I. Course Description:
ASL IV is a continuation of ASL III. The class will continue to focus on vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication and cultural knowledge at an advanced level. At the conclusion of this course, students will be able to communicate fluently with native ASL signers. Material covered in class will provide linguistic principles of American Sign Language at the advanced level and grammatical structures for complex sentences. ASL expressive presentations are performed in small groups and on an individual basis. An increased focus is on the improvement of a student's ability to express him/herself using ASL. **The class will be conducted in ASL, no voice.**

Prerequisites: B or better in both SGNL 1301, 1302, AND 2301

II. Intended Learning Outcomes/Goals/Objectives: (Program/Student Learning Outcomes)

This course reflects the following core values of the College of Education (see the COE Conceptual Framework at [www.sfasu.edu/education/about/accredidations/ncate/conceptual](http://www.sfasu.edu/education/about/accredidations/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:
ASLTA (American Sign Language Teachers Association) Standards
• Proficiency in ASL (Area I)
  o 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
  o 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)
  o Obtain an overview of the literature of Deaf people with an emphasis on contemporary writers/signers
  o 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 develop skills in using role shifting with spatial agreement, sequencing of classifiers, and timing of reactions to enhance telling of stories.
• Students will develop good interpretations of written information into ASL.
• Students will analyze facts for meaning and explain, rephrase, demonstrate, or draw conclusions to clearly present the fact in ASL.
• Students will give clear instructions or explanations using classifiers, “rule” related vocabulary, and various sentence types to explain cultural rules and rules of games.
• Students will use money-related signs (including banking) appropriately.
• Students will continue to expand vocabulary and grammatical structures needed to discuss various topics.
• Students will continue to develop conversational fluency to share opinions and discuss experiences.
• Students will use appropriate grammar structures, classifiers, and vocabulary to discuss health problems/conditions.

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.

Description of Assignments

Biography Video (50 points each)
• Following the assignment in D2L.
• Each video must be a minimum of 1.5 minutes and a maximum of 2.5 minutes.
• Each submission must be accompanied by a typed script. Script must be attached to your GoReact submission. You can type it in English or ASL Gloss, whichever you prefer.
• Your grade will be based on:
  o Written Transcript
  o Time
  o Sign Production
  o Content- must follow the assignment instructions/format.
• Each completed assignment’s due date is the last day the assignment will be accepted for points. Refer to the calendar for due dates.

RESPONSE VIDEOS: (2 @ 250 points each)
• Following the assignment in D2L, answer the question given and follow the instructions.
• Each video must be a minimum of 3 minutes and 45 seconds and a maximum of 4 minutes and 30 seconds.
• Each submission must include a typed script of your video. You can type it in English or ASL Gloss, whichever you prefer.
• You must meet with me or the teaching assistant twice prior to submitting each assignment. Refer to the Calendar for the deadlines.
• Your grade will be based on:
  o Mentor Meetings
  o Written Transcript
  o Time
  o Sign Production
  o Effectively answering the question.
• Each completed assignment’s due date is the last day the assignment will be accepted for points.
CULTURE DISCUSSIONS: (3 @ 50 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 percent.

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. Your original post must be minimum of 400 words.
- 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-collegiate level work and you will be asked to modify your post. Each response must be a minimum of 200 words. My expectation is for you to expand on their post by researching their sources further or bringing in more sources.
- 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.

FINAL EXAM VIDEO: (1 @ 125 points each)
- Following the assignment in D2L, answer the question given and follow the instructions.
- THIS video must be a minimum of 2 minutes and a maximum of 4.
- Each submission must include a typed script of your video. You can type it in English or ASL Gloss, whichever you prefer.
- Your grade will be based on:
  - Written Transcript
  - Time
  - Sign Production
  - Effectively answering the question.
- Each completed assignment’s due date is the last day the assignment will be accepted for points.
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.

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>Manual Deaf Biography Video</td>
<td>100 pts each</td>
<td>100 Points</td>
</tr>
<tr>
<td>Manual Response Video (3)</td>
<td>250 pts each</td>
<td>500 Points</td>
</tr>
<tr>
<td>Materials Materials Quiz</td>
<td>25 pts each</td>
<td>25 Points</td>
</tr>
<tr>
<td>History Culture Discussions (3)</td>
<td>50 pts each</td>
<td>150 Points</td>
</tr>
<tr>
<td>Mix Dispositions/Participation/Attendance</td>
<td>VARIES</td>
<td>100 Points</td>
</tr>
<tr>
<td>Final Final Exam</td>
<td>125 pts</td>
<td>125 Points</td>
</tr>
<tr>
<td>Receptive TOTAL</td>
<td></td>
<td>1000 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:
Textbook: GoReact Account- you can purchase at Barnes and Noble OR on www.goreact.com

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

Green Screen- Amazon (hyperlinked) OR Equivalent backdrop

Solid Colored Shirt- Amazon (hyperlinked) OR Equivalent shirt

VI. Course Evaluations:
Near the conclusion of each semester, students electronically evaluate courses taken at SFASU. 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 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.
Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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.