PREREQUISITES | DFHH 2302 (B or Better)  
CREDITS | 3 Hours
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 make all communication accessible that happens in the classroom or online
- Those students exhibiting bad manners will be asked to leave the classroom for the duration of the class.

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

**Description of Assignments**

**Discussion Posts: Module Review** (3 @ 100 Points Each)

- Over the course of the semester, you will read the book, *So You Want to be an Interpreter*. Each module consists of 30-60 pages. Below is the breakdown for each module.
  - Module 1—Foundational Concepts
    - Chapters 1, 2, 3, 4
  - Module 2—The Process of Interpreting
    - Chapter 9, Outside Exceptions on Expressive and Receptive Interpreting
  - Module 3—Ethics & Interpreting Settings
    - Chapters 11 & 12
- At the end of each module the student will be assessed on the material presented. The student must present to the class their understanding of this material via PowerPoint, Reflection paper, or approved alternative method and submit their assignment to the correct D2L discussion post.
- The purpose of this assignment is for the student to show understanding and apply the information they have learned over the course of this module. The three methods provided allow the student to choose the presentation method that best matches their learning style.
- The student must cover these 4 questions at minimum.
  - What is a/the central principle in this module and how can you apply it to this current stage of your life?
  - How do the sections/topics relate to one another?
  - Why is this information important to know—relating to interpreting or Deaf education?
  - How will this information help you as a future educator or professional working with the DHH population?
- The point of these reflections is to promote discussion and healthy cognitive growth regarding these topics.
- Student effort throughout these reflections will determine student success.
  - To be eligible to earn full credit for these assignments, the student must create a PowerPoint training covering this material. You can record yourself teaching the training or voice record over the PowerPoint itself. Remember anything you turn in must be accessible for both hearing and Deaf. PowerPoint does have Captioning capability.
  - To earn a maximum of 90% the student must post their original reflection and interact with/comment on 2 other peers’ posts, by the correct due dates.
Discussion Posts: Vocabulary Expansion (3 @ 20 Points Each)

- During this course each student will be required to share at least five (5) new vocabulary words for each discussion post. These signs will be shared and discussed among your peers.
- This assignment is to promote networking with your future colleagues and develop a safe place for growth with your sign skills. As a future signer, interest in learning and expanding vocabulary is critical. Each student has complete freedom to research and watch videos that peak their own interests.
  - No topic is off limits; however, professionalism is expected at all times. If you are unsure of what does and does not fall under the term “professionalism”, email me, so we can work through the issue.
- To receive full credit, you must post a video of yourself signing the new signs. Example: “I learned a new sign...insert sign”. Then add to your post your source (where you got it from), with timestamp, or if you learned from a person, share who taught you the sign. Add how you think the sign could be applied in different situations and or any other interesting information you learned about the sign after researching.
- This should be the easiest assignment, and you should be excited about networking. What you put into this assignment, is what you get out of is.
  - To earn full credit, you must upload a short video, explaining where you learned it, and anything else you want to share about it, AND interact with 2 other people’s posts.

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.
- IN ADDITION to your original post, you must respond to a MINIMUM of TWO SEPARATE peers’ postings to be eligible for full credit.
- 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.
- Responses must be thoughtful, considerate, and well written. Responding with, "I like what you said," or "I agree," will be considered non-responses.
- Repeated information or thoughts from your peers is not allowed. While it is understood that some thoughts and ideas will be similar, it will be obvious if you are copying the ideas of others. NO CREDIT will be given if you repeat.

Etiquette

- You may 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.

Behave like an adult that will be a teacher in two years from now.
**Expressive Assignment - Frozen Text** (3 @ 50 Points Each)
- As a Deaf Education teacher, you will have to interpret morning announcements often. You will be required to learn and memorize the following text to prepare you for such.
- You must learn and memorize the following frozen texts:
  - Star Spangled Banner
  - The Texas Pledge
  - The Pledge of Allegiance
- Refer to your 8-week calendar for due dates.
- This will be the most practical assignment you have if you are a future Deaf educator or Interpreter. It would be worth your while to pick a version you like, learn it, memorize it, and know how to sign it in your sleep.
  - It is important to note there are many variations for each of these frozen texts. There is no ONE right way. Pick the form you feel would benefit you the most in the future. Keep school districts and educational philosophies in mind when choosing!
  - Resources will be available on D2L.
- These assignments will be uploaded and graded in GoReact.
  - To receive full credit, you will be required to follow the recording guidelines posted in D2L.

**Expressive Assignment - Interpreting Practice** (2 @ 50 Points Each)
- The student will have 2 assignments throughout the semester.
- The student will have 1 week to practice and get peer feedback. The following week the student will upload their final video for the professor to critic. Totaling 2 weeks for each of the two assignments.
  - The class will be divided into 3 groups of 4 or 5 depending on the size. Groups will be decided the second week of school.
  - These groups will remain the same for both assignments, and each student must fill out a "Peer Review Survey" for each assignment and submit to the correct Dropbox.
- These video assignments must be uploaded to GoReact.
- Things to keep in mind:
  - Fingerspelling should be clean and clear enough for a Deaf person to read.
  - Remember to interpret for meaning.
- The student will be graded on accuracy of interpretation including:
  - Sign choice accuracy for concept
  - Facial expression
  - Grammar (using ASL grammar and not following word for word)
  - Use of mouth morphemes and not mouthing the English words.

**Final Exam:** (1 @ 200 points each)
- The final exam will be comprised of two parts, expressive and receptive.
- Each student will choose their selections from the following:
  - A song
  - A skit from a movie
  - A monologue
  - A TikTok (if shorter than 1 minute, must pick 2)
- For your receptive part, you must find a DEAF or HOH person, and voice what is being said. You can pick from a movie, where there is no voice, a Monologue, a friend, a story from YouTube or any other social media sites. If you are struggling to find a selection. I suggest looking at Dawn Sign Press; there are a plethora of videos to choose from.
- The 2 parts do not have to be related. For example, your expressive can be a song and your receptive can be an ASL story.
- Each part must be at minimum 1 minute. Meaning, if you pick a short skit, and it only takes you 30 seconds to interpret, you must pick an additional selection.
- You will screen split record the media you have chosen. There will be examples on D2L of what your assignment should look like when finished.
IV. 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>Discussion Posts: Module Reflection (3) **</td>
<td>100 pts each</td>
<td>300 Points</td>
</tr>
<tr>
<td>Discussion Posts: Vocabulary Expansion (3)</td>
<td>50 pts each</td>
<td>150 Points</td>
</tr>
<tr>
<td>Expressive Assignment- Interpreting Practice (2)</td>
<td>100 pts each</td>
<td>200 Points</td>
</tr>
<tr>
<td>Expressive Assignment- Frozen Text (3)</td>
<td>50 pts each</td>
<td>150 Points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts each</td>
<td>100 Points</td>
</tr>
<tr>
<td>Total Points Possible for Semester</td>
<td></td>
<td>900 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
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:
2. Go-React account: You can purchase it at Barnes and Nobles or Online at www.goreact.com
3. Additional Reading on D2L you may be required to print out and turn in
   b. RID Publications
   c. Bromberg M., Gordon M. Barron’s 1100 words you need to know.

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! 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.**

VII. 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
Policy is found at the following link: [http://www.sfasu.edu/policies/class-attendance-6.7.pdf](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](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 Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

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. Due to COVID, SFA has asked faculty to be as flexible with schedules as possible, I have made the majority of our class online, and will post lectures throughout the semester for you to watch as needed! We will have very few required classes @ MW 11:00AM, but I will always be available to you if needed.

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.

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.