I. Course Description:
Manual communication for the deaf using American Sign Language. Emphasis is placed on fluency. This course shifts emphasis from receptive skills (in SGNL 1301) to expressive skills, as well as ongoing exploration in Deaf culture. Prerequisite: B or better in SGNL 1301. The class will be conducted in ASL, and in an online interactive format.

Time Requirement: SGNL 1302 “Intermediate American Sign Language” (3 credits) is conducted online for 5-weeks, which also includes a 2 hour expressive and receptive final exam. 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. These activities average a minimum of 6 hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives: (Program/Student Learning Outcomes)
Student Learning Outcomes:
Students will demonstrate the following skills through tests (receptive and expressive), lab assignments, cultural quizzes, classroom activities, completion of assignments from their workbooks, and interaction with other ASL users:

- able to engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- able to comprehend and interpret live and recorded American Sign Language on a variety of topics.
- able to present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- able to demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.
- able to demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own

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.”
Course Assignments, Activities, Instructional Strategies, and 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.

III. 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 1302 you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Through signed student conversations, performance assignments, and receptive exams.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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</tbody>
</table>
### Teamwork
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

### Personal Responsibility
To include the ability to connect choices, actions, and consequences to ethical decision-making.

### Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

### V. Student Ethics and Other Policy Information:

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of
obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades (HOP policy 02-206)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

**Students with Disabilities**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services, Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, Disability Services will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to sfasu.edu/disabilityservices.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
sfasu.edu/humanservices/clinics-labs/counseling-clinic
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

sfasu.edu/thehub
936.468.4008
dxhub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

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.

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.

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. 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.
VI. Class Policies

Late Work:
Late work will only be allowed for the following assignments. Any assignment that is submitted late will start with a grade of 70 instead of 100, and point deductions subtracted from the 70 starting point. You are only allowed to submit late assignments up to one week after the due date. After this time a zero will be recorded. This is a 5-week class, you cannot fall behind. Daily grades (classwork only), Performance Assignments Unit 5 & 7 (only), are able to be submitted late. All other assignments are not eligible for late submission and will be given a zero if not completed or turned in on time.

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 three hours of practice each week.

Response to Student Emails:
Every effort is made to respond to student communication within a timely manner. Email response turnaround time is typically within 24 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.

Advancing to ASL III requires the following:
A grade of “B” or better in ASL II. The course is heavily weighted on the final receptive test and expressive assessments or assignments. You may only register for ASL III AFTER grades are submitted. The prerequisite WILL be enforced: If you manage to enroll in a course without meeting prerequisites, your instructor will check and you will be removed from the course. Grades may not be released through e-mail. The Family Privacy Act considers e-mail too public. In order to prevent others from seeing your grades unless you so desire, I may only discuss grades in person or over the phone.

VII. Readings – Required & Recommended Texts/ Software/ Equipment

Required:
a. Clean solid color background (wrinkle free); Green Screens can be purchased on amazon, but you can use a wrinkle free sheet, curtain, or cloth.
Optional: (The course will have the content embedded for the summer session only.)

VIII. Description of Assignments

Exam: (1 @ 200 Points)
• Receptive Section Format:
  o Vocabulary embedded sentences
Each exam will contain old and new material, fingerspelling, and vocabulary from ASL I (each test comprehensive)

All tests will be signed and students are expected to write the intent and meaning using good English grammar.

Grades are based on accuracy of vocabulary recognition and connection of concepts expressed in English.

- Final Exam: Units 1-8; Manual Alphabet/Fingerspelling; Signed Sentences; Vocabulary; GLOSS; Classifiers; Deaf Culture (available through D2L)
- Missing an exam: If you do not complete the exam, a grade of 0 will be recorded, except for a documented emergency.

**Performance Assignments:** (3 @ 100 Points Each, 1 @ 200 Points) (Submitted to Dropbox in D2L using unlisted YouTube links)

- Expressive Section Format:
  - You will be given the information that must be included in your video when it is your turn to record, this is provided in D2L with each performance assignment.
  - Grades are given based on inclusion of information required, accuracy of grammar used, fluency of signing, inclusion of and accuracy of facial expressions, semantically accurate sign choices, accuracy of signs, use of classifiers, complete thoughts, and use of space.
  - ASL 1 Mini Autobiography (100 points)
  - Unit 5 Phrases (100 points)
  - Unit 7 Phrases (100 points)
  - Unit 8 Today at SFA (200 points)

**Daily Grades & Quizzes:**

**Units 1-4 Review Quiz:** (1 @ 100 points)

- At the beginning of the semester you will have a quiz to assess your knowledge of ASL 1 and to ensure all students understand the expectation of knowledge for ASL 2.
  - Fingerspelling
  - Vocabulary
  - Numbers
  - Sentences

**Unit 5, 7, & 8 Quizzes:** (3 @ 50 points)

- You will complete a fingerspelling and vocabulary quiz after the completion of each unit vocabulary. These will be completed in D2L under quizzes. These must be done by the due date listed for each week of the unit you are completing. Please see the course calendar for due dates. One of these quizzes can be dropped if you complete the weekly lecture questions (there will be 3, at the end of Unit 5, 7, and 8. More information can be found in D2L).

**Unit 6 Storytelling & Classifier Quiz:** (1@ 50 points)
You will watch the story of The Gum Story and the lecture about classifiers. Once you have completed both, you will take a 10-question quiz in D2L by the due date listed for Unit 6 assignments.

**IX: Evaluations and Assessments:**
*Grades will be based on the following:*

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>Performance</th>
<th>Exams</th>
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</thead>
<tbody>
<tr>
<td>Unit 5 FS &amp; Vocab Quiz= 50</td>
<td>ASL 1: Mini Autobiography = 100</td>
<td>ASL 1 Review = 100</td>
</tr>
<tr>
<td>Unit 6 Storytelling &amp; CL= 50</td>
<td>Unit 5: Phrases = 100</td>
<td>Final Exam = 200</td>
</tr>
<tr>
<td>Unit 7 FS &amp; Vocab Quiz= 50</td>
<td>Unit 7: Phrases = 100</td>
<td></td>
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<tr>
<td>Unit 8 FS &amp; Vocab Quiz= 50</td>
<td>Unit 8: News Story = 200</td>
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**Grading Standard based on Points:**
- 900-1000= A
- 899-800= B
- 799-700= C
- 699-600= D
- 599 & under = F

**X. Tentative Course Outline/Calendar  *Dates are tentative and subject to change***

<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class Assignment or Activities</th>
<th>Graded Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>July 8-13</td>
<td>Syllabus Overview/ASL 1 Review</td>
<td>ASL 1 Review Exam (D2L)</td>
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<td></td>
<td></td>
<td>ASL 1 Quick Autobiography (D2L)</td>
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<td></td>
<td>Syllabus Acknowledgement (D2L)</td>
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<td>Due Saturday by 11:59 pm.</td>
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<td>Week 2</td>
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<tr>
<td>July 15-20</td>
<td>Unit 5 Vocabulary/Phrases/Assignment Instructions</td>
<td>Unit 5 FS and Vocab Quiz (D2L)</td>
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<tr>
<td></td>
<td></td>
<td>Unit 5 Phrases (D2L)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture Response (D2L)</td>
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<td>Due Saturday by 11:59 pm.</td>
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<tr>
<td>Week 3</td>
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<tr>
<td>July 22-27</td>
<td>Unit 6 &amp; Unit 7 Vocabulary/Phrases/Assignment Instructions</td>
<td>Gum Story &amp; Classifier Quiz (D2L)</td>
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<td></td>
<td>Unit 7 FS and Vocab Quiz (D2L)</td>
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<td>Unit 7 Phrases (D2L)</td>
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<td>Lecture Response (D2L)</td>
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<td>Due by Saturday by 11:59 pm.</td>
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<tr>
<td>Week 4</td>
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<tr>
<td>July 29-Aug 3</td>
<td>Unit 8 Vocabulary/Phrases/Assignment Instructions</td>
<td>Unit 8 FS and Vocab Quiz (D2L)</td>
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<td></td>
<td></td>
<td>Lecture Response (D2L)</td>
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<tr>
<td></td>
<td></td>
<td>Schedule your 1-on-1 w/Dr. Seybold</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>Aug 5-6</td>
<td>Final Exam Review/Final Exam/Today at SFA</td>
<td>Final Exam (D2L)</td>
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<tr>
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<td>Today at SFA (D2L) by due by Tuesday, Aug 6 by 11:59 pm.</td>
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